

SOQUEL ELEMENTARY SCHOOL

AM K	AM Kindergarten (8:30-12:15	225	9:45-10:00	15	
	AM Kindergarten (8:30-12:00	210	9:45-10:00	15	
K	Extended Day Kin	8:30-2:15	345	9:45-10:00	15	12:15-12:55
K	Minimum Day	8:30-12:00	210	9:45-10:00	15	
	Total					
K	Kindergarten in K/	8:30-12:15	225	9:45-10:00	15	
K	Minimum Day	8:30-12:00	210	9:45-10:00	15	
	Total					
1s in K/1	Regular Day	8:30-2:40	370	9:45-10:00	15	12:15-12:55
	Minimum Day	8:30-12:00	210	9:45-10:00	15	
	Total					
1st/2nd/3rd	Regular Day	8:40-2:54	374	10:05-10:20	15	11:50-12:30
1st/2nd/3rd	Minimum Day	8:40-12:00	200	10:05-10:25	20	
	Total					
4th/5th	Regular Day	8:40-3:30	410	10:25-10:40	15	12:40-1:20
4th/5th	Minimum Day	8:40-12:05	205	10:05-10:25	20	
	Total					

	210	138	28980			
	195	42	8190			
		180	37170	36000	1170	6.50
40	290	138	40020			
0	195	42	8190			
		180	48210	36000	12210	67.83
0	210	139	29190			
0	195	41	7995			
		180	37185	36000	1185	6.58
40	315	139	43785			
	195	41	7995			
		180	51780	50630	1150	6.39
40	319	138	44022			
	180	42	7560			
		180	51582	50630	952	5.29
40	355	138	48990			
0	185	42	7770			
		180	56760	55875	885	4.92

Grade Span	#	Unit
TK-6th	180	Instructional Days
TK-K	36000	Instructional Minutes
TK-K	60	Absolute min minutes per day
TK-K	180	10-day avg min minutes per day
1st-3rd	50400	Instructional Minutes
1st-3rd	170	Absolute min minutes per day
1st-3rd	230	10-day avg min minutes per day
4th-6th	54000	Instructional Minutes
4th-6th	180	Absolute min minutes per day
4th-6th	240	10-day avg min minutes per day

PACIFC ELEMENTARY SCHOOL

		Instructional Time	Instructional Minutes	Early Morning Instruction	Recess	Recess Minutes	Late Morning Instruction	Lunch Recess
K	Regular Day	8:40-12:30	230		11:00-11:15	15		
1st-3rd	Regular Day	8:40-2:40	400	90	10:10-10:25	15	100	12:05-12:35
1st-3rd	Minimum Day	8:40-2:00	320	90	10:10-10:25	15	100	12:05-12:35
	Total							
4th-6th	Regular Day	8:40-3:05	385	75	9:55-10:10	15	120	12:10-12:35
4th-6th	Minimum Day	8:40-2:00	320	75	9:55-10:10	15	120	12:10-12:35
	Total							

Changes:

- Start school 5 min earlier
- Accurate description of lunch
- All Min Day end at 2:00
- 5th/6th AM recess 10 min later
- Play 1st, Eat 2nd

To be solved:

- funding 2 aides, .5 hr 5 days/wk
- Ask Theresa re AM recess

Lunch Eating	Lunch Minutes	PM Instruction	Inst min - recess min	# of Days	Total Instructional Minutes	Required Minutes	Minutes over Minimum	Full Days Over Minimum
			215	180	38700	36000	2700	12.56
12:35-1:00	55	100	330	138	45540			
12:35-1:00	55	60	250	42	10500			
				180	56040	50400	5640	17.09
12:35-1:00	50	125	320	138	44160			
12:35-1:00	50	60	255	42	10710			
				180	54870	54000	870	2.72

PACIFC ELEMENTARY SCHOOL

		Instructional Time	Instructional Minutes	Recess	Recess Minutes	Lunch	Lunch Minutes
K	Regular Day	8:45-12:30	225	11:00-11:15	15		
1st-3rd	Regular Day	8:45-2:40	355	10:10-10:25	15	12:30-1:00	30
1st-3rd	Minimum Day	8:45-12:30	225	10:10-10:25	15		
	Total						
4th-6th	Regular Day	8:45-3:05	380	9:45-10:00	15	12:30-1:00	30
4th-6th	Minimum Day	8:45-12:30	225	9:45-10:00	15		
	Total						

Drawbacks to current practice:
lunch inaccurate
Min days shorter than required

Inst min - recess min	# of Days	Total Instructional Minutes	Required Minutes	Minutes over Minimum	Days Over Minimum
210	180	37800	36000	1800	8.57
310	138	42780			
210	42	8820			
	180	51600	50400	1200	6.67
335	138	46230			
210	42	8820			
	180	55050	54000	1050	5.83

PACIFIC						
		Instructional Time	Instructional Minutes	Recess	Recess Minutes	Lunch Recess
K	Regular Day	8:40-12:30	230	11:00-11:15	15	
1st-3rd	Regular Day	8:40-2:40	400	10:10-10:25	15	12:05-12:35
1st-3rd	Minimum Day	8:40-2:00	320	10:10-10:25	15	12:05-12:35
	Total					
4th-6th	Regular Day	8:40-3:05	385	9:45-10:00	15	12:10-12:35
4th-6th	Minimum Day	8:40-2:00	320	9:45-10:00	15	12:10-12:35
	Total					

Proposed changes:
Start school 5 min earlier
Accurate description of lunch
All Min Day end at 2:00

Drawbacks:
Conf weeks have less time to meet w/ parents

ELEMENTARY SCHOOL

Lunch Eating	Lunch Minutes	Inst min - recess min	# of Days	Total Instructional Minutes	Required Minutes	Minutes over Minimum
		215	180	38700	36000	2700
12:35-1:00	55	330	138	45540		
12:35-1:00	55	250	42	10500		
			180	56040	50400	5640
12:35-1:00	50	320	138	44160		
12:35-1:00	50	255	42	10710		
			180	54870	54000	870

Full Days Over
Minimum

12.56

17.09

2.72

Pacific Elementary School Daily Schedule 2018-19

Grade Span	Type of Day	Instructional Time	Instructional Minutes	Recess Time	Recess Minutes	Lunch Recess Time	Eating	Lunch Minutes	Inst min - recess min	# of Days	Total Instructional Minutes	Required Minutes	Minutes over Minimum
K	Reg Day	8:40-12:30	230	11:00-11:15	15				215	180	38700	36000	2700
1st-3rd	Reg Day	8:40-2:45	365	10:15-10:30	15	12:10-12:35	12:35-1:00	50	300	141	42300		
1st-3rd	Min Day	8:40-1:00	260	10:15-10:30	15		12:35-1:00	25	220	39	8580		
	Total									180	50880	50400	480
4th-6th	Reg Day	8:40-3:10	390	10:15-10:30	15	12:10-12:35	12:35-1:00	50	325	141	45825		
4th-6th	Min Day	8:40-1:00	260	10:15-10:30	15		12:35-1:00	25	220	39	8580		
	Total									180	54405	54000	405

Proposed changes:

K = no changes

1st-6th min day ends @ 1:00 (60 min earlier)

1st-6th lunch ends @ 1:00 (eating time is 25 min)

1st-3rd full day ends @ 2:45 (5 min later)

4th-6th reg day ends @ 3:10 (5 min later)

4th-6th lunch recess starts @ 12:10 (5 min later) & is 5 min shorter

Full Days Over Minimum
12.56
1.60
1.25

Comprehensive School Safety Plan SB 187 Compliance Document

**2016-2017
School Year**

School: Pacific Elementary School
CDS Code: 44697816049621
District: Pacific Elementary School District
Address: 50 Ocean St.
Davenport, CA 95017
Date of Adoption: February 20, 2018

Approved by:

Name	Title	Signature	Date
Gwyn Rhabyt	President, Board of Trustees		
Don Croll	Trustee		
Cari Napoles	Trustee		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at <http://www.pacificesd.org/plans--lcap.html>.

Safety Plan Vision

The purpose of the Comprehensive School Safety Plan is to ensure the safety of the Pacific Elementary community. Through planning, policy-making, practicing, and analyzing, the school strives to prevent injury, loss, and damage to staff, students, families, and the physical plant. This document serves as a reference to guide our efforts to create a culture of safety so that we may create the environment necessary to promote academic success.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific Elementary School Safety Committee

Eric Gross & Jennifer Tschirky

Assessment of School Safety

On-going

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

Safety Drills:

Fire drills (1x/month)

Earthquake drills (4x/year)

Lockdown drills (4x/year)

Safety Inspections:

Classroom, office, custodial, student nutrition inspections (2x/year)

Playground inspection (1x/month)

Fire inspection (1x/year)

Property & Liability inspection by Keenan & Associates Loss Control/Risk Management Consultant (1x/year)

Workers Compensation Safety inspection (1x/year)

Ergonomic assessment (as needed)

Fire extinguisher and exit lights inspection (1x/month)

Safety Meetings:

5-minute safety meeting -- teachers, office, custodian, student nutrition, (1x/month)

Safety Committee (5x/year)

Safety Training:

Keenan's online safety training videos (1x/year)

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

Pacific SD

Board Policy

Child Abuse Prevention And Reporting

BP 5141.4

Students

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program may include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report.

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting
CODE OF REGULATIONS, TITLE 5
4650 Filing complaints with CDE, special education students
UNITED STATES CODE, TITLE 42
11434a McKinney-Vento Homeless Assistance Act; definitions
COURT DECISIONS
Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form: http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/can>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: May 18, 2017

Pacific SD

Administrative Regulation

Child Abuse Prevention And Reporting

AR 5141.4

Students

Definitions

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

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

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

Responsibility for Reporting

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

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

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

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

(cf. 1240 - Volunteer Assistance)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Superintendent/Principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Education Code 44691 requires school districts to use the online training module provided by the California Department of Social Services. However, if the online training module is not used, the Superintendent or designee is required to report to the CDE regarding the training being used in its place.

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: January 25, 2017

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

Disaster Plan (See Appendix C-F)

Public Agency Use of School Buildings for Emergency Shelters

Currently being arranged with the Red Cross

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Pacific SD

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

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

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

CSBA PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: September 29, 2016

Pacific SD

Administrative Regulation

Suspension And Expulsion/Due Process

AR 5144.1

Students

Definitions

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

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

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the Superintendent/Principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-6

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

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

(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-6

Any student in grades 4-6 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent/Principal or Designee

To implement disciplinary procedures at a school site, the Superintendent/Principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent/Principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent/Principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent/Principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

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

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

2. Administrative Actions: All requests for student suspension are to be processed by the Superintendent/Principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

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

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

In addition, the notice may state the date and time when the student may return to school.

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

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

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

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent/Principal or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent/Principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.
Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

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

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

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

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

Rights of Complaining Witness

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

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

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

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

Written Notice of the Expulsion Hearing

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

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

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing

7. The opportunity to confront and question all witnesses who testify at the hearing

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent/Principal or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

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

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

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

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

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

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

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

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

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

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

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

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

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

Written Notice to Expel

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)

2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

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

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

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)

5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

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

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

Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

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

Placement During Expulsion

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

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

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

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

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

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

(cf. 5119 - Students Expelled from Other Districts)

Regulation PACIFIC SCHOOL DISTRICT

approved: October 15, 2009 Davenport, California

revised: September 29, 2016

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

NOTIFYING TEACHERS OF DANGEROUS PUPILS

Relative to Education Code Section 49079, the District will provide all relevant information regarding students who have been found to have violated Education Code Section 48900. Reports from law enforcement agencies, including juvenile departments, probation departments, and other legal entities, will be conveyed to teachers as necessary and as required by law.

The process of informing teachers will incorporate the confidentiality of information to protect the student, his/her family, and others. The teacher will be informed through confidential communiqués and instructed to maintain confidentiality of all information.

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

Pacific SD

Board Policy

Sexual Harassment

BP 4119.11

Personnel

The Board of Trustees prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the Principal/Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
CODE OF FEDERAL REGULATIONS, TITLE 34
106.9 Dissemination of policy
COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026
Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL
Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
Equal Employment Opportunity Commission: <http://www.eeoc.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/index.html>

Policy PACIFIC SCHOOL DISTRICT
approved: October 15, 2009 Davenport, California
revised: May 18, 2017

Pacific SD
Administrative Regulation
Sexual Harassment

AR 4119.11
Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation PACIFIC SCHOOL DISTRICT

approved: October 15, 2009 Davenport, California

revised: May 18, 2017

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

Pacific SD

Board Policy

Dress And Grooming

BP 5132

Students

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 5144 - Discipline)

Gang-Related Apparel

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

Pacific SD

Administrative Regulation

Dress And Grooming

AR 5132

Students

In cooperation with teachers, students and parents/guardians, the Superintendent/Principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

3. Hats, caps and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

The Superintendent/Principal, staff, students and parent/guardians may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

The Superintendent/Principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Regulation PACIFIC SCHOOL DISTRICT
approved: October 15, 2009 Davenport, California

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

Pacific SD
Board Policy
Safe Routes To School Program

BP 5142.2
Students

The Board of Trustees recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent or designee may develop and implement strategies to establish and promote safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3510 - Green School Operations)
(cf. 3514 - Environmental Safety)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)

The Superintendent or designee may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1020 - Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of the school and the surrounding neighborhoods.

The Superintendent or designee may explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 1260 - Educational Foundation)
(cf. 3100 - Budget)

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but not be limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

32283 Comprehensive safety plan

45450-45451 Crossing guards

GOVERNMENT CODE

65352.2 General planning; communication between cities, counties and school districts

STREETS AND HIGHWAYS CODE

2333.5 Safe routes to schools construction program

VEHICLE CODE

21200-21212 Operation of bicycles, especially:

21212 Helmet required for bicycle, nonmotorized scooter, skateboard, skates

21949-21971 Pedestrian rights and duties

UNITED STATES CODE, TITLE 23

148 Highway safety improvement program

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

Management Resources:

CSBA PUBLICATIONS

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, August 2009

Building Collaboration: Tools and Ideas for Creating Active Living, Healthy Eating Communities, August 2009

NATIONAL CENTER FOR SAFE ROUTES TO SCHOOL PUBLICATIONS

Safe Routes to School Guide

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION PUBLICATIONS

Safe Routes to School Toolkit, 2002

SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP PUBLICATIONS

Safe Routes to School 2009 Policy Report: Moving to the Future: Building on Early Achievements, March 2009

WEB SITES

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

California Center for Physical Activity: <http://www.caphysicalactivity.org>

California Department of Transportation, Safe Routes to School:
<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

National Center for Safe Routes to School: <http://www.saferoutesinfo.org>

National Highway Traffic Safety Administration: <http://www.nhtsa.gov>

Safe Routes to School National Partnership: <http://www.saferoutespartnership.org>

U.S. Department of Transportation, Federal Highway Administration, Safe Routes to School:

<http://safety.fhwa.dot.gov/saferoutes>

Policy PACIFIC SCHOOL DISTRICT

adopted: September 29, 2016 Davenport, California

Pacific SD
Administrative Regulation
Safe Routes To School Program

AR 5142.2
Students

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:

a. Instructing students about pedestrian, bicycle, and personal safety

b. Instructing students about the health and environmental benefits of walking, bicycling, and other forms of active transport to school

(cf. 3510 - Green School Operations)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

c. Offering driver safety education to high school students, parents/guardians, and the community

2. Encouragement strategies designed to generate interest in active transport to school, such as:

a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed

b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions

c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options

(cf. 1112 - Media Relations)

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:

a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs

(cf. 5142 - Safety)

b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns

c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or nonmotorized scooters wear helmets in accordance with Vehicle Code 21212

4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:

a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways

c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas

(cf. 7111 - Evaluating Existing Buildings)

d. Considering safe routes to school when making decisions about siting and designing of new schools

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

5. Evaluation to assess progress toward program goals, including:

a. Gathering and interpreting data based on indicators established by the Superintendent or designee and the Board of Trustees

b. Presenting data to the Board, program partners, and the public

c. Recommending program modifications as needed

Regulation PACIFIC SCHOOL DISTRICT

approved: September 29, 2016 Davenport, California

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

Component:

School Culture

Element:

Creating a positive atmosphere for learning.

Opportunity for Improvement:

Increase school spirit and pride. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The % of students eating school lunches will increase by 1% each year.	During each lunch, staff will encourage students who bring lunch from home to try what is being served at school.	Food & staff	Emelia Miguel	2015-16 = 77% 2016-17 = 67% 2017-18 = 62%
The # of office referrals for discipline will decline each year.	Implement Sanford Harmony social skills curriculum and/or mindfulness practices.	Sanford Harmony curriculum	Eric Gross	2015-16 = 210 2016-17 = 200 2017-18 = 48 as of 2/9/18
Each year, 100% of required safety drills and safety committee meetings will be completed in a satisfactory manner.	Conduct safety drills and hold safety meetings.	Walky talkies	Eric Gross	2015-16 = not met 2016-17 = met 2017-18 = on track
A handbook will be developed with procedures, rules, & consequences for each area of campus (e.g. playground, dining room, bathroom). The plan will be implemented and refined. New staff will be on-boarded as needed.	The Culture & Climate Committee will meet monthly to develop chapters of the handbook.		Eric Gross	2015-16 no consensus re behavior 2016-17 handbook developed 2017-18 plan implemented & revised
Each class will meet the requirement for 200 minutes/10 instructional days of physical education instruction.	Collect PE schedules from teachers.		Eric Gross	2015-16 = not met 2016-17 = partially met 2017-18 = partially met
The # of office referrals for health reasons will decline each year.	Track office visits for health reasons and then address root causes of visits for repeat visitors and/or common reasons.	staff time	Eric Gross	2017-18 = 279 as of 2/9/18

Component:

Safe Physical Environment

Element:

Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:

Update the procedures and address physical environmental needs to ensure a safe school environment .

Objectives	Action Steps	Resources	Lead Person	Evaluation
Within 1 year of being posted on the maintenance google sheet, all repairs will have been made.	Repair facilities as needed.	Volunteer maintenance workers	Eric Gross	40/62 (65%) of identified facilities issues have been repaired within 1 year of identification.
By 6/6/17, a Facilities Master Plan will be completed.	Work with architect to determine what can be done within the budget. Revise developers fees to ensure eligibility for Prop 51 funds.	Approximately \$100,000 in up front costs from general fund to qualify for \$1,700,000 in Prop 51 funds.	Eric Gross	The facilities Master Plan was completed in 2017.
All required safety inspections (kitchen, fire, fire extinguisher, workers compensation, property & liability, ergonomic) will be completed each year and the identified issues will be corrected.	Conduct inspections. Fix identified issues.	Safety budget	Eric Gross	2016-17 = all inspections completed; most corrections made 2017-18 = all inspections completed; most corrections made as of 2/10/18
Ensure that all staff (including new hires) have access to phones and email to facilitate communication.	Install new phones and train staff on their proper use. Assign email addresses to new hires.	Budget for phone system.	Eric Gross	Phone system installed and working. Gmail accounts assigned to all staff.
Install and repair all lighting on campus to ensure that all areas are well-lit for safety.	Install and repair all lighting on campus	Prop. 39 funds to upgrade energy efficiency	Eric Gross	All lighting is installed and functions properly.
The Feng Shui Committee will have deep cleaned each area of campus.	Clean out unwanted clutter.	Time	Eric Gross	The Feng Shui Committee meets monthly for on-going organization, cleaning, & beautification.
Trees on campus will be assessed each year and be trimmed as necessary.	Cut low-hanging limbs and ensure that trees are properly balanced.	Volunteer tree trimmer	Eric Gross	All trees were evaluated and those needing trimming were trimmed in 2017.
By 2017, all playground equipment will be properly labeled.	Order and install labels.	Stickers	Candace Tanner	All playground equipment has proper labels.

Component:

Personal Characteristics of Students and Staff

Element:

Traits that students, teachers, administrators, and other school personnel bring to campus.

Opportunity for Improvement:

Ensuring students, teachers, administrators, and other school personnel receive ongoing in-service training to meet the changing needs of the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Each year, all staff will complete required training (safety videos, 5-minute safety meetings).	Supervisor will track progress on on-line videos and train staff at meetings.	Keenan's on-line training program	Eric Gross	27/30 (90%) have completed all online safety training videos as of 2/9/18. Most staff complete 5-min safety trainings monthly.
All faculty will be current with the CPR and 1st aid training requirements.	Schedule training.	Budget to pay for training.	Eric Gross	All faculty (and many classified staff) are current with first aid and CPR training requirements.

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

Pacific Elementary School Student Conduct Code

Pacific is in the process of implementing Positive Behavior Intervention Supports. One aspect of that effort is creating rules, procedures, and consequences for each area of our campus. Below are the rules, procedures, and consequences for three areas of campus: the playground, the bathrooms, the dining rooms, and during assembly.

Conduct Code Procedures

Playground

Rules

Be Safe

Use play structure as intended
Slide – people sliding down have the right of way
Ladders – people climbing up have the right of way
Monkey bars – swing with your arms
Trolley – Use hands only
Look before you leap
Wood chips stay on the ground in the fall zone
If you can reach it, you can use it
Students must stay where adults can see them
Tag should be played on the lawn
Keep your bodies peaceful

Be Kind & Respectful

Take turns
Walk around games (not through them)
Ask to be included before you join the game
Include whoever wants to play in the game
Agree on the game's rules before you begin to play
Be a good sport
Use appropriate language

Be Responsible

Use play equipment as intended
Stay within playground boundaries (play structure, blacktop, lawn)
If you need to leave the playground to go to the office or bathroom, you must request permission from the yard supervisor

The shed is for storing play equipment
If you use play equipment, you must return it
The right side of the shed is for preschool storage; the left side is for playground equipment
If play equipment goes over the fence, inform the yard supervisor
Take care of your body (use restroom during recess)
Line up when the bell rings

Procedures

Playground Equipment

Yard Supervisor opens Ball Shed & closes it after taking out equipment
Students may take play equipment out from the left side only as desired
If a student stops using equipment during the middle of recess, they are responsible for returning it to the shed
If the student who took out the equipment stops using it, but other students are still using it, a new student must assume responsibility for returning it
At the end of recess, the student who took the equipment out is responsible for returning it to the shed.

Ending Recess

A Yard Supervisor will ring the bell to signal the end of recess.
When the bell is rung, the responsible students will bring the equipment back to the ball shed. The Yard Supervisors will ensure that responsible students return the equipment.
Students not returning equipment should line up upon hearing the bell. The line is expected to be straight, forward-facing, and relatively calm and quiet.

Yard Supervision

Yard Supervisors should actively watch and interact with students in order to promote safety, fun and education (teach them how to have a good time safely)
Yard Supervisors should stay in zones (field & blacktop/play structure) in order to use proximity to discourage anti-social behavior
Anything that distracts attention away from supervising the students (conversations, cell phones) should be kept to a necessary minimum
Students should be sent to the office by yard supervisors, rather than students deciding if/when to leave the playground on their own. Students with minor injuries can be sent on their own, or with a friend. Students with more severe injuries should be brought in by a yard supervisor. That yard supervisor should let the other(s) know that they will be temporarily absent from the yard.

Minor & Major Infractions

Minor Infractions

Not using play structure as intended
Out of boundary
Playing tag on play structure
Not taking turns
Running through games
Bad sportsmanship
Going to the office/bathroom without permission
Playing inside the shed
Failure to return play equipment
Using inappropriate language

Major Infractions

Running away/hiding from an adult
Repeatedly refusing to comply with the directive of an adult
Physical violence

Consequences

Progressive Consequences for Minors

Warning/Teaching

Loss of privilege

Time away

3 minors in one recess = 1 major

Progressive Consequences for Majors

Right your wrong (apology, fix, clean, etc.)

Time away & communication with parents

Spend recess in office

Suspension

Bathroom

Rules

Be Safe

Get permission from an adult to use the bathroom

Walk to and from the bathroom

One person at a time in each stall

Wash your hands with soap and water

Be Kind & Respectful

Flush after use

Keep the bathroom clean

Leave the light on when others are still in the bathroom

Be Responsible

Use bathroom only for its purpose

Stay only as long as necessary

Use indoor voices

Let an adult know when the bathroom needs attention

Procedures

Use bathroom

Flush

Wash hands with soap and dry with towel

Throw trash in trash can

Minor & Major Infractions

Minor Infractions

Using the bathroom without permission

Making unnecessary noise

Making a mess

Staying longer than necessary in the bathroom

Major Infractions

Property damage

Willful violation of privacy
Endangering others

Consequences

Progressive Consequences for Minors
Right your wrong (apology, fix, clean, etc.)
Teacher communicates with parents
3 minors 1 week = 1 major

Progressive Consequences for Majors
Sent to the principal
Supervised use of bathroom
Suspension

Dining Room Rules

Be Safe

Eat only your own food (don't share food)
Touch only your own food (not anyone else's plate or food)
Keep your own plate (don't trade plates with anyone)
Only two students per table can clean at one time

Be Kind & Respectful

Introduce yourself and make new friends
Stay seated until excused
Respond to the quiet signal (clapping or bell) by listening quietly to the speaker
Keep your body to yourself
Use an indoor voice
Face forward and converse only with the people seated at your table
Wear hats outside; not in the dining room
Use good manners
Chew with your mouth closed
Try each food at least once; try as many bites as your years old
Use silverware for non-finger foods
Keep your napkin in your lap
Use the handles and serving tools as intended
Ask to pass communal foods
Thank the chef

Be Responsible

Clean your area
If you spill, tell the adult at your table, so they can help you clean

Procedures

Adult facilitates instructional conversation at own table
Tell an adult how much milk you want to prevent serving too much
When everyone is done cleaning up in pairs, they return to the table prior to being dismissed by an adult
Ask politely for the person next to you to pass serving plates to you
Stack your chairs at the end of the table on Wednesdays and Fridays

Minor & Major Infractions

Minor Infractions

Out of seat without permission
Loud voice
Touching another person's food
Wearing a hat indoors
Not cleaning up your spill
Bad manners
Kicking under a table
Interrupting the speaker after the quiet signal

Major Infractions
Throwing food
Hitting

Consequences

Progressive Consequences for Minors
Right your wrong (apology, fix, clean, etc.)
Move your seat
Teacher communicates with parents
3 minors 1 week = 1 major
Strikes are given for each minor for the table group as a whole in the Upper Dining Room
3 strikes results in having to clean up the dining room in the Upper Dining Room

Progressive Consequences for Majors
Eat away from group
Send to the principal
Suspension

Assemblies & Performances

Rules

Be Safe
Sit/stand peacefully

Be Kind & Respectful
Focus on the speaker
Participate & engage
Show appreciation by clapping or cheering at appropriate times

Be Responsible
Whole body listening

Procedures

Outdoors
Line up with your class
Weather permitting, sit on blacktop. If ground is wet, stand in line

Indoors
Enter room quietly
Sit in assigned spot
Both
When the assembly or performance is done, remain in place until your teacher leads you back to class

Minor & Major Infractions

Minor Infractions

Talking out of turn

Making noises

Bothering neighbors

Excessive movement

Major Infractions

Repeated disruption

Rude behavior:

Heckling, booing, inappropriate noises

Purposely &/or repeatedly disrupting or sabotaging assembly or performance

Consequences

Progressive Consequences for Minors

Move seat

Sit with adult

Progressive Consequences for Majors

Removal from current assembly or performance

Exclusion from future assemblies and performances

(J) Hate Crime Reporting Procedures and Policies

Pacific SD

Board Policy

Hate-Motivated Behavior

BP 5145.9

Students

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent or designee shall collaborate with community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6141.94 - History-Social Science Instruction)

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131- Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:
EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 School safety plans
48900.3 Suspension for hate violence
48900.4 Suspension or expulsion for threats or harassment
PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform Complaint Procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

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

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed and updated each year by the Safety Committee. It is then reviewed and updated by the School Site Council. Once approved by the School Site Council, it is sent to the Board of Trustees for final district-level approval. It is then sent to the County Office of Education for final approval. This cycle is repeated annually.

Safety Plan Appendices

Emergency Contact Numbers

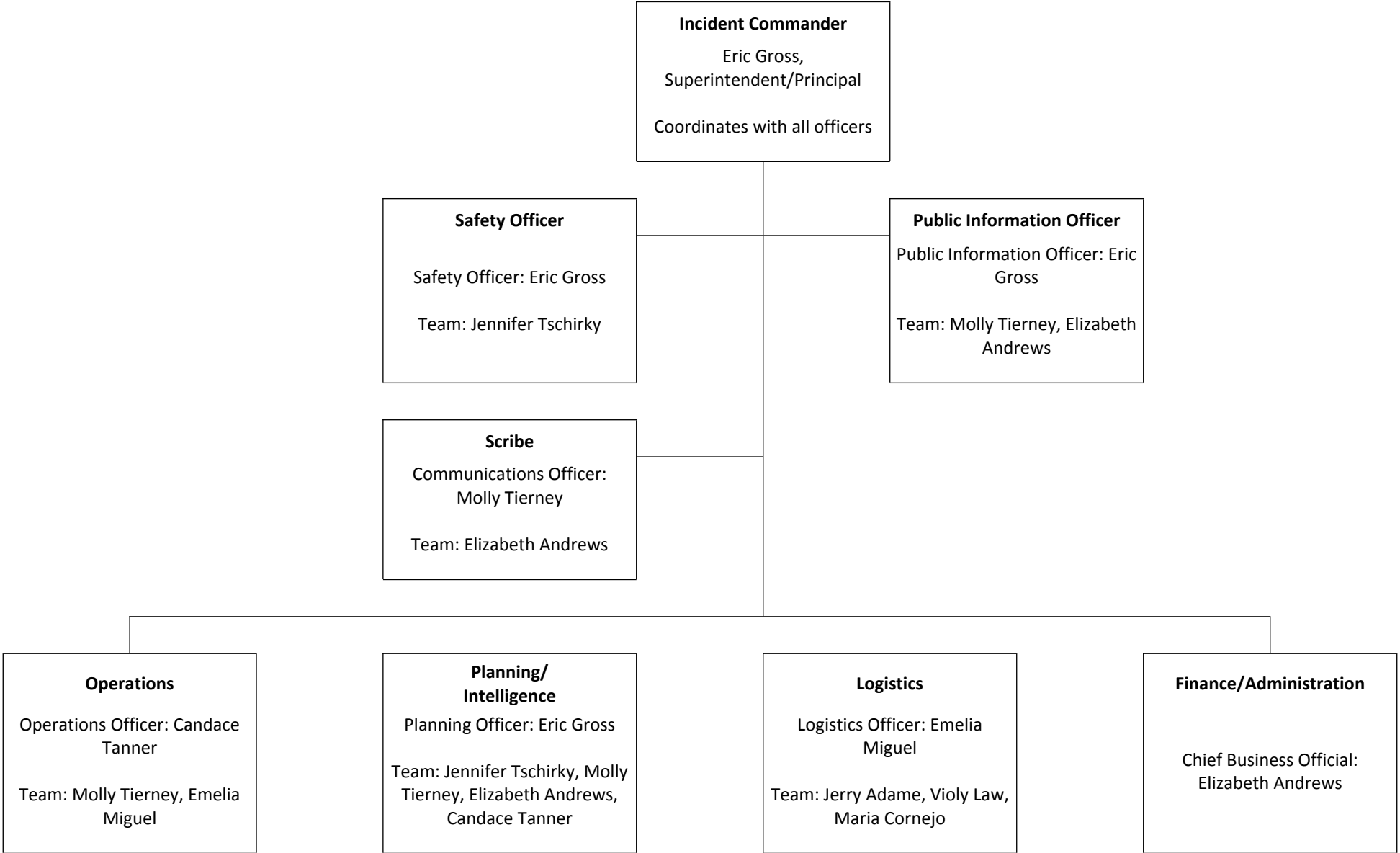
Utilities, Responders and Communication Resources

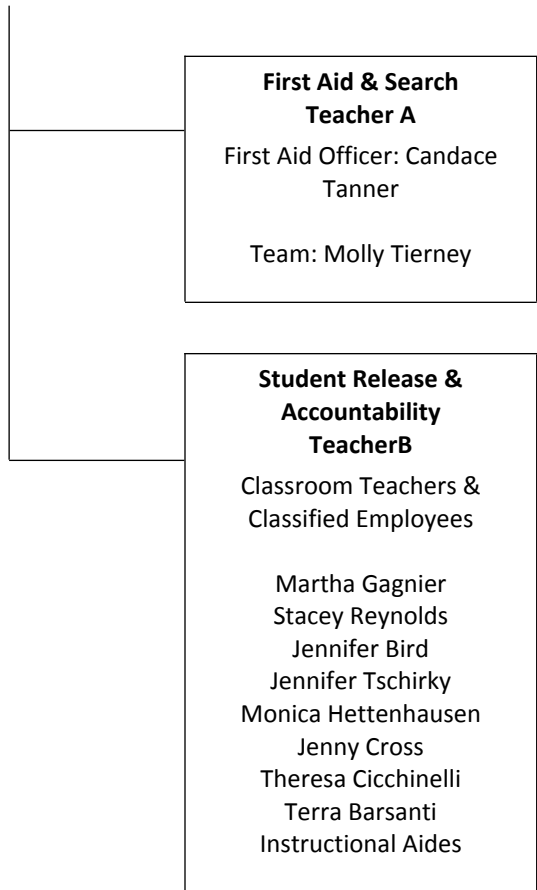
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire Department	911	Emergency
Law Enforcement/Fire/Paramedic	Sheriff	911	Emergency
Law Enforcement/Fire/Paramedic	Sheriff	831 471-1121	Non-Emergency
Law Enforcement/Fire/Paramedic	Ambulance	911	Emergency
Public Utilities	Pacific Telephone	611	Non-Emergency
Public Utilities	PG&E	(800) 743-5002	24-hour Power Outage Information Center
Emergency Services	Poison Control	800-222-1222	Emergency

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee - review, consult, update, draft	2/14/18 3:15pm	
School Site Council - review and approval	2/15/18 4:00pm	
Board of Trustees - review and approval	2/20/18 4:00pm	
County Office of Education - review and approval	2/18/18 5:00pm	

Pacific Elementary School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

See the attached Threat Assessment Plan for emergency response guidelines.

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

The district does not own or operate any aircraft. In the event of an aircraft crash on or near campus, staff would call first responders, evacuate campus, if appropriate, attempt to isolate and minimize the impact if it safe to do so, and render aide as appropriate.

Animal Disturbance

While the district does not usually keep any animals and pet animals are prohibited from campus, it is possible that either pet animals or wild animals may enter campus. If a pet animal enters campus with an owner, the owner will be informed of the rule and asked to escort the animal off campus. If the pet animal is on campus without an owner, staff will attempt to lead the animal off campus, if it is deemed safe to do so. In the event of a wild animal on campus, staff will assess the level of threat and take appropriate action. The staff member who is first on the scene when there is a dangerous animal will first remove students from the area and then notify the Superintendent of the situation. First responders (sheriff, animal control) will be notified. Students and staff will be isolated from the animal until the threat is neutralized.

Armed Assault on Campus

==> In the event of an intruder or shooter on campus, or the notification to place the school on “Lockdown” from Law Enforcement or Emergency Services, the following steps will be taken:

==> Notify all certificated and classified personnel of Lockdown order through courier, intercom, all-call, “This is a Code RED Lockdown. Immediately close your doors and begin lockdown. This is a Code RED.” (repeated twice)

==> 911 is called and Sheriff’s office notified.

==> Place a large sign at the front entrance: “This school is under lockdown. No person may enter or leave. Please move away from the school building. Please contact the Sheriff for further information (454-7620). NOTE: Do not place any signs under the door.

==> Teachers give students the order to Drop and Cover in the same manner as an Earthquake Drill.

==> Teachers/staff turn off all lights and instruct students to remain calm and totally quiet.

==> Teachers ascertain the location of all students and immediately give notice to the office if any students are not present.

==> If students, individually or in small groups, are outside of the classroom, the staff member currently in charge also gives the Drop and Cover order. Those students should be returned to their classrooms through interior routes only after it is determined safe to do so.

==> The office staff should be informed of the whereabouts of all students outside of their classrooms.

==> Teachers and other classroom staff lock classroom doors and close curtains.

==> Principal and staff not currently responsible for students lock all other exterior doors, avoiding areas where they could be visible targets to intruders.

==> Teachers/staff create a U-shaped fort in the classroom, away from the entrance, and instruct students to hide inside the forts covered in a low position. Keep children out of sight.

==> NO person is allowed to enter or leave the building. Under no circumstances should students or staff outside classrooms be allowed to enter a classroom once Code RED Lockdown has been initiated. Doing so could jeopardize the safety of students and staff within the room.

==> Teachers/staff should use computers, class phones, or cell phones only to report information about the intruder or to report a serious injury. Otherwise, the office administrators will be the only ones to communicate with teachers and staff. Teachers to keep computers on to communicate via email.

==> Once the school has been placed on Lockdown, it will remain so until instructed by Law Enforcement. Doors stay locked until proper law/fire/administrator identifies themselves with the code words.

==> If site administrator advises evacuation as required by emergency responders, teachers will lead students in an evacuation of classrooms in orderly lines with their hands on their heads. Teachers will instruct students to remove large clothing and take only necessary materials with them in their pockets. Do not bring any bags or containers outside during evacuation. Law/fire/enforcement officers must visibly see that students are not concealing weapons.

The Superintendent or designee will inform the Board of Trustees of the lockdown when it is safe to do so. Priority is given to keeping the attention of the Superintendent on the matter at hand and the safety of students and staff.

Biological or Chemical Release

Pacific SD

Board Policy

Hazardous Substances

BP 3514.1

Business and Noninstructional Operations

The Board of Trustees desires to provide a safe school environment that protects students and employees from exposure to potentially hazardous substances that may be used in the district's educational program and in the maintenance and operation of district facilities and equipment.

(cf. 3514 - Environmental Safety)

(cf. 4119.42/4219.42/4219.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)

(cf. 6161.3 - Toxic Art Supplies)

Insofar as reasonably possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored and used on school property. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

(cf. 3510 - Green School Operations)

(cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall ensure that all potentially hazardous substances on district properties are inventoried, used, stored, and regularly disposed of in a safe and legal manner.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR 5194 and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

(cf. 1240 - Volunteer Assistance)

Legal Reference:

EDUCATION CODE

49340-49341 Hazardous substances education

49401.5 Legislative intent; consultation services

49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal

FOOD AND AGRICULTURAL CODE

12981 Regulations re pesticides and worker safety

HEALTH AND SAFETY CODE

25163 Transportation of hazardous wastes; registration; exemptions; inspection

25500-25520 Hazardous materials release response plans; inventory

LABOR CODE

6360-6363 Hazardous Substances Information and Training Act

6380-6386 List of hazardous substances

CODE OF REGULATIONS, TITLE 8

339 List of hazardous substances

3203 Illness and injury prevention program

3204 Records of employee exposure to toxic or harmful substances

5139-5230 Control of hazardous substances, especially

5154.1-5154.2 Ventilation

5161 Definitions

5162 Emergency eyewash and shower equipment

5163 Control of spills

5164 Storage of hazardous substances

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

5194 Hazard communication

CODE OF REGULATIONS, TITLE 22

67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2012

WEB SITES

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

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

Department of Industrial Relations, Cal/OSHA: <http://www.dir.ca.gov/dosh>

Policy PACIFIC SCHOOL DISTRICT

adopted: October 15, 2009 Davenport, California

revised: March 16, 2017

Pacific SD

Administrative Regulation

Hazardous Substances

AR 3514.1

Business and Noninstructional Operations

Hazardous substance means a substance, material, or mixture which is likely to cause illness or injury by reason of being explosive, flammable, poisonous, corrosive, oxidizing, an irritant, or otherwise harmful. Hazardous substances, as identified by the Department of Industrial Relations, are listed in 8 CCR 339. (8 CCR 339, 5161)

Storage and Disposal of Chemicals

The Superintendent or designee shall adopt measures to ensure that hazardous substances on any district property are stored and disposed of properly in accordance with law. Such measures shall include, but are not limited to, the following: (8 CCR 5164)

1. Substances which react violently or evolve toxic vapors or gases when mixed, or which in combination become toxic, flammable, explosive, or otherwise hazardous, shall be separated from each other in storage by distance, partitions, secondary containment, or otherwise so as to preclude accidental contact between them.
2. Hazardous substances shall be stored in containers which are chemically inert and appropriate for the type and quantity of the hazardous substance.
3. Containers of hazardous substances shall not be stored in such locations or manner as to result in physical damage to or deterioration of the container or where they are exposed to heat sufficient to rupture the container or to cause leakage.
4. Containers used to package a substance which gives off toxic, poisonous, corrosive, asphyxiant, suffocant, or anesthetic fumes, gases, or vapors in hazardous amounts, excluding small quantities of such materials kept in closed containers or materials kept in tank cars or trucks, shall not be stored in locations where it could be reasonably anticipated that persons would be exposed.

(cf. 3514 - Environmental Safety)

The Superintendent or designee shall regularly remove and dispose of all chemicals whose estimated shelf life has elapsed. (Education Code 49411)

Hazard Communication Program

The district's written hazard communication program shall include at least the components listed below and shall be available upon request to all employees and their designated representatives. The program shall apply to any hazardous substance which is known to be present in the workplace in such a manner that employees may be exposed under normal conditions of use or in a reasonably foreseeable emergency resulting from workplace operations. (8 CCR 5194)

1. Container Labeling

No container of hazardous substance, unless exempted by law, shall be accepted by the district or any district school unless labeled, tagged, or marked by the supplier with the identity of the hazardous substance, hazard warning statements, and the name and address of the chemical manufacturer or importer. No label on an incoming container shall be removed or intentionally defaced unless the container is immediately marked with the required information.

Whenever hazardous substances are transferred from their original containers to other containers, the secondary containers shall likewise be labeled with the identity and hazard warning statement, unless the substances are intended only for the immediate use of the employee who performs the transfer.

2. Safety Data Sheets

Upon receiving a hazardous substance or mixture, the Superintendent or designee shall ensure that the manufacturer or importer has furnished a safety data sheet (SDS) as required by law. If the SDS is missing or obviously incomplete, the Superintendent or designee shall, within seven working days of noting the missing or incomplete information, request a new SDS from the manufacturer or importer. If a response is not received within 25 working days, the Superintendent or designee shall send a copy of the district's written inquiry to the California Occupational Safety and Health Division (Cal/OSHA). (8 CCR 5194)

The Superintendent or designee shall maintain the required SDS for each hazardous substance in the workplace and shall ensure that it is readily accessible to employees in their work area during working hours. The SDS may be maintained in paper copy, electronically, or through other means, provided that employees have immediate access and understand how to use the alternative system.

3. Employee Information and Training

The information and training required pursuant to 8 CCR 5194, as described below, must be provided to employees who could be exposed to hazardous substances under normal conditions of use or in a reasonably foreseeable emergency. The district should make an assessment for each employee as to whether he/she is expected to use any chemicals in the performance of his/her job duties or if there is the potential for exposure because of the existence of chemicals in the workplace.

Employees shall receive information and training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazard is introduced into their work area. The information and training shall include, but are not limited to, the following topics: (8 CCR 5194)

- a. The requirements of 8 CCR 5194, including employee rights described therein
- b. The location and availability of the district's written hazard communication program, including the list of hazardous materials and all SDS
- c. Any operations in the work area where hazardous substances are present
- d. The physical and health effects of the hazardous substances in the work area
- e. Methods and observations that may be used to detect the presence or release of hazardous substances in the work area
- f. Measures that employees can take to protect themselves from exposure to hazardous substances, including specific procedures the district has implemented to protect employees, such as appropriate work practices, emergency procedures, and personal protective equipment to be used
- g. How to read and use the labels and SDS

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. List of Hazardous Substances

The written hazard communication program shall include a list of the hazardous substances known to be present in the workplace as a whole or for individual work areas. (8 CCR 5194)

5. Hazardous Nonroutine Tasks

When employees are required to perform hazardous nonroutine tasks or to work on unlabeled pipes that contain hazards, they shall first receive information about the specific hazards to which they may be exposed during this activity and the protective/safety measures which must be used, such as ventilation, respirators, other personal protective equipment, and/or the presence of another employee. They shall also receive information about emergency procedures to follow if accidentally exposed to the hazardous substance.

6. Information to Contractors

To ensure that outside contractors and their employees work safely in district facilities, the Superintendent or designee shall inform contractors of hazardous substances which are present on the site and precautions that they may take to lessen the possibility of exposure. It shall be the contractor's responsibility to disseminate this information to his/her employees and subcontractors.

Regulation PACIFIC SCHOOL DISTRICT

approved: October 15, 2009 Davenport, California

revised: January 25, 2017

Bomb Threat/ Threat Of violence

Pacific SD

Administrative Regulation
Bomb Threats

AR 3516.2
Business and Noninstructional Operations

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent/Principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee seeing a suspicious package shall promptly notify the Superintendent/Principal or designee.

3. The Superintendent/Principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The Superintendent/Principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

No staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Superintendent/Principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

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

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Procedures

BOMB THREAT

In the event of a bomb threat, the following steps will be taken:

Notify all certificated and classified personnel through courier, intercom or all-call.

Notify the Sheriff's Office.

Clear the classroom in an orderly manner to the same location as a fire drill.

Students and staff should not return to classrooms until the Superintendent/Principal or designee has declared it safe.

Should a bomb threat occur during the lunch period, staff members will be assigned student supervision duty.

IF YOU TAKE THE CALL...

Keep the caller on the line as long as possible.

Try to get the attention of your supervisor.

Ask caller, "May I have your name please" or say, "I didn't get your name".

Attempt to record every word spoken by the person making the call.

Record time call was received and terminated.

If caller doesn't indicate the location of the bomb or the time of possible detonation, the person receiving the call should ask the caller to provide this information.

If the caller seems rational, you may inform him that the building is occupied and detonation of a bomb could result in death or serious injury to many innocent people.

Listen for any strange or peculiar background noises such as motors running, background music and the type of music, and any other noise which might give even a remote clue as to the place from which the call is being made.

Determine if voice is male or female.

Listen for accents or speech

Immediately after the caller hangs up, notify your supervisor.

Next, and very important, write a personal memo or statement of all details of the episode while they can be fully recalled.

STRATEGIC WARNING

This is a notification that enemy-initiated hostilities may be imminent. In the event that this occurs:

Notification will be by radio, television, or school communication.

No estimate can be made of the duration of a Strategic Warning condition.

The warning time may vary from several minutes or hours to several days.

Students will be sent or taken home.

Take the necessary steps to close the school.

Notify the appropriate school official when this has been accomplished.

ALERT SIGNAL (YELLOW) – ATTACK PROBABLE

Announcement of an "Emergency Action Notification" will be made by the Emergency broadcast radio station. This indicates confirmed information has been received that an attack by hostile forces against the North American Continent is anticipated.

Turn on the radio, if available, for information and instructions. The local station which is part of the Emergency Broadcast System is KSCO at 1180 on the radio dial.

Take cover in the best possible shelter.

TAKE COVER SIGNAL (RED) – ATTACK IMMINENT

This is receipt of warning from the North American Air Defense Command (NORAD) through the office of Civil Defense Warning System. This is confirmed information that hostile forces have been detected and are committed to an attack against the North American Continent. This is confirmed information that the attack has taken place within the North American Continent.

A three minute warning, or series of short blasts on a public warning device will Notify the public. If possible, monitor the radio.

Take precautions to minimize the possibility of persons being struck by flying objects such as glass and venetian blinds.

Take roll. Plan quiet recreational activities that will relieve tension. Remain in the cover area until other action is advised or directed by competent authority. Teachers are to remain with the students assigned to them.

Bus Disaster

The district does not own or operate buses.

Disorderly Conduct

Pacific SD
Board Policy
Conduct

BP 5131
Students

The Board of Trustees 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, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.1 - Bus Conduct)
(cf. 6145.2 - Athletic Competition)

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

Students and parents/guardians shall be notified of school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5142 - Safety)

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

cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

3. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. Will defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the district. The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

6. Obscene acts or use of profane, vulgar or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

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 for a valid instructional or school related purpose, a student shall obtain permission from the principal or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

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 limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

11. Inappropriate attire

(cf. 5132 - Dress and Grooming)

12. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report 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.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

(cf. 5145.12 - Search and Seizure)

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent/Principal or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32280-32289 Comprehensive safety plan

35181 Governing board authority to set policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension and expulsion

51512 Prohibition against electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

288.2 Harmful matter with intent to seduce

313 Harmful matter

417.25-417.27 Laser scope or laser pointer

647 Use of camera or other instrument to invade person's privacy; misdemeanor

653.2 Electronic communication devices, threats to safety

VEHICLE CODE

23123-23124 Prohibitions against use of electronic devices while driving

CODE OF REGULATIONS, TITLE 5

300-307 Duties of students

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

New Jersey v. T.L.O., (1985) 469 U.S. 325

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Bullying at School, 2003
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
Center for Safe and Responsible Internet Use: <http://cyberbully.org>
National School Boards Association: <http://www.nsba.org>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>

Policy PACIFIC SCHOOL DISTRICT
adopted: October 15, 2009 Davenport, California
revised: May 18, 2017

Earthquake

EARTHQUAKE PREPAREDNESS MEASURES AND DRILLS

EARTHQUAKE PROCEDURE

Earthquake preparedness measures and drills are important. Their purpose is to help students and teachers react immediately and appropriately at the first indication of ground shaking. Drills show students and teachers where and how to seek shelter and how to protect their heads and bodies from falling objects.

Anticipate what may occur during an earthquake. Understand why it is important to muster self-control against the desire to scream, cry, or run. Learn and practice how, where, and when to take quake-safe action.

WHAT TO EXPECT

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures or hear objects wobbling on shelves. You may be jarred first by violent jolt (similar to a sonic boom) or you may hear a low (and perhaps very loud) rumbling noise, a second or two later, you'll really feel the shaking, and by this time, you'll find it very difficult to move from one place to another.

It's important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you're certain an earthquake is actually occurring. As the ground shaking grows stronger, danger increases. For example:

Free-standing cabinets and bookshelves are likely topple. Wall-mounted objects (such as clocks and artwork) may shake loose and fly across the room. Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them. Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and send dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress – especially if students are not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

DURING AN EXTENDED PERIOD AFTER AN EARTHQUAKE

The Superintendent/Principal shall:

Check status in classrooms, the office, the library and at buses.

Evacuate the office, if necessary, and set up command post.

Confer with sheriff, fire department, and city/county officials regarding situation at the school and in the community.

Determine plan for continuation of school following disaster.

Release support staff when all students and teachers have been released.

Appoint guards to see that no unauthorized person goes back into the buildings until they have been declared safe.

Post traffic control at school access points to keep parking lot free for emergency vehicles.

Assess total school situation.

Announce location of disaster and first aid centers. Call on principal's designee(s) to operate the first aid center.

Direct the recovery of all disaster-related and medical supplies, equipment, and information listings from the two/three first aid supply stations.

Oversee conservation and distribution of water.

Learn what to expect during an earthquake and prepare students to anticipate and avoid dangers. During a major earthquake, the greatest immediate hazard to people in or near a building is the danger of being hit by falling objects. During the ground shaking, the school population is safest finding immediate shelter under desks, tables, or counters.

Discuss and demonstrate "quake-safe" actions to take in various situations. Inside or outside, when a major earthquake occurs: Take action at the first indication of ground shaking.

IF INSIDE, STAY INSIDE

In classrooms or offices, move away from windows, shelves, and heavy objects and furniture that may fall. Take cover under a table, desk, or counter. If a "shelter" is not available, move to an inside wall or corner, turn away from windows, kneel alongside wall, bend head close to knees, cover sides of head with elbows, and clasp hands firmly behind neck. If notebooks or jackets are handy, hold these over head for added protection from flying glass and ceiling debris.

IF OUTSIDE, STAY OUTSIDE

On playground or on route to and from school, move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers that may demand movement.

On the school bus, remain on the bus. Remain in your seat and hold on. (Note: Bus drivers should be instructed to stop buses away from power lines, bridges, overpasses, and buildings.)

MORE "QUAKE-SAFE SUGGESTIONS

Discuss with students what they should do if no adult is present in the classroom or other areas. Determine "quake-safe" actions for disabled students and discuss them with these students and other class members. Disabled students should never be excused from participating in fire or earthquake drills. They, too, need to have experience and confidence in their ability to avoid dangers. It may not be possible for students with impaired mobility to get under a desk or table.

They can, however, learn to react quickly and turn away from windows; move away from light fixtures and unsecured bookcases; and use their arms or whatever is handy to protect their heads.

Conduct a classroom hazard hunt with your students. Anything that can move, fall, or break when the ground starts to shake is an earthquake hazard if it can cause physical or emotional harm.

The following checklist will help you and your students identify hazards in your classroom and generate discussion on how these hazards can be reduced or avoided.

Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?

Are heavy objects removed from high shelves? (A high shelf is a shelf above the head of a seated student).

Are aquariums and other potentially hazardous displays located away from seating areas?

Is the TV monitor securely fastened to a securely fastened platform?

Is the TV monitor securely attached to a portable (rolling) cart with lockable wheels?

Is the classroom piano secured against rolling, during an earthquake?

Are wall-mounted objects secured against falling?

Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake? (During an earthquake, hanging plants will behave like a pendulum).

Conduct classroom earthquake drills and simulation exercises. The earthquake drill below is an example of standard response actions to take in classroom. The complete earthquake drill should include post-earthquake building evacuation procedures: (safety measures to take after the ground stops shaking).

SAMPLE CLASSROOM EARTHQUAKE DRILL

During an earthquake drill or at the first sign of ground shaking, students demonstrate their ability to react immediately and appropriately.

Drop and cover.

Turn away from windows.

Stay under shelter until shaking stops.

Listen for instructions.

Following your command, students will:

Immediately take cover under desks or tables and turn away from windows.

Advise students to move with their “shelters”. Desks and tables are likely to travel during strong ground shaking. Lightweight desks may topple, and students should try to keep them upright by holding on to desk legs.

Remain in sheltered position for at least 60 seconds. The duration of ground shaking depends on a number of factors, including the severity of the earthquake.

Advise students to anticipate shorter or longer episodes of ground shaking during actual earthquakes and their aftershocks.

Be silent and listen to instructions. Students should be advised to anticipate the

Noise that accompanies an earthquake, and they should be cautioned to remain silent in order to hear your instructions.

During the earthquake drill, you will:

Take cover. When you (and other teachers) take cover, your example reinforces

the importance of earthquake drills. This positive action will also assure children that adults will be safe and able to care for them.

Talk calmly to students. Remind students to take deep breaths to help them stay

Calm, or encourage them to count softly (in a whisper voice).

Review procedure for evacuating classroom after shaking ceases.

EARTHQUAKES SIMULATION EXERCISES

The two earthquake simulation exercises below are designed to help reduce students’ anxieties and increase students’ confidence in their ability to take immediate “quake-safe” action. It is recommended that these exercises be carried out before conducting school-wide earthquake drills. They will aid you in preparing your students for the consequences of a major earthquake.

EARTHQUAKE SIMULATION EXERCISE 1:

The purpose of this exercise is to increase and reinforce students’ ability to react immediately and appropriately.

Prepare to time students’ response to your command. “DROP AND COVER!”

Issue command: ‘DROP AND COVER!’

Note response time. Most students can fit safely under desks and tables within five seconds.

Advise students to stay (freeze) where they are; then note and immediately correct students displaying any inappropriate behavior.

Ask students to return to their seats.

The above exercises should be conducted when students are at their assigned places and during mobile periods (e.g., when students are at various activity stations). The purpose of varying this exercise is to convey the idea that students should take cover under the nearest shelter.

Be prepared to expect confusion during the first exercise of the latter variation. For example, some students may scramble to seek cover under their assigned desks or tables. Also, too many students may seek protection under the same “shelter”.

Students unable to reach a shelter space or “crowded out” from their chosen shelter may experience considerable anxiety, which may or may not be expressed. This problem should be discussed immediately. Students must realize that it may not be possible to find protection under furniture and should be instructed to assume other self-protecting positions as described under Step 2.

Help your students realize the importance of taking immediate self-protecting action by revealing how much time was lost in seeking shelter during the latter variation of this exercise.

EARTHQUAKE SIMULATION EXERCISE 2*:

The purpose of this exercise is to give students more information on what to expect when the ground starts and continues to shake for up to 60 seconds.

Prepare to keep track of time (or assign a teacher's aide or student to do so).

Prepare your students by explaining that you will be talking them through a hypothetical (imaginary) earthquake to help them understand what may happen when a real earthquake occurs.

"Imagine you hear a low, rumbling, roaring sound. Then, suddenly you feel a terrific jolt...like a truck just rammed into the building or like the terrific noise and vibration from a sonic boom!"

"The floor starts to move beneath you, making it hard to sit in your chair. If you try to stand up, it may feel like you're riding a raft down some rapids or trying to walk on a waterbed or trampoline." "Now you hear someone say, "Earthquake! DROP AND COVER!"

Begin timing. "I want everyone to DROP AND COVER now, as quickly and quietly as possible. Now listen very carefully. The shaking and noise may last up to 60 seconds or longer." (You may wish to simulate many of the sounds mentioned below to make the effect more realistic— e.g., by dropping books, sliding chairs, shaking table, etc.) "The building is creaking and rattling now, books in the room are falling on the floor...hanging lamps and plants are swaying and some may fall...the windows are rattling...one window just shattered onto the floor, the desks, tables, and chairs may be sliding, try to stay in your quake-safe position. If your shelter starts to move, hold on to its legs and move with it." "You hear many noises...dogs may be barking... people may be shouting...the fire alarm may go off. The ground is still shaking. Inside your classroom, doors are swinging and banging wall hangings are falling to the floor...some ceiling parts may have shaken loose...the lights may be flickering or may go out." (Have someone turn off the lights.) "The ground has stopped shaking now." End timing. "Everyone take a deep breath, remain quiet, and return to your seats."

Earthquake scenario adapted from the "Hands-On Earthquake Learning Package" developed by the Environmental Volunteers, 2253 Park Boulevard, Palo Alto, CA 94306. Reprinted with permission.

ESSENTIAL FOLLOW-UP ACTIVITIES

Immediately following each exercise, it is imperative that students be given an opportunity to ask questions and discuss their fears and concerns. Psychologists have also recommended that other activities, such as drawing and writing about these experiences, will help to bring children's anxieties into the open for further consideration.

EMERGENCY AND EVACUATION PROCEDURE

In the event of an earthquake and students are inside the school buildings:

Move away from windows or other potential hazards.

Get under desk or table or other shelter or against inside wall. If shelter moves, move with it and stay under.

Assume drop position and be silent so directions can be heard above the noise of the earthquake.

Stay in drop position until earthquake is over and/or until further instructions are given.

After the initial shock and things settle down, teachers will evacuate classroom, being alert to possibility of aftershocks.

When leaving classrooms, teachers should make every effort to take with them the roll book.

Announce that nobody is to return to the room unless authorized to do so.

Teachers will take classes to pre-arranged places on the playgrounds and will remain there until reentry to school buildings has been approved, they are directed to take the children elsewhere, or they have been picked up by parents or other authorized persons.

Schools will remain open indefinitely until every child has been released to parents or to an authorized person.

In the event of an earthquake and students are outside the school building, walking to or from school when it occurs:

Get clear of all buildings, trees, exposed wires, or other hazards that may fall.

The safest place is in the open.

Assume drop position until quake is over.

After the earthquake (and depending on the severity) and if students are on the way to school, continue to school. If students are on the way home, continue home.

The teachers shall:

Remain with their class group, or report to the disaster center if they do not have a class group.

Teachers are in charge of all first aid for the students in their class group until an emergency first aid station is established. Students with major injuries are to remain in the classroom supervised by one teacher from a buddy group; children with minor injuries are to be cared for after evacuation. Use red flag in emergency kit to signal major first aid needs whether they are on the field or in the classroom.

Check with buddy classes when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain. Other teachers evacuate the rest of the children.

Take roll. Send notice to disaster center immediately of any student who is not with class group, noting possible whereabouts, i.e., at library, absent from school, etc. Take roll periodically throughout the disaster period.

Note on class roster anyone who for any reason leaves the class group, i.e., to go to first aid center, disaster center, home, home of authorized person.

Teachers are asked to be specific in noting names and addresses of those to whom students are released if other than parents.

Note on records time child was released.

Record any unusual behavior or any first aid given.

If the child is released to anyone other than a parent or authorized person, i.e., to First aid center, write the child's name on the child in permanent ink. (The child go into shock or become unconscious later and not be able to give name. If child is sent to medical center away from school, identification is even more essential.)

During an Extended Period After an Earthquake Assistance from community members.

Be aware that there are many members of the community who are expected to assist those at the school to:

Search and rescue volunteers.

Persons with special skill or equipment.

Those who have stored supplies.

Volunteers to help teachers.

Encourage students to talk about their experiences and feelings.

Talking is the best way for a fearful child to give expression to his/her concerns.

Maintaining verbal contact with students will not only provide reassurance but will allow the anxious child the means to vent his/her apprehensions.

Talking it out is absolutely essential in psychological adjustment to the disaster.

Reassure student of their safety.

As the time period extends, remind students that they are in perhaps the safest place possible under disaster conditions.

Fill in time with games, songs, stories, exercise, and rest periods.

Report to the Superintendent/Principal when all students have been released.

The School Secretary shall (if at school):

Help staff the emergency first aid center when it has been set up.

Assist the injured.

The Administrative Assistant shall:

Under the direction of the Superintendent/Principal, provide for the preservation of essential school records.

Monitor radio emergency broadcasts: KSCO 1040 AM

Funnel volunteers to locations when needed.

The Superintendent/Principal shall:

Check water, gas, and electricity, turn off utilities and intake valve on water heaters.

Assist in any fire-fighting or recovery activities.

Assist in establishing controls to prevent the use of contaminated water.

Help set up emergency sanitation facilities if needed.

Throughout this plan, all key persons have been designated by role. It is assumed that each of these persons will have one or two people trained to carry out their responsibilities in their stead if necessary.

Explosion or Risk Of Explosion

Pacific SD

Administrative Regulation

Weapons And Dangerous Instruments

AR 5131.7

Students

Weapons and dangerous instruments include, but are not limited to (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310):

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than -2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Education Code 48915)

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)

6. Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Education Code 48900)

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Superintendent/Principal immediately
2. Immediately notify the Superintendent/Principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Superintendent/Principal

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4158/4258/4358 - Employee Security)

When informing the Superintendent/Principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Superintendent/Principal shall report any possession of a weapon or dangerous instrument, including imitation firearm, to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

Regulation PACIFIC SCHOOL DISTRICT
approved: October 15, 2009 Davenport, California
revised: January 25, 2017

Fire in Surrounding Area

FIRE NEAR THE SCHOOL

In the event of a fire near the school, first responders will be notified. Then, the Superintendent/Principal shall determine the need for students to evacuate the campus to the designated reunification location.

Fire on School Grounds

FIRE WITHIN A SCHOOL BUILDING

In the event a fire is detected within a school building, the following will procedures will be followed:

Sound the school fire alarm. Students should leave the building using designated routes determined by the fire drill map (see school site handbook). The signal for such drills is a series of shrill rings of the school bell system.

Teachers should see that their pupils leave the building in a safe and orderly manner, doors closed, and lights shut off.

The class register must be taken out of the room by the teacher and the teacher must ascertain that all pupils have been removed from the buildings.

The school secretary will call the fire department.

Employees are to keep students at a safe distance from the fire and firefighting equipment.

Keep access roads open for emergency vehicles.

Take roll. Notify the administrator if students are missing.

Notify utility companies of a break, or suspected break, in utility lines.

Pacific Gas & Electric Company 1-800-743-5000

Telephone Company Repair Service 611

Students and staff should not return to classes until fire department officials declare the area safe.

Flooding

FLOOD

In the event of a flood at or near the school, the Superintendent/Principal shall determine the need for students to evacuate the campus to the designated reunification location.

Loss or Failure Of Utilities

In the event of a loss or failure of utilities, school staff will notify the appropriate utility company to ascertain an informed estimate of the expected interruption in service. With that information, the Superintendent will make a decision about whether to contact parents/guardians to pick up students or to make appropriate accommodations to mitigate the impacts for the duration of either the school day or the outage, whichever comes first.

Motor Vehicle Crash

While the district does not own or operate any motor vehicles, most staff and parents drive cars or ride the county bus to/from campus. In the event of a crash near campus and/or involving people from the school community, staff will notify first responders and provide assistance, as appropriate.

Psychological Trauma

While the district does contract with a school psychologist for purposes of assessing for special education services, that person is employed on an infrequent part-time basis and does not provide counseling. No other staff members are qualified to provide psychological counseling. As such, the district would contact county mental health staff in the event of psychological trauma.

Suspected Contamination of Food or Water

If food or water is suspected of being contaminated, the first step is to prevent unsuspecting people from accessing it. Staff should also ascertain whether anyone has been exposed/consumed the suspect material. If they have, then they should be treated, first by on-site staff, and later by the appropriate first responders. Parents will be informed as soon as possible. After the contaminated food or water has been secured, then staff should notify both the supplier of the contaminated food/water, and county enforcement officials.

Unlawful Demonstration or Walkout

In the event of an unlawful demonstration or walkout by students, staff will guided by the principle that the primary goal is to keep students safe. Usually, that is best accomplished by keeping students on campus. If they leave campus, then staff should seek to keep them away from dangers such as vehicular traffic, cliffs, and threatening individuals. Maintaining good communication with the various actors -- students, first responders, and the school office staff -- will help accomplish the primary goal. As soon as possible, staff should attempt to guide students safely back to campus. Once order has been restored, consequences - in any -- can be addressed.

Emergency Evacuation Map

Pacific Elementary School District

2017-18 SCHOOL CALENDAR

**NEW for 2017-18: School starts at 8:40 a.m. (K-6th),
and minimum days end at 2:00 p.m. (1st-6th).**

Please help us maintain our state and federal funding
by scheduling all vacations during school holidays.

= No School for all grades & programs
= Minimum Day, 2:00 dismissal (1st-6th 5-day program)

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST (7 days)

Aug 22: Paperwork day 8:30-1:00
All classrooms open 9:00-10:00

Aug 23: First day of school
Aug 23-Sept 4: IS Home Study

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER (20 days)

Sept 4: Labor Day
Sept 5: First day of IS classroom program

Sept 20: Back to School Night
Sept 21: School Picture Day

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

OCTOBER (22 days)

Oct 7: Farm-to-Table Fundraiser

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

NOVEMBER (17 days)

Nov 1: Professional Development Day
Nov 6-9: Parent/Teacher Conferences
(Nov 6, 7, 9: IS 1st-6th has full days)
Nov 10: Veteran's Day Observed
Nov 22-26: Thanksgiving Break

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER (15 days)

Dec 13: Winter Concert
Dec 22-Jan 7: Winter Break

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

JANUARY (17 days)

Dec 22-Jan 7: Winter Break

Jan 15: Martin Luther King Jr. Day
Jan 24: Prospective Family Night &
Preschool Open House

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

FEBRUARY (18 days)

Feb 1: Interdistrict Transfer Forms Due

Feb 16: Lincoln's Birthday
Feb 19: President's Day

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MARCH (21 days)

Mar 12-15: As needed P/T Conferences
(Mar 12, 13, 15: IS 1st-6th IS has full days)
Mar 16: Prof. Development Day K-6

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

APRIL (16 days)

March 31-April 8: Spring Break

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

MAY (22 days)

May 23: Spring Concert
May 28: Memorial Day

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

JUNE (5 days)

June 6: 6th Grade Graduation
June 7: Min. Day NO REC. OR CARE

Attendance matters. Repeated studies show that absences hinder learning. Also, every absence hurts school funding. Please help your student and school succeed by scheduling all vacations during school holidays. THANK YOU!!!

Board Approved: 1/19/2017 & 4/21/2017

Pacific Elementary School District

2017-18 SCHOOL CALENDAR

NEW for 2018-19: 1st-3rd ends at 2:45 & 4th-6th at 3:10

Minimum days end at 1:00 p.m. (1st-6th).

Please help us maintain our state and federal funding by scheduling all vacations during school holidays.

= No School for all grades & programs
= Minimim Day, 1:00 dismissal (1st-6th 5-day program)

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST (8 days)

Aug 21: Paperwork day 8:30-1:00
 All classrooms open 9:00-10:00
 Aug 22: First day of school
 Aug 22-Sept 4: IS Home Study

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

SEPTEMBER (19 days)

Sept 3: Labor Day - No School
 Sept 6: School Picture Day
 Sept 12: Back to School Night
 Sept. 22: Farm to Table

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

OCTOBER (23 days)

Oct 29-31: P/TConferences

M	T	W	T	F
		1	2	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17 days)

Nov 1: Staff Training Day - no scho
 Nov 2 P/T Conferences
 Nov 12: Veteran's Day Observed
 Nov 21-23: Thanksgiving Break

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

DECEMBER (14 days)

Dec 12: Winter Concert
 Dec 21-Jan 6: Winter Break

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY (18 days)

Dec 21-Jan 6: Winter Break

Jan 21: Martin Luther King Jr. Day
 Jan 23: Prospective Family Night & Preschool Open House

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

FEBRUARY (17 days)

Feb 1: Interdistrict Transfers Due

Feb 15: Lincoln's Birthday
 Feb 18: President's Day

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MARCH (20 days)

Mar 18-21: P/T Conferences
 Mar 22: staff Training Day -no school

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

APRIL (17 days)

April 1-5: Spring Break

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

MAY (22 days)

May 22: Spring Concert
 May 27: Memorial Day

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

JUNE (4 days)

June 5: 6th Grade Graduation
 June 6: Min. Day - No Rec or Care

Attendance matters. Studies show that absences hinder learning. Also, every absence hurts school funding. Please help your student and school succeed by scheduling all vacations during school holidays. Thank you!

Board Approval: 2/20/18

County wide CERTIFICATED work year overview														
District	Work Year		Days of Instruction	Staff Dev/ Work or Prep Days	Staff Dev pd off sched	15/16 Settlement	Beg Tchr Salary (BA+30)	Max Salary	Max Salary Unit Rqmt	Step to attain Max	Masters	PhD/ EdD	Extra Duty Rate	Additional items/Notes
	Days	Hours/Day												
Bonny Doon	185	6.5	180	2 Staff Dev 3 Prep	1 add'l day pd by timesheet	4%	\$45,456.00	\$82,657.00	BA + 75 + MA	29	\$1,998.00		\$35.00	Masters is built into the salary ranges
Happy Valley	182	6.0	180	2 Work	2 Staff Dev pd by timesheet	4%	\$43,041.00	\$73,769.00	BA + 90	25	\$1,200.00			
Live Oak	186	7.0	180	3 Staff Dev 3 Work	no	4%	\$44,800.00	\$79,734.00	BA + 105	25	\$1,000.00		\$27.00	BCLAD-\$1200; Nat'l Brd Cert-\$1,000; Combo class-\$750
Mountain	185	6.5	180	3 Staff Dev 2 Work	no	not settled data as of FY 14/15	\$44,804.00	\$77,251.00	BA + 75	21	\$1,250.00			
Pacific	185	6.5	180	5 Prep	2 Staff Dev pd by timesheet	0%	\$40,583.00	\$67,289.00	BA + 75	27	\$1,000.00			Longevity-\$650 after 16 yrs (reflected in Max Salary)
Scotts Valley	186	6.5	180	2 Staff Dev 2 Prep+2 flex	no	not settled data as of FY 14/15	\$42,512.00	\$78,446.00	BA+75	31	\$1,100.00		\$27.00 \$35.00	Ann. increment of \$1,700 incl in steps 16-31
Soquel	185	7.5	180	3 Staff Dev 2 Work	no	3%	\$40,666.00	\$82,413.00	BA + 90	31	\$1,089.00		\$25.00	Bilingual Stip-\$1,500
San Lorenzo Valley	187	7.0	180	4 Staff Dev 3 Prep	no	3%	\$43,602.00	\$86,656.00	BA + 75	32	\$1,212.00	\$1,212.00	\$26.52	Nat'l Brd Cert-\$1,212 Spec. Ed Stip-\$2,909
County Office of Education	185	7.5	180	3 Staff Dev 2 Work	no	5%	\$45,251.00	\$82,891.00	BA + 80	25	\$1,500.00	\$400.00		
Pacific Collegiate Charter (COE)	190	7.75	180	10 Staff Dev	no	n/a	\$44,000.00	based on merit			\$1,500.00	\$3,000.00		Uses a merit pay system. No set step/column movement.
Santa Cruz City Schools	185/187 see notes	7.5	180	EL-5 Work HS-1 Staff 4 Work	no	3% on 7/1 + 16.5% on 10/1-hw cost shift	\$49,397.00	\$92,490.00	BA + 75	32	\$1,083.00	\$1,203.00	\$33.00	BCC/BCLAD-\$602. Career incr of \$2,286 incl in steps 17-32. Sched states 187 but work only 185.
Pajaro Valley	184	7.5	180	3 Staff Dev 1 Prep	no	not settled data as of FY 13-14	\$42,280.00	\$81,338.00	BA + 60	41	\$1,550.00	\$1,550.00	\$30.35	Career incr of 2% incl in steps 17-41.

Data as of 15/16 school year. Benefit caps as of 10/1/15 plan year begin

County wide CERTIFICATED benefits overview											
District	District Paid Cap		Empe Cost (12 Months)	(T)iered or (C)omposite	Premium Rates for 1 Party			Life	Disability (Excl. from cap)	Prorate rule	Explanation of benefit cap/coverage
	Monthly	Annual			HMO High	Dental	Vision				
Bonny Doon	\$1,118.67	\$13,424.04	\$0.00	T	\$1,054.00	\$55.67	\$9.00			Prorate by FTE	Cap fully covers 1P HMO High + 1P Dental & 1P Vision. EmpE can buy up to 2P/Fam.
Happy Valley to	\$1,093.12	\$13,117.44	\$241.00	C	\$1,514.00	\$55.67	\$12.09			Prorate by FTE	Covers \$1,025 of the \$1,266 HMO Select 30/45 rate + any Dental upto 2P, any Vision upto 2P + ER pd TSA from \$35- \$65.
	\$1,148.87	\$13,786.44									
Live Oak	\$1,183.48	\$14,201.76	\$0.00	T	\$598.00	\$103.70 - \$136.78	\$23.61	\$3.00		Prorate by FTE	Fully covers 1P HMO2 or PPO3 + Comp Dental, Comp Vision, Life Ins. Employee can use balance for \$125 flex reimb. Note changed to CVT tiered medical plans 15/16
Mountain	\$895.03	\$10,740.36	\$9.97	T	\$765.00	\$119.61	\$20.39			Prorate by FTE	Covers \$755.03 of the \$765.00 1P HMO1 rate + Comp Dental & Comp Vision. EmpE can buy up to 2P/Fam medical. 3% cap increase per year going forward. Note changed to CVT Tiered medical plans 15/16.
Pacific	\$1,040.37	\$12,484.44	\$0.00	T	\$975.00	\$55.67	\$9.70			Prorate < 80%	Cap fully covers 1P HMO High + 1P Dental & 1P Vision. EmpE can buy up to 2P/Fam.
Scotts Valley	\$1,726.27	\$20,715.24	\$2.82	C	\$1,595.82	\$113.01	\$11.26	\$9.50		Prorate by FTE with exceptions	Covers \$1,593 of the \$1,595.82 HMO High Comp rate + Comp Dental, Comp Vision & \$9 of the \$100k Life Ins. Cap is recalculated yearly based on a formula tied to the prior year premiums.
Soquel to	\$685.15	\$8,221.80	\$123.53 - \$576.08	T	\$653.00	\$122.81 - \$135.04	\$17.49	\$3.15	\$2.44 - \$21.29	Full Cap 75% > FTE. Lowered for PT EmpE. 50-74.99%	Covers \$529.47 of the \$653.00 HMO1 1P + Comp Dental, Comp Vision, Life Ins. + variable % for dis. Note changed to CVT Tiered medical plans 13/14.
	\$900.60	\$10,807.20									
San Lorenzo Valley	\$750.00	\$9,000.00	\$107.97	T	\$788.00	\$59.01	\$10.96			Prorated by FTE 50- 89.9% may opt out	Covers \$680.03 of the \$788.00 1P HMO2+ 1P Dental & 1P Vision. EmpE can buy up to 2P/Fam. Note changed to CVT Tiered medical plans 14/15
County Office of Education	\$1,585.59	\$19,027.08	\$145.98	C	\$1,594.00	\$113.01	\$20.81	\$3.75	\$2.53 - \$33.91	Prorate < 80% (Excl ROP)	Covers \$1153.02 of the \$1363.00 HMO High Comp rate + Comp Dental, Comp Vision, Life Ins + variable amount for disability.
Santa Cruz City Schools to	\$521.86	\$6,262.32	\$371.00	T	\$742.00	\$126.70 - \$131.70	\$19.70	\$4.46		Cap is lowered for PT EmpE.	Cap range covers 50% of any medical prem + Comp Dental, Comp Vision & Life Ins. Eff 10/1/15 - Cost splits 50/50 bet dist & EE with 16.5% added to sal sched to compensate for premium cost shift
	\$1,177.36	\$14,128.32									
Pajaro Valley to	\$914.85	\$10,978.20	\$0.00 - \$90.00	T	\$800.00	\$94.05 - \$94.39	\$18.60	\$0.80 + \$1.40 EAP	\$5.25- \$37.23	Cap is lowered for PT EmpE.	Cap fully covers 1P HMO or PPO + Comp Dental, Comp Vision + Life Ins + variable amount for disability. EmpE cap of \$56.00 for 2P & \$90.00 for FAM coverage.
	\$2,359.19	\$28,310.28									

NOTES: Comparisons are based on cost to cover employee only. Straight up comparisons are difficult due to differing plan configurations.

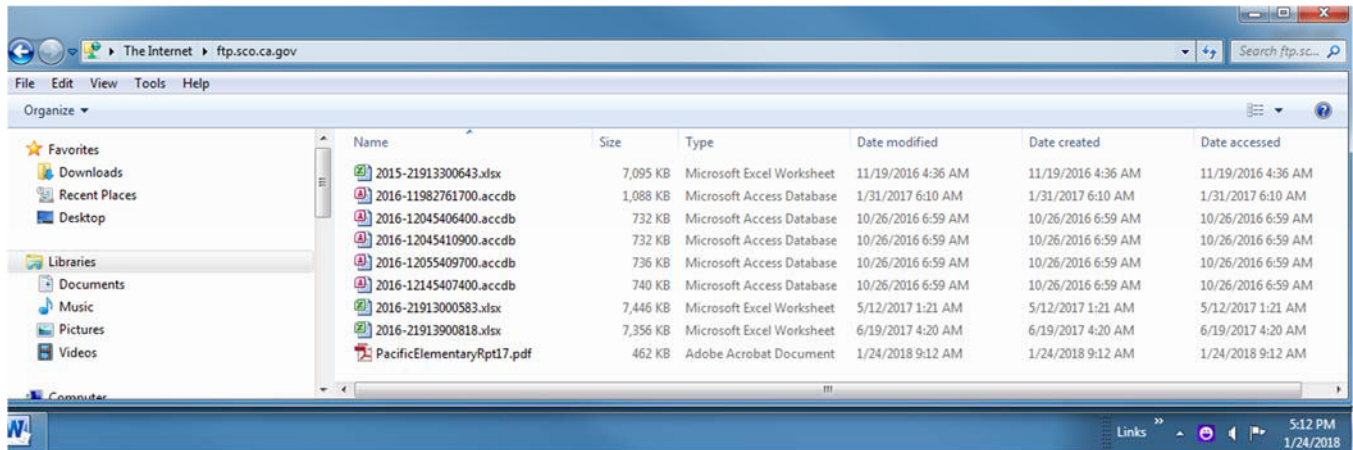
SCO CDE Confirmation of submitted rpts

SCO – Submission

<ftp://username:password@ftp.sco.ca.gov>

Username: sco01lea

Password: GreenPIN\$78



Project Code: cama1

Upload Password: bR4brex3

exFiles File Transfer System

Secure | <https://www3.cde.ca.gov/exfiles/index.aspx?pid=42>

Apps | Google | Robertson & Associates | CPA websites | Dental Premier Access | New folder | medical | Other bookmarks

Maximum individual file size: 1,000,000,000 bytes
Maximum total file size for all files in a project: 1,000,000,000 bytes

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File to upload: No file chosen (Powered by [NextCloud](#))

Description:

File Encryption Type: *

File Encryption Password: **

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** The File Encryption Password is needed to decrypt the file by the person who downloads the file.

File Listing

Please contact CDE to delete uploaded files.

Upload Date/Time	File Name	Description	File Size/Encryption
1/24/2018 5:27:00 PM	PacificElementaryRpt17.pdf	Pacific Elementary 2017 Report	472,576/None

1 file(s) in 472,576 bytes

Operations Log

Date/Time	Operation	File Name	User IP
1/24/2018 5:27:10 PM	Upload	PacificElementaryRpt17.pdf	74.94.70.146
1/24/2018 2:23:41 PM	Delete	SouthwestTransportationAgencyRevision17.pdf.pdf	165.74.250.188
1/24/2018 2:23:13 PM	Download	SouthwestTransportationAgencyRevision17.pdf.pdf	165.74.250.188
1/24/2018 2:23:07 PM	Delete	SouthCountySupportServicesAgencyRevision17.pdf.pdf	165.74.250.188
1/24/2018 2:22:45 PM	Download	SouthCountySupportServicesAgencyRevision17.pdf.pdf	165.74.250.188
1/24/2018 12:59:42 PM	Upload	SouthwestTransportationAgencyRevision17.pdf.pdf	96.92.106.253
1/24/2018 12:58:26 PM	Upload	SouthCountySupportServicesAgencyRevision17.pdf.pdf	96.92.106.253
1/24/2018 8:12:19 AM	Delete	RichgroveElementarySchoolRevision17.pdf	165.74.251.79
1/24/2018 8:11:34 AM	Download	RichgroveElementarySchoolRevision17.pdf	165.74.251.79
1/23/2018 4:36:30 PM	Upload	RichgroveElementarySchoolRevision17.pdf	162.206.243.81

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Questions: Web Services Office | tsdweb@cde.ca.gov

California Department of Education
1430 N Street

Web Policy

Links | 5:17 PM 1/24/2018

CSBA Sample

Administrative Regulation

Charter School Authorization

AR 0420.4

Philosophy, Goals, Objectives and Comprehensive Plans

***Note: The following administrative regulation is optional. ***

Petition Signatures

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

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

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

(cf. 4116 - Probationary/Permanent Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Advisory Committee

***Note: The following optional section may be revised to reflect district practice. CSBA's publication Charter Schools: A Guide for Governance Teams suggests that a petition review team is one method that a district may use to obtain input on proposed charters. Such a committee might include representatives of the district's human resources, fiscal services, risk management, student services, curriculum, special education, facilities, and other departments. ***

At his/her discretion, the Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements

in Education Code 47605 and to identify any concerns that should be addressed by the petitioners.

(cf. 2230 - Representative and Deliberative Groups)

Components of Charter Petition

***Note: CSBA's publication Charter Schools: A Guide for Governance Teams recommends specific content that would constitute a reasonably comprehensive description of each component listed in items #1-16 below, as well as recommendations for additional content that may be requested, but not required, of the petitioners (e.g., school calendar, transportation arrangements, a sample of the curriculum and instructional materials). ***

The charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; not charge tuition; and not discriminate against a student on the basis of characteristics listed in Education Code 220. It shall also contain reasonably comprehensive descriptions of: (Education Code 47605, 47611.5)

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

***Note: Education Code 47605 requires the charter petition to include annual goals for all students and for each numerically significant subgroup of students, as defined, and specific actions to achieve those goals as described in Education Code 52060. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup (or at least 15 foster youth or homeless students) in the school. For schools with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education (SBE). ***

***Note: Education Code 47605 requires that these annual goals be aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. See BP/AR 0460 - Local Control and Accountability Plan. ***

***Note: Unlike districts, charter schools are exempt from the requirements to solicit public comment, hold public hearings, and have their plans approved by the county office of education. ***

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

(cf. 0420.41 - Charter School Oversight)
(cf. 0460 - Local Control and Accountability Plan)

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

***Note: Education Code 47605 requires that the petition identify student outcomes that the charter school intends to use, including those that address increases in student achievement both schoolwide and for all groups of students served by the charter school, as defined in Education Code 47607. Education Code 47607 defines "all groups of students served by the charter school" to mean all numerically significant subgroups of students served by the charter school, as defined in Education Code 52052. ***

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

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

(cf. 0510 - School Accountability Report Card)

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

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

6. The procedures that the school will follow to ensure the health and safety of students and staff, including the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.

7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.

***Note: Pursuant to Education Code 47605, when the number of students who wish to attend the charter school exceeds the school's capacity, attendance must be determined by a public random drawing, with admission preference extending to students who currently attend the charter school and students who reside in the district. As amended by AB 1360 (Ch. 760, Statutes of 2017), Education Code 47605 provides that admission preferences may also include, but are not limited to, siblings of students admitted or attending the charter school and children of the school's teachers, staff, and founders identified in the initial charter. Education Code 47605, as amended, requires that the priority order for preference be determined in the charter petition as provided below. ***

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

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

***Note: Education Code 47605, as amended by AB 1360 (Ch. 760, Statutes of 2017), requires the petition to contain a comprehensive description of procedures by which a student can be suspended, expelled, or otherwise removed from the school, including how the school will comply with specified federal and state constitutional due process requirements. ***

10. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605(b). Such procedures shall also include processes by which the charter school will notify the superintendent of a district and request to be notified by a district about a student when

the circumstances specified in Education Code 47605(d) exist.

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

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

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

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

***Note: Education Code 47605 requires charter petitions to contain the declaration specified in item #15 below regarding responsibilities for collective bargaining. If the charter school is not deemed the public school employer for purposes of collective bargaining under Government Code 3540-3549.3, the district where the charter school is located shall be deemed the public school employer for these purposes, pursuant to Education Code 47611.5. Education Code 47611.5 further provides that, if the charter does not specify that the charter school shall comply with laws and regulations governing tenure or a merit or civil service system, the scope of representation for that charter school shall also include discipline and dismissal of charter school employees. ***

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

***Note: Education Code 47605 and 5 CCR 11962 require the charter petition to include procedures to be used in the event that the charter school closes for any reason, as provided in item #16 below. Duties of the district pertaining to charter school closures include notification requirements pursuant to Education Code 47604.32 and 5 CCR 11962.1; see BP 0420.41 - Charter School Oversight. ***

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

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

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

(1) The effective date of the closure

(2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure

(3) The students' districts of residence

(4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above

d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity

e. Transfer and maintenance of personnel records in accordance with applicable law

f. Completion of an independent final audit within six months after the closure of the school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school

g. Disposal of any net assets remaining after all liabilities of the school have been paid or otherwise addressed pursuant to 5 CCR 11962

h. Completion and filing of any annual reports required pursuant to Education Code 47604.33

i. Identification of funding for the activities identified in item #16a-h above

***Note: Education Code 47605 requires that petitioners provide to the Governing Board the information listed in items #1-4 below. The Board may require additional information. ***

***Note: As outlined in CSBA's publication Charter Schools: A Guide for Governance Teams, some districts request a school calendar, information regarding transportation arrangements, staff development plans, assurances that the school will provide appropriate services for English language learners and students with disabilities, or any other information that will assist the Board in understanding the proposal. Districts that wish to require additional information in the charter may list those items below. ***

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

***Note: Education Code 47605 requires that information on school facilities, listed in item #1 below, must specify where the school intends to locate. Unless otherwise exempted, the school must be located within the geographic boundaries of the chartering district; see section "Location of Charter School" below. ***

1. The facilities to be used by the school, including where the school intends to locate
(cf. 7160 - Charter School Facilities)
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation

Location of Charter School

***Note: Education Code 47605 and 47605.1 establish geographic and site requirements for charter schools. Pursuant to Education Code 47605, a charter school granted by either the County Board of Education or the SBE following initial denial by the district also must locate within the geographic boundaries of the district that denied the petition. ***

***Note: The Attorney General has opined, in 89 Ops.Cal.Atty.Gen. 166 (2006), that online charter schools are subject to the restrictions and conditions placed upon independent study programs, including the requirement that students reside in the charter school's home county or an adjacent county. ***

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

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

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

expansion project.

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

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

(10/13 10/15) 12/17

Pacific Elementary School District

Board of Trustees Meeting
Tuesday, January 16th, 2018 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

All persons are encouraged to attend and, where appropriate, to participate in, meetings of the Pacific School Board of Trustees. Persons wishing to address the Board are asked to state their names for the record. Consideration of all matters is conducted in open session except for those relating to litigation, personnel, and employee negotiations, which, by law, may be considered in executive (closed) session.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Eric Gross, Superintendent/Principal at the Pacific School District Office at least three working days prior to any public meeting.

Board Meeting Minutes

1. OPENING PROCEDURES FOR OPEN SESSION

1.1. Call to Order – 4:03 p.m.

1.2. Roll Call & Establishment of Quorum

1.2.1. Gwyan Rhabyt, Board President - Present

1.2.2. Don Croll, Board Trustee - Absent

1.2.3. Cari Napoles, Board Trustee – Present

Others present: Superintendent Eric Gross and District Office Manager Elizabeth Andrews

1.3. Approval of the agenda for January 16th, 2018

1.3.1. Agenda deletions, additions, or changes of sequence

Approved with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

2. PUBLIC COMMENTS

2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC §35145.5).

2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.

None.

3. REPORTS

3.1. Superintendent Report

Prop 51 is not being fully funded, so we will not get our construction money in 2018-19. It may come later.

We are partnering with the Berkeley Hall of Science to train teachers in Next Generation Science Standards, effective 2018-19. We will have to pay for subs, but that's all.

Our P1 attendance was 96.13%, which is higher than previous years. Enrollment averaged 115.

The latest California budget proposal has come out and fully funds schools at the 2007 level.

66% of the facilities repairs on Mr. Gross' list have been taken care of. The roof leaks have been fixed again. Mr. Gross obtained a grant to fix the fencing. Many of the repairs have been done by volunteers, saving the district considerable money.

3.2. Board Member Reports

None.

3.3. School Site Council Report

None.

3.4. Parents Club Report

Warriors tickets are on sale and they are organizing the next Art and Wine Festival.

4. CONSENT AGENDA: These matters may be passed by one roll call motion. Board Members may remove items from the agenda for a separate discussion and vote.

4.1. Approval of Minutes of the Board Meeting on: December 19th, 2017

4.2. Approval of Warrant Registers

4.3. School Accountability Report Card (SARC)

Approved with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

5. PUBLIC HEARINGS

5.1. None

6. BOARD RESOLUTIONS

6.1. Resolution # 2018 – 6 Fair Funding

Approved with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

6.2. Resolution # 2018 – 7 Fund Balance

Approved with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0

opposed, 0 abstentions, 1 absence.

7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

7.1. Approval of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits

7.1.1. BP & AR 0420.4 Charter School Authorization
Tabled.

7.1.2. BP 1325 Advertising and Promotion
Approved with option 2. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.3. BP 3100 Budget
Approved with option 3. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.4. BP 3515.7 Firearms on School Grounds
7.1.5. AR 3517 Facilities Inspection
7.1.6. BPs 4119.21, 4219.21, & 4319.21 Professional Standards
7.1.7. ARs 4144, 4244, & 4344 Complaints
Approved 7.1.4-7.1.7 with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.8. BP & AR 4200 Classified Personnel
Approved with option 1. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.9. BP 5144 Discipline
Approved without the optional paragraph regarding discipline matrices. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.10. BP & AR 5144.1 Suspension & Expulsion/Due Process
Approved with option 1. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.11. AR 5148.2 Before/After School Programs
Approved with no changes. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.1.12. BP 6146.1 High School Graduation Requirements
7.1.13. BB 9150 Student Board Members
The Board declined to vote on 7.1.12 and 7.1.13.

7.2. Withdrawal of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits

7.2.1. E 3515.7 Firearms on School Grounds

7.2.2. BP 3517 Facilities Inspection

7.2.3. BP & AR & E 6162.52 High School Exit Examination

Approved the withdrawal of these exhibits and board policies. Ms. Napoles moved, Mr. Rhabyt seconded. 2 in favor, 0 opposed, 0 abstentions, 1 absence.

7.3. Children's Internet Protection Act (CIPA) policy

The Board discussed existing practices regarding school Internet safety. The Board determined that existing Board Policy 6163.4 covers CIPA compliance, so no additional action is necessary.

7.4. 1st Interim – Staff will present the 1st Interim Budget Revision

Ms. Andrews discussed the first interim budget. The Board asked questions. Overall, the budget is approximately balanced.

8. SCHEDULE OF COMING EVENTS

8.1. Next Regular Board Meeting: February 20th, 2018

Confirmed.

9. CLOSED SESSION

9.1. Public Employee Appointment (Section 54957)

9.1.1. Aide

No report coming out of closed session.

10. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

11. ADJOURNMENT – 6:05 p.m.

If requested, this agenda shall be made available in appropriate alternative formats to persons with a disability, as required by section 202 of the Americans with Disabilities Act (42 U.S.C. section 12132) and the federal rules and regulations implementing the Act. Individuals requesting a disability-related modification or accommodation may contact the District Office.

The board book for this meeting, including this agenda and any back-up materials, may be viewed or downloaded online: <http://www.pacificesd.org/governance.html> or may be viewed at the school: 50 Ocean St. Davenport CA 95017.

Translation Requests: Spanish language translation is available on an as-needed basis.

Solicitudes de Traducción: Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva.

CSBA Sample

Board Policy

Charter School Authorization

BP 0420.4

Philosophy, Goals, Objectives and Comprehensive Plans

***Note: The following optional policy may be revised to reflect district practice. Education Code 47600-47616.7 authorize the establishment of a capped number of public charter schools, which are generally exempt from Education Code provisions governing school districts unless otherwise specified in law. To establish a charter school, petitioners must submit to the Governing Board for approval a petition which includes all components required by law as described in the accompanying administrative regulation. ***

***Note: Charter petitions also may be submitted to other entities under certain circumstances. Education Code 47605.5-47605.6 authorize petitioners to submit a petition directly to the County Board of Education when (1) the charter school will serve students for whom the county office of education would otherwise be responsible for providing direct education and related services or (2) the countywide program will provide educational services to a student population that cannot be served as well by a charter school operating in only one district in the county. ***

***Note: In addition, Education Code 47605.8 authorizes petitioners to submit a petition directly to the State Board of Education (SBE) to approve a "statewide benefit charter school" that may operate at multiple sites throughout the state. 5 CCR 11967.6.1 requires the petitioner to provide prior written notice to the board of each district where the petitioner proposes to locate a school site and to notify the board of the date that the SBE will meet to consider the petition. ***

***Note: For further information regarding the submission and review of charter school petitions, see CSBA's publication Charter Schools: A Guide for Governance Teams. ***

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

***Note: Education Code 47605 allows for the conversion of an existing public school into a charter school, provided that the school adopts and maintains a policy giving admission preference to students who reside within the former attendance area of that public school. The Board also may create a start-up charter school. ***

***Note: The Board may also act as the governing board for what are known as

"dependent" charter schools. Although the term does not appear in law, the SBE includes "dependent" charter schools as a separate category in its inventory of charter schools operating in California. A dependent charter school is subject to the same petition requirements and approval process as an "independent" charter school, which is typically formed by parents/guardians, teachers, community members, or a charter management organization. ***

***Note: Pursuant to Education Code 47606, a district may petition the Superintendent of Public Instruction and the SBE to convert all its schools to charter schools, provided that 50 percent of the district's teachers sign the petition, the petition contains all specified components, and arrangements are made for alternative attendance of students residing within the district who choose not to attend charter schools. ***

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community. (Education Code 47605, 47606, 53300)

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

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board. The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter proposals with legal requirements.

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

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

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

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

Approval of Petition

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

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

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but are not limited to, fiscal accountability systems, multiple measures for evaluating the educational program, including student outcomes aligned with state priorities as described in Education Code 52060, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

***Note: The following optional paragraph may be revised to reflect district practice. Although not required by law, CSBA's publication Charter Schools: A Guide for Governance Teams recommends one or more memoranda of understanding (MOUs) to address matters that are related to the charter petition but are not included in the petition, and to establish expectations for which the charter school can be held accountable. CSBA's manual provides examples of issues pertaining to business operations, administrative and support services, special education, and student assessment that might be addressed in an MOU. ***

***Note: A sample MOU between the SBE and a state-approved charter school, available on CDE's web site, may be adapted for use by districts. ***

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

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

***Note: Education Code 47605 provides that a district cannot approve a charter school serving students in a grade level not offered by the district unless the charter school also serves all the grade levels offered by the district. Thus, an elementary district cannot approve a charter for a high school, but may approve a charter for a K-12 school since it includes all grade levels served by the district. ***

The Board shall deny any petition to authorize the conversion of a private school to a charter school. The Board shall also deny any petition for a charter that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605)

***Note: Pursuant to Education Code 47605, a charter petition can be denied only if certain factual findings are made, as specified in items #1-6 below. AB 1360 (Ch. 760, Statutes of 2017) amended Education Code 47605 to add that a petition may be denied if the petition does not include a declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining, as provided in item #6 below. 5 CCR 11967.5.1, which contains criteria that the SBE must consider in reviewing charter petitions, may be useful to the district in determining how it might evaluate whether a petition meets the conditions specified in items #1-6 below. ***

Any other charter petition shall be denied only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.

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

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

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE.

(Education Code 47605)

Legal Reference:

EDUCATION CODE

200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

33126 School Accountability Report Card

41365 Charter school revolving loan fund

42238.51-42238.2 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

49011 Student fees

51745-51749.6 Independent study

52052 Numerically significant student subgroup, definition

52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent study

11960-11968.5.5 Charter schools

CODE OF REGULATIONS, TITLE 24

Part 2 California Building Standards Code

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130

Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

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

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

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

Management Resources:

CSBA PUBLICATIONS

Charter Schools in Focus, Issue 2: Ensuring Effective Oversight, Governance Brief, October 2017
Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016
Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016
Charter Schools: A Guide for Governance Teams, rev. February 2016
Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Sample Copy of a Memorandum of Understanding
Charter School Authorization: Guidance and Technical Assistance for Prospective Charter School Authorizers, Webinar 2014
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016
Charter Schools Program, January 2014
Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011
Applying Federal Civil Rights Laws to Public Charter Schools: Questions and Answers, May 2000
WEB SITES
CSBA: <http://www.csba.org>
California Charter Schools Association: <http://www.calcharters.org>
California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>
National Association of Charter School Authorizers: <http://www.qualitycharters.org>
U.S. Department of Education: <http://www.ed.gov>

(3/06 3/12) 12/17

Health Benefits CAP - Santa Cruz County Vendor						Tiered CAP						What is included			
Rate Structure		CAP		Rolling CAP \$	Flat CAP\$	Cert Mgmnt	Cert	Classified Mgmnt	Classified	Confidential	Supt Asst Supt	Med	Dental	vision	Life/ad&D
Bonny Doon	3 Tiered		HMO High Single		\$12,501.48										
Live Oak	Composite		Hard Cap			\$ 14,201.79	\$ 14,201.79	\$ 14,201.79	\$ 14,256.03	\$ 14,201.79	\$ 14,201.79	x	x	x	x
Mountain	3 Tiered			\$ 10,427.51		\$ 10,427.51	\$ 10,427.51	\$ 10,427.51	\$ 10,427.51			x	x	x	x
Pacific	3 Tiered		HMO Single			\$ 12,377.52	\$ 12,377.52	\$ 12,377.52	\$ 12,377.52	\$ 12,377.52	\$ 12,377.52	x	x	x	x
Pajaro	Single	SISC	EE Pays 3-4% except classified	No Cap	No Cap	\$11,458.20	\$11,458.20	\$11,458.20	\$11,458.20	\$11,458.20	\$11,458.20	x	x	x	x
	Two Party	SISC	EE Pays 3-4% except classified	No Cap	No Cap	\$19,690.20	\$19,690.20	\$19,690.20	\$20,362.20	\$20,362.20	\$19,690.20	x	x	x	x
	Family	SISC	EE Pays 3-4% except classified	No Cap	No Cap	\$26,842.20	\$26,842.20	\$26,842.20	\$27,922.20	\$27,922.20	\$26,842.20	x	x	x	x
SLV	3 Tiered	CVT	\$6,669 Hard cap on Health, Dental, Vision		\$ 6,669.00	\$ 6,669.00	\$ 6,669.00	\$ 6,669.00	\$ 6,669.00	\$ 6,669.00	\$ 6,669.00	x	x	x	
Santa Cruz	Single	SISC	EE Pays 10-17%				\$ 12,058.32		\$ 11,627.16	\$ 11,787.84		x	x	x	x
	Two Party	SISC	Except Confidential, EE pays 2-3%				\$ 20,014.56		\$ 20,651.16	\$ 20,811.84		x	x	x	x
	Family	SISC					\$ 28,017.84		\$ 28,043.16	\$ 28,203.84		x	x	x	x
	Composite	SISC			\$19,924.68			\$ 19,924.68			\$ 19,924.68	x	x	x	x
Scotts Valley	Composite	SISC	HMO High Composite	\$19,705.80								x	x	x	x
Soquel	4 Tiered (Mgmnt)	CVT				\$7,489.80	\$7,069.80	\$7,489.80	\$7,078.92	\$7,489.80	\$7,678.80	x	x	x	x
	4 Tiered (Cert*)	CVT					\$7,069.80					x	x	x	x
	*Family CAP	CVT					\$10,347.96					x	x	x	x
	4 Tiered (Class)	CVT							\$7,078.92			x	x	x	x
SCCOE	Composite	SISC				\$ 19,011.60	\$ 18,944.28	\$ 19,011.60	\$ 19,194.60	\$ 19,011.60	\$ 19,011.60	x	x	x	x

Responded

The amounts above include Medical, Dental, Vision and Life/AD&D, and reflect the annual amount the district contributes towards employee benefit premiums

Define Rolling CAP:
Mountain:
SLV:

Position	Step & Column Increases	STRS & PERS increases	1% Raise	Grand Total
Certificated	\$1,800	\$10,000	\$4,500	\$16,300
Aides	\$9,000	\$240	\$1,100	\$10,340
Coordinators	\$200	\$350	\$350	\$900
Secretary	\$8,700	\$950	\$480	\$10,130
PreK & SCIA2	\$0	\$1,500	\$1,000	\$2,500
Food Director	\$2,600	\$700	\$450	\$3,750
DO Manager	\$1,500	\$0	\$250	\$1,750
Music		\$0		\$0
Superintenden	\$3,200	\$0	\$0	\$3,200
Total	\$27,000	\$13,740	\$8,130	\$48,870

Santa Cruz County School Districts

Local Control Funding Formula (LCFF) Blended per ADA Rates

Based on 2017-18 1st Interim LCFF Calculations

District	Student %	2017-18 Blended LCFF Rate per ADA
Bonny Doon	24.40%	\$ 8,051
Happy Valley	11.41%	\$ 7,773
Live Oak	67.32%	\$ 9,055
Mountain	12.03%	\$ 9,206
Pacific	33.14%	\$ 8,674
Scotts Valley	11.70%	\$ 8,062
Soquel	35.04%	\$ 8,058
San Lorenzo Valley	20.16%	\$ 8,402
Santa Cruz Elementary	45.27%	\$ 8,168
Santa Cruz Secondary	40.10%	\$ 9,397
Pajaro Valley	77.92%	\$ 10,059

NOTES:

- 1) Disadvantaged Student Population Percentages are based on the 3-year rolling average percentages from the 2017-18 1st Interim LCFF calculations submitted by each district.
- 2) This is the calculated rate per ADA from the FCMAT LCFF calculator tool, "calculator" tab, Cell AL82
- 3) A listing of categorical funding that was rolled into the LCFF funding can be viewed at this website:
<http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CAT>

Revised: 1/18/2018

Santa Cruz County School Districts

Local Control Funding Formula (LCFF) **TARGET** Revenue per Grade Span by District

These are the projected rates AT FULL LCFF IMPLEMENTATION in 2018-19 (based on DOF)

District	Student %	K-3	K-3 CSR	S	C	K - 3 TOTAL	4 - 6	S	C	4 - 6 TOTAL	7 - 8	S	C	7 - 8 TOTAL	9 - 12	CTE	S	C	9 - 12 TOTAL
Bonny Doon	24.40%	\$ 7,374	\$ 767	\$ 397	\$ -	\$ 8,538	\$ 7,484	\$ 365	\$ -	\$ 7,849									
Happy Valley	11.41%	\$ 7,374	\$ 767	\$ 186	\$ -	\$ 8,327	\$ 7,484	\$ 171	\$ -	\$ 7,655									
Live Oak	67.32%	\$ 7,374	\$ 767	\$ 1,096	\$ 501	\$ 9,739	\$ 7,484	\$ 1,008	\$ 461	\$ 8,953	\$ 7,707	\$ 1,038	\$ 475	\$ 9,219					
Mountain	12.03%	\$ 7,374	\$ 767	\$ 196	\$ -	\$ 8,337	\$ 7,484	\$ 180	\$ -	\$ 7,664									
Pacific	33.14%	\$ 7,374	\$ 767	\$ 540	\$ -	\$ 8,681	\$ 7,484	\$ 496	\$ -	\$ 7,980									
Scotts Valley	11.70%	\$ 7,374	\$ 767	\$ 190	\$ -	\$ 8,331	\$ 7,484	\$ 175	\$ -	\$ 7,659	\$ 7,707	\$ 180	\$ -	\$ 7,887	\$ 8,931	\$ 232	\$ 214	\$ -	\$ 9,377
Soquel	35.04%	\$ 7,374	\$ 767	\$ 571	\$ -	\$ 8,712	\$ 7,484	\$ 524	\$ -	\$ 8,008	\$ 7,707	\$ 540	\$ -	\$ 8,247					
San Lorenzo Valley	20.16%	\$ 7,374	\$ 767	\$ 328	\$ -	\$ 8,469	\$ 7,484	\$ 302	\$ -	\$ 7,786	\$ 7,707	\$ 311	\$ -	\$ 8,018	\$ 8,931	\$ 232	\$ 369	\$ -	\$ 9,532
Santa Cruz Elementary	45.27%	\$ 7,374	\$ 767	\$ 737	\$ -	\$ 8,878	\$ 7,484	\$ 678	\$ -	\$ 8,162									
Santa Cruz Secondary	40.10%										\$ 7,707	\$ 618	\$ -	\$ 8,325	\$ 8,931	\$ 232	\$ 735	\$ -	\$ 9,898
Pajaro Valley	77.92%	\$ 7,374	\$ 767	\$ 1,269	\$ 933	\$ 10,343	\$ 7,484	\$ 1,166	\$ 858	\$ 9,508	\$ 7,707	\$ 1,201	\$ 883	\$ 9,791	\$ 8,931	\$ 232	\$ 1,428	\$ 1,050	\$ 11,641

NOTES:

- 1) S = Supplemental Grant, which provides an additional 20% of the Base for the disadvantaged student population
- 2) C = Concentration Grant, which provides an additional 50% of the Base for the disadvantaged student population over 55%
- 3) K-3 Grade Span has an add-on of 10.4% for class size reduction
- 4) 9 - 12 Grade Span has an add-on of 2.6% for CTE
- 5) Disadvantaged Student Population Percentages are based on the 3-year rolling average percentages from the 2017-18 1st Interim LCFF calculations submitted by each district.
- 6) Grade Span rates are based on the SSC Dartboard for the 2018-19 Governor's Proposed State Budget.
- 7) A listing of categorical funding that was rolled into the LCFF funding can be viewed at this website: <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp#CAT>

SSC School District and Charter School Financial Projection Dartboard 2018-19 Governor's Proposed State Budget

This version of SSC's Financial Projection Dartboard is based on the 2018-19 Governor's State Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS				
Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2017-18 Initial Grants	\$7,193	\$7,301	\$7,518	\$8,712
COLA at 2.51%	\$181	\$183	\$189	\$219
2018-19 Base Grants	\$7,374	\$7,484	\$7,707	\$8,931

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2018-19 Base Grants	\$7,374	\$7,484	\$7,707	\$8,931
Grade Span Adjustment Factors	10.4%	-	-	2.6%
Grade Span Adjustment Amounts	\$767	-	-	\$232
2018-19 Adjusted Base Grants	\$8,141	\$7,484	\$7,707	\$9,163
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants	50%	50%	50%	50%
Concentration Grant Threshold	55%	55%	55%	55%

LCFF DARTBOARD FACTORS					
Factors	2017-18	2018-19	2019-20	2020-21	2021-22
SSC Gap Funding Percentage	44.97%	100.00%	—	—	—
Department of Finance Gap Funding Percentage	44.97%	100.00%	—	—	—
Gap Funding Percentage (as of May Revise)	43.97%	—	—	—	—
Statutory COLA ¹	1.56%	2.51%	2.41%	2.80%	3.17%

Governor's proposed 2018-19 budget released January 10, 2018



BOARD OF EDUCATION

Ms. Jane Royer Barr
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Dana M. Sales
Mr. Abel Sanchez
Mr. Bruce Van Allen

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

January 31, 2018

Gwyan Rhabyt
Governing Board
Pacific Elementary School District
456 Swanton Road
Davenport, CA 95017

SUBJECT: Review of the 2017-18 First Interim Financial Report for Pacific Elementary School District

Dear Mr. Rhabyt:

In accordance with Education Code Section 42131, the Santa Cruz County Office of Education has reviewed the First Interim Financial Report for the Pacific Elementary School District for fiscal year 2017-18. The Education Code requires that the County Superintendent review the district Interim Report and concur or not concur with the district certification of the financial status based on the following:

Determine whether the financial report complies with the standards and criteria established pursuant to Education Code Section 33127.

Determine whether the Interim Report indicates that the district will be able to meet its financial obligations during the current fiscal year and subsequent two fiscal years.

Based upon our review at this time, we concur with the **Positive** certification for the 2017-18 First Interim Financial Report for the Pacific Elementary School District. Please see the attached documents for additional comments and information related to our review.

We have conducted our review based upon the specifics of the State Enacted Budget for 2017-18, and we have used the FCMAT Local Control Funding Formula (LCFF) calculator in our analysis. We have also included information from the Governor's proposed budget for 2018-19.

The Governor's budget that was just released on January 10th provides very good news for education, especially in the short term. Governor Brown is projecting to fully fund his Local Control Funding Formula in 2018-19, two years ahead of schedule. Gap funding will reach 100% when calculating funding for next year and going forward and districts will finally realize the "target" funding levels identified in the formula. The Governor's proposed budget also includes discretionary one-time mandate reimbursement funding of \$295 per unit of Average Daily Attendance (ADA). **Districts should remain cautious about the discretionary funding as the dollar amount per ADA may decrease in the State Enacted budget, as has occurred in the past. Districts may want to "assign" a portion of this funding in their ending fund balances pending the final state budget.**

Although this is good news, districts must continue to be mindful of the significant pending increases in both STRS and PERS retirement rates. These increases, combined with ADA changes, negotiations, health and welfare benefit costs and increasing costs for Special Education create enormous pressure on future budgets.

Most important, with the elimination of gap funding in 2019-20, districts will only have annual cost of living adjustments to generate increases in year over year operational revenues with which to fund increased ongoing costs. Absent a large increase in Prop 98 revenues, the pressure on school district budgets going forward will increase dramatically in 2019-20.

The budget is a dynamic document that reflects the Governing Board's plan for receipt of revenues and utilization of expenditures to meet the goals and financial obligations of the school district in the coming year, based on the information known to the district and board at the time of approval. To ensure that the budget continues to reflect that plan, the district must take, at minimum, the following items into consideration:

- Average Daily Attendance (ADA) & Enrollment Projections
- Revenue and Expenditure Projections/Deficit spending
- Negotiations Status
- Long Term Debt
- Reserves
- Cash Flow
- Other district-specific items

The district's budget must also include funding to implement its Local Control Accountability Plan (LCAP) and should be updated to remain in line with the LCAP when the plan is updated. The district must clearly identify where expenditures are in the budget which are outlined in the LCAP.

Districts must continue to maintain positive fund and cash balances, keep stakeholders informed and maintain good working relationships with labor unions. Districts must continue to maintain adequate reserves, especially cash reserves, even when pressures on the budget mount. Absent adequate budget and cash reserves, districts must endure cost reductions as the only solution when funding decreases or expenditures increase beyond current projected levels.

If you have any questions or concerns, please contact me at 466-5602.

Sincerely,

A handwritten signature in blue ink that reads "Mary Hart" followed by a circled number "6".

Mary Hart
Deputy Superintendent, Business Services

MH:lk
Attachments

cc: Michael C. Watkins, County Superintendent of Schools
Eric Gross, Superintendent/ Pacific Elementary School District
Jean S. Gardner, Senior Director of Fiscal Services/SCCOE
Elaine Bungo, Financial Analyst/SCCOE

REVIEW AND APPROVAL OF FISCAL YEAR 2017/2018 1ST INTERIM REPORT

TO THE GOVERNING BOARD:

Pacific Elementary School District

FROM:

Michael C. Watkins, County Superintendent of Schools
Santa Cruz County Office of Education

In accordance with the provisions of Education Code Section 42131, this office has completed a review of the **FIRST INTERIM** report for your district. A report on that review follows.

1. TYPE OF APPROVAL

- ☒ The Interim budget has been certified as **POSITIVE**.
Based on current projections, this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ The Interim budget has been certified as Qualified.
Based on current projections, this district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ The Interim budget has been certified as Negative.
Based on current projections, this district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year.

2. GENERAL FUND BALANCES / RESERVES

We have made the following computation of budget year reserves based upon updated prior year information. Adjustments made after this date could further impact the projected ending reserve fund balance.

		Unrestricted	Restricted
Beginning fund balance per unaudited actuals:		\$703,683	\$189,983
Projected Increase/decrease in fund balance per Interim:		\$37,358	(\$109,342)
Ending fund balance per Interim:		\$741,041	\$80,641
State required unrestricted reserves:	\$ 66,000		
District Reserves for Economic Uncertainty (9789) Fund 01:		\$75,000	
District Reserves for Economic Uncertainty (9789) Fund 17:		\$0	
REU percentage per state criteria and standards:	5.00%		
District REU percentage per Interim:	5.59%		
Restricted funds (9780/9740):			80,641
Other unrestricted nonspendable, assigned and committed funds		\$214,684	
Unassigned funds (9790):		\$451,357	

3. STATEWIDE CRITERIA AND STANDARDS (Ed. Code 33127)

We have reviewed your board Interim report evaluation based upon state mandated budget criteria and standards for fiscal stability, including narrative(s), if any.

- ☒ We accept your Summary Review Document calculations as complete and narrative(s) as reasonable.
- ☐ We have made recalculations based upon updated information for the prior fiscal year. See attached.
- ☐ We were unable to base our evaluation on the criteria and standards, as the information was not completed. The district provided no narratives.

☐ RECOMMENDATION AND TECHNICAL CORRECTIONS

A. Unrestricted Reserves Available through the multi-year projections (MYP)

- ☒ Appear to be adequate (as recalculated).
- ☐ Are below state recommended levels for your size district (See Section 5, below).
Level: 5% of budgeted expenditures or: \$ 66,000, whichever is greater.

B. Revenue and Expenditures through the multi-year projections (MYP)

- ☐ The revenue appears to be overstated (see Section 5, below).
- ☐ The total expenditures appear to be understated (see Section 5, below).
- ☐ The proposed expenditures and transfers out exceed the estimated total revenue.
- ☐ Total available reserves appear adequate to offset this condition.
- ☐ Total available reserves do not appear adequate to offset this condition, (see Section 5, below).

C. ADA: We recommend budgeting no more revenue limit funding than the state guarantee (prior year ADA). The average daily attendance upon which this budget is based: 114.2

- ☐ ADA budgeted represents the state guaranteed level of ADA revenue limit funding.
- ☒ With our prior concurrence, this level of ADA is above the state guaranteed level of revenue limit funding by 13.3 ADA. Actual ADA should be monitored closely.
- ☐ This level of ADA exceeds the state guaranteed level of revenue limit funding by _____ ADA (see Section 5, below).

D. Other Recommendations

- ☒ See Section 5 for details.

REVIEW AND APPROVAL OF FISCAL YEAR 2017/2018 1ST INTERIM REPORT

Pacific Elementary School District

Page 3

E. Technical Corrections

☐

Other technical corrections have been noted in our review as explained in Section 5, below.


5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS

SECTION & COMMENT NUMBER	DESCRIPTION
B-1	The district is not projecting to deficit spend in the unrestricted resources in the current year budget or the multi-year projections. The district is commended for continuing to avoid deficit spending.
B-2	The district maintains its unrestricted reserves in both the general fund and in Fund 17, the Special Reserve for Other than Capital Outlay. The district is currently projecting a fund balance of approximately \$263,000 in the Special Reserve fund in the current year.
C-1	The district is projecting that ADA will increase by 13.3 in the current year over prior year P-2 ADA. In the multi-year projections (MYP), ADA is projected to decrease by 1 in 2018-19 and increase by 2 in 2019-20. If the district's ADA does not increase in the current year as projected, the revenue loss to the district would be approximately \$99,000. Enrollment has also increased so an ADA increase should materialize.
D-1	The release of the Governor's Proposed 2018-19 budget has improved the fiscal outlook for school districts in 2018-19 and 2019-20. The comments which are included in these materials use the district's 1st Interim data as submitted, which was prepared before the release of the Governor's proposed budget.
D-2	Based on preliminary COE calculations, should the state fully fund the Local Control Funding Formula (LCFF) next year as the Governor proposed, the district may realize approximately \$48,000 in additional LCFF revenues over what is currently budgeted through the multi-year projections (MYP). It is critical to note that, after 2018-19, there will be no more gap funding and districts will be relying on nominal cost of living adjustments for year over year increases.
D-2	The district's unduplicated pupil percentage (UPP), which drives additional supplemental funding based on the district's population of disadvantaged students, is projected to continue to decline. The district will generate less funding based on this. In 2013-14, the UPP was 41.5%; the current year UPP is 29.8% and 2018-19 is projected at 21%. The 3-year rolling average, which funding is based on, is declining from 35% in 2016-17 to a projected 22.49% in 2020-21. The district should ensure that all students are being properly counted.
	Continued on next page...

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS continued...

SECTION & COMMENT NUMBER	DESCRIPTION
	Continued from previous page...
D-3	Contributions to restricted programs are projected to decrease in the current year 22% over prior year actuals and decrease by just under 2% over Adopted budget projections. In the multi-year projections, they are projected to increase by 4% in 2018-19 and increase by 5.4% in 2019-20. The district's contributions are due to the costs of Special Education (81.8%), VAPA (4.5%) which augments revenue from Parent club donations, Psychological Services (9.5%), REAP (2.7%) and Title II (1.5%). Contributions in the current year total \$134,908.
D-4	In the multi-year projections, the district has included a potential increase in the cost of Medical health and welfare benefits of 10% and an increase in the cost of Dental insurance premiums of 3%.
D-5	The district is currently not projecting any cash flow issues due to its healthy reserve levels.

EXAMINED BY COUNTY SUPERINTENDENT OF SCHOOLS:

BY:  Date: _____
Mary Hart
Deputy Superintendent, Business Services

cc: Eric Gross, Superintendent/Pacific Elementary School District
Jean S. Gardner, Senior Director of Fiscal Services/SCCOE
Elaine Bungo, Financial Analyst/SCCOE

Revised: 1/2006

SANTA CRUZ COUNTY SCHOOLS
PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND UNRESTRICTED AND RESTRICTED MONIES

GENERAL FUND	2016/17			2017/18			2017/18			2018/19			2019/20		
	Unaudited Actuals			Adopted Budget			1st Interim Budget			Projected Budget			Projected Budget		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues															
8010-8099 Local Control Funding Formula	\$ 930,473	\$ -	\$ 930,473	\$ 984,170	\$ -	\$ 984,170	\$ 985,265	\$ -	\$ 985,265	\$ 1,011,608	\$ -	\$ 1,011,608	\$ 1,046,952	\$ -	\$ 1,046,952
8100-8299 Federal	800	45,039	45,839	-	45,038	45,038	-	39,875	39,875	-	40,204	40,204	-	40,204	40,204
8300-8599 Other State	44,427	185,451	229,878	17,513	53,465	70,978	32,580	53,465	86,045	17,723	55,616	73,339	17,723	57,875	75,598
8600-8799 Other Local	97,869	66,931	164,800	77,436	57,585	135,021	98,296	61,085	159,381	64,626	55,085	119,711	72,626	55,085	127,711
8910-8929 Interfund Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions From Unrestricted	(174,232)	174,232	-	(137,241)	137,241	-	(134,908)	134,908	-	(140,246)	140,246	-	(147,865)	147,865	-
8990 Contributions From Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue, Transfers, and Other Sources	\$ 899,337	\$ 471,653	\$ 1,370,990	\$ 941,878	\$ 293,329	\$ 1,235,207	\$ 981,233	\$ 289,333	\$ 1,270,566	\$ 953,711	\$ 291,151	\$ 1,244,862	\$ 989,436	\$ 301,029	\$ 1,290,465
Expenditures															
1000-1999 Certificated Salary	\$ 419,462	\$ 90,422	\$ 509,884	\$ 440,178	\$ 64,724	\$ 504,902	\$ 444,478	\$ 75,699	\$ 520,177	\$ 453,368	\$ 77,213	\$ 530,581	\$ 462,435	\$ 78,757	\$ 541,192
2000-2999 Classified Salary	138,737	44,832	183,569	141,127	57,917	199,044	140,016	66,201	206,217	142,817	67,525	210,342	145,673	68,875	214,548
3000-3999 Employee Benefit	186,283	82,188	268,471	194,415	81,927	276,342	194,317	74,690	269,007	211,512	79,974	291,486	233,689	85,460	319,149
4000-4999 Books & Supplies	42,239	13,319	55,558	25,071	9,180	34,251	45,858	8,815	54,673	37,657	7,065	44,722	38,428	6,191	44,619
5000-5899 Services & Other Operating Expenditures	93,169	148,334	241,503	102,519	112,737	215,256	109,236	172,489	281,726	102,952	113,267	216,219	106,499	60,428	166,927
6000-6599 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	102	-	102	250	-	250	250	-	250	250	-	250	250	-	250
7300-7399 Direct & Indirect Support	-	-	-	-	-	-	(31)	31	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	8,953	-	8,953	9,750	750	10,500	9,750	750	10,500	9,750	750	10,500	9,750	750	10,500
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	\$ 888,945	\$ 379,095	\$ 1,268,040	\$ 913,311	\$ 327,234	\$ 1,240,545	\$ 943,875	\$ 398,675	\$ 1,342,550	\$ 958,305	\$ 345,794	\$ 1,304,099	\$ 996,724	\$ 300,461	\$ 1,297,185
Excess (Deficiency)	\$ 10,392	\$ 92,558	\$ 102,950	\$ 28,567	\$ (33,905)	\$ (5,338)	\$ 37,358	\$ (109,342)	\$ (71,984)	\$ (4,594)	\$ (54,643)	\$ (59,237)	\$ (7,288)	\$ 568	\$ (6,720)
Beginning Balance	\$ 693,291	\$ 97,425	\$ 790,716	\$ 703,683	\$ 189,983	\$ 893,666	\$ 703,683	\$ 189,983	\$ 893,666	\$ 741,041	\$ 80,641	\$ 821,682	\$ 736,447	\$ 25,998	\$ 762,445
Audit Adjustments / Restatements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 703,683	\$ 189,983	\$ 893,666	\$ 732,250	\$ 156,078	\$ 888,329	\$ 741,041	\$ 80,641	\$ 821,682	\$ 736,447	\$ 25,998	\$ 762,445	\$ 729,159	\$ 26,566	\$ 755,726
Reserves:															
Minimum Reserve Level per Criteria & Standards	5%			5%			5%			5%			5%		
Recommended REU (Computed in C&S)	\$ 66,000			\$ 66,000			\$ 67,127			\$ 66,000			\$ 66,000		
Reserves per District (REU 9789)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 75,000	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ 75,000
Revolving Cash / Nonspendable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stores / Prepaid Expenditures/ All Other	10,380	-	10,380	-	-	-	-	-	-	-	-	-	-	-	-
Restricted	-	189,983	189,983	-	156,078	156,078	-	80,641	80,641	-	25,998	25,998	-	26,566	26,566
Committed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assigned	200,560	-	200,560	198,913	-	198,913	214,684	-	214,684	-	-	-	-	-	-
Unassigned	492,744	-	492,744	533,337	-	533,337	451,357	-	451,357	661,447	-	661,447	654,160	-	654,160
Excess (Deficiency) above state recommended REU	\$ 844,267			\$ 930,213			\$ 937,877			\$ 934,410			\$ 927,123		
Contributions to Restricted Programs			174,232			137,241			134,908			140,246			147,865
Average Daily Attendance															
Total P-2 ADA			100.9			114.2			114.2			113.2			115.1
ADA Transfer (COE)			-			-			-			-			-
District Only P-2 ADA			100.9			114.2			114.2			113.2			115.1
Funded ADA (District Only)			110.1			114.2			114.2			113.2			115.1
Net Shift of Charter ADA (to and from District)			-			-			-			-			-
Prior Year ADA Guarantee			110.1			100.9			100.9			114.2			113.2
Total Charter ADA			-			-			-			-			-
CBEDS Enrollment			106			120			120			119			121
Enrollment to ADA Ratio			95.1%			95.1%			95.1%			95.1%			95.1%
Special Reserve Fund 17	\$ 216,963			\$ 263,963			\$ 263,963			\$ 263,963			\$ 263,963		

SANTA CRUZ COUNTY SCHOOLS

PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND

GENERAL FUND	2014/15	2015/16	2016/17	2017/18	2017/18	Change Between 16/17 UA & 17/18 1I	Change Between 17/18 AB & 17/18 1I	2018/19	Change Between 17/18 1I & 18/19 PB	2019/20	Change Between 18/19 PB & 19/20 PB
	Unaudited Actuals	Unaudited Actuals	Unaudited Actuals	Adopted Budget	1st Interim Budget			Projected Budget		Projected Budget	
Revenues											
8010-8099 Local Control Funding Formula	\$ 791,381	\$ 890,960	\$ 930,473	\$ 984,170	\$ 985,265	5.9%	0.1%	\$ 1,011,608	2.7%	\$ 1,046,952	3.5%
8100-8299 Federal	54,664	54,206	45,839	45,038	39,875	-13.0%	-11.5%	40,204	0.8%	40,204	0.0%
8300-8599 Other State	59,414	197,353	229,878	70,978	86,045	-62.6%	21.2%	73,339	-14.8%	75,598	3.1%
8600-8799 Other Local	152,535	148,686	164,800	135,021	159,381	-3.3%	18.0%	119,711	-24.9%	127,711	6.7%
8910-8929 Interfund Transfers In	345,000	-	-	-	-	-	-	-	-	-	-
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions From Unrestricted	-	-	-	-	-	-	-	-	-	-	-
8990 Contributions From Restricted	-	-	-	-	-	-	-	-	-	-	-
Total Revenue, Transfers, and Other Sources	\$ 1,402,994	\$ 1,291,206	\$ 1,370,990	\$ 1,235,207	\$ 1,270,566	-7.3%	2.9%	\$ 1,244,862	-2.0%	\$ 1,290,465	3.7%
Expenditures											
1000-1999 Certificated Salary	\$ 457,922	\$ 451,126	\$ 509,884	\$ 504,902	\$ 520,177	2.0%	3.0%	\$ 530,581	2.0%	\$ 541,192	2.0%
2000-2999 Classified Salary	158,440	161,630	183,569	199,044	206,217	12.3%	3.6%	210,342	2.0%	214,548	2.0%
3000-3999 Employee Benefit	214,967	237,750	268,471	276,342	269,007	0.2%	-2.7%	291,486	8.4%	319,149	9.5%
4000-4999 Books & Supplies	50,955	26,767	55,558	34,251	54,673	-1.6%	59.6%	44,722	-18.2%	44,619	-0.2%
5000-5899 Services & Other Operating Expenditures	180,739	297,686	241,503	215,256	281,726	16.7%	30.9%	216,219	-23.3%	166,927	-22.8%
6000-6599 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	165	264	102	250	250	144.8%	0.0%	250	0.0%	250	0.0%
7300-7399 Direct & Indirect Support	-	-	-	-	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	349,500	7,073	8,953	10,500	10,500	17.3%	0.0%	10,500	0.0%	10,500	0.0%
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	\$ 1,412,688	\$ 1,182,296	\$ 1,268,040	\$ 1,240,545	\$ 1,342,550	5.9%	8.2%	\$ 1,304,099	-2.9%	\$ 1,297,185	-0.5%
Excess (Deficiency)	\$ (9,694)	\$ 108,910	\$ 102,950	\$ (5,338)	\$ (71,984)	-169.9%	1248.6%	\$ (59,237)	-17.7%	\$ (6,720)	-88.7%
Beginning Balance	\$ 691,501	\$ 681,806	\$ 790,716	\$ 893,666	\$ 893,666	13.0%	0.0%	\$ 821,682	-8.1%	\$ 762,445	-7.2%
Audit Adjustments / Restatements	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 681,806	\$ 790,716	\$ 893,666	\$ 888,329	\$ 821,682	-8.1%	-7.5%	\$ 762,445	-7.2%	\$ 755,726	-0.9%
Reserves:											
Normal Reserve Level per Criteria & Standard	5%	5%	5%	5%	5%			5%		5%	
Recommended REU (Computed in C&S)	\$ 70,634	\$ 65,000	\$ 66,000	\$ 66,000	\$ 67,127	1.7%	1.7%	\$ 66,000	-1.7%	\$ 66,000	0.0%
Reserves per District (REU 9789)	\$ 75,000	\$ 75,000	\$ -	\$ -	\$ 75,000			\$ 75,000	0.0%	\$ 75,000	0.0%
Revolving Cash / Nonspendable	-	-	-	-	-	-	-	-	-	-	-
Stores / Prepaid Expenditures/ All Other	-	-	10,380	-	-	-	-	-	-	-	-
Restricted	64,093	97,425	189,983	156,078	80,641	-57.6%	-48.3%	25,998	-67.8%	26,566	2.2%
Committed	-	-	-	-	-	-	-	-	-	-	-
Assigned	85,052	169,445	200,560	198,913	214,684	7.0%	7.9%	-	-100.0%	-	-
Unassigned	457,660	430,911	492,744	533,337	451,357	-8.4%	-15.4%	661,447	46.5%	654,160	-1.1%
Excess (Deficiency) above state recommended REU	\$ 760,799	\$ 825,477	\$ 844,267	\$ 930,213	\$ 937,877	11.1%	0.8%	\$ 934,410	-0.4%	\$ 927,123	-0.8%
Contributions to Restricted Programs	83,846	120,229	174,232	137,241	134,908	-22.6%	-1.7%	140,246	4.0%	147,865	5.4%
Average Daily Attendance											
Total P-2 ADA	102	110	101	114	114	13.2%	0.0%	113	-0.8%	115	1.7%
ADA Transfer (COE)	-	-	-	-	-	-	-	-	-	-	-
District Only P-2 ADA	102	110	101	114	114	13.2%	0.0%	113	-0.8%	115	1.7%
Funded ADA (District Only)	102	110	110	114	114	3.7%	0.0%	113	-0.8%	115	1.7%
Net Shift of Charter ADA (to and from District)	-	-	-	-	-	-	-	-	-	-	-
Prior Year ADA Guarantee	102	110	110	101	101	-8.4%	0.0%	114	13.2%	113	-0.8%
Total Charter ADA	-	-	-	-	-	-	-	-	-	-	-
CBEDS Enrollment	108	115	106	120	120	13.2%	0.0%	119	-0.8%	121	1.7%
Enrollment to ADA Ratio	94.9%	95.7%	95.1%	95.1%	95.1%			95.1%		95.1%	
Special Reserve Fund 17	\$ 213,721	\$ 215,120	\$ 216,963	\$ 263,963	\$ 263,963	21.7%	0.0%	\$ 263,963	0.0%	\$ 263,963	0.0%

**PACIFIC ELEMENTARY SCHOOL DISTRICT
ALL FUNDS SUMMARY
2017/18
1ST INTERIM BUDGET**

	01 General	12 Child Development	13 Cafeteria	14 Deferred Maintenance	17 Special Reserve	21 Building Fund	25 Capital Facilities	51 Bond Fund	Total All Funds
Revenue									
8000-8099 LCFF	\$ 985,265	\$ -	\$ -						\$ 985,265
8100-8299 Federal Revenue	39,875	-	22,000	5,000					66,875
8300-8599 State Revenue	86,045	32,000	1,300	-				152	119,497
8600-8699 Local Revenue	159,381	66,620	56,900	50	2,000	1,400	266	30,492	317,109
Total Revenue	\$ 1,270,566	\$ 98,620	\$ 80,200	\$ 5,050	\$ 2,000	\$ 1,400	\$ 266	\$ 30,644	\$ 1,488,746
Expenditures									
1000 Certificated Salaries	\$ 520,177	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 520,177
2000 Classified Salaries	206,217	71,195	36,234	-			-		313,645
3000 Employee Benefits	269,007	38,822	14,118	-			-		321,947
4000 Books & Supplies	54,673	2,600	39,500	-		-	-		96,773
5000 Services & Other Oper.	281,726	1,050	4,050	7,700		52,500	5		347,031
6000 Equipment	-	-	-	-		-	-		-
7100-7299 Other Outgo (74XX)	250	-	-	-		-	-	36,162	36,412
7300 Indirect Costs	-	-	-	-	-	-	-	-	-
Total Expenditures	\$ 1,332,050	\$ 113,667	\$ 93,902	\$ 7,700	\$ -	\$ 52,500	\$ 5	\$ 36,162	\$ 1,635,985
Excess (Deficiency)	\$ (61,484)	\$ (15,047)	\$ (13,702)	\$ (2,650)	\$ 2,000	\$ (51,100)	\$ 261	\$ (5,518)	\$ (147,239)
Other Sources/Uses									
89XX Transfers In	\$ -		\$ 11,700		\$ 45,000				\$ 56,700
8930-8979 Other Sources	-								-
7610-7629 Transfers Out	10,500	1,200				45,000			56,700
7630-7699 Other Uses	-	-							-
Total Other Sources/Uses	\$ (10,500)	\$ (1,200)	\$ 11,700	\$ -	\$ 45,000	\$ (45,000)	\$ -	\$ -	\$ -
Total Incr (Decr) in Fund Balance	\$ (71,984)	\$ (16,247)	\$ (2,002)	\$ (2,650)	\$ 47,000	\$ (96,100)	\$ 261	\$ (5,518)	\$ (147,239)
Beginning Fund Balance	\$ 893,666	\$ 27,241	\$ 19,506	\$ 7,033	\$ 216,963	\$ 109,077	\$ 2,335	\$ 26,375	\$ 1,302,196
Audit Adjustments/Restatements	-	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ 821,682	\$ 10,995	\$ 17,504	\$ 4,383	\$ 263,963	\$ 12,977	\$ 2,596	\$ 20,856	\$ 1,154,957
Deficit (Surplus) as % of Fund Balance	-8.1%	-59.6%	-10.3%	-37.7%	21.7%	-88.1%	11.2%	-20.9%	-11.3%



Pacific Elementary School

www.pacificesd.org
50 Ocean Street/P.O. Box H
Davenport, CA 95017
831-425-7002

Response to Audit Findings, 2016-17

Finding 2017-001

The District will review and if needed modify Board Policies regarding Independent Studies. The District and Auditor have spoken to the Attendance Software Vendor and have modified the coding for IS apportionment days to reflect positive attendance method for apportionment. In FYE 17/18, the District sent the registrar/attendance personnel to two CASBO sponsored Attendance workshops (Attendance Accounting for Site Personnel and the Independence Study workshop).

Finding 2017-002

The District will amend 2016/17 P-2 and Annual Attendance reports to reflect 1 ADA fewer in grade K-3. The District will review any Kindergarten continuance forms to ensure they are completed accurately.

Finding 2017-003

The District will be sure to have the Public Hearings during the appropriate times (not during regular school hours and times not immediately following regular school hours).

Payables Prelist**Locked-2/5/2018 ()****PSD****Check**

72 - ALBA ORGANICS		
PO 18-00216-Food	13-5310-0-0000-3700-4700-200-3101	\$417.70
		\$417.70
298 - Allen-Farmer, Kristin		
PO 18-00223-Janaury	01-9006-0-1110-1000-5808-200-2341	\$400.00
		\$400.00
39 - AT&T		
PO 18-00224-1/24/2018	01-0000-0-0000-2700-5900-200-2801	\$96.35
		\$96.35
154 - Jennifer Bird		
PO 18-00221-reimbursement	01-1100-0-1110-1000-4300-201-3000	\$49.04
		\$49.04
282 - Bumgarner, Dona		
PO 18-00215-reimbursement	01-0102-0-1110-2420-4210-200-2391	\$46.52
		\$46.52
255 - Central Coast System		
PO 18-00226-Quarterly monitoring	01-0000-0-0000-8100-5563-200-2801	\$105.00
		\$105.00
58 - FALCON TRADING CO. INC		
PO 18-00212-Cafe Food	13-5310-0-0000-3700-4700-200-3101	\$215.96
		\$215.96
91 - Fisher, John		
PO 18-00211-Life Lab	01-0000-0-1110-1000-5800-200-3009	\$140.00
		\$140.00
66 - Emelia Miguel		
PO 18-00222-reimbursement	13-5310-0-0000-3700-4700-200-3101	\$123.07
PO 18-00222-reimbursement	13-9055-0-0000-3700-4300-200-9055	\$50.00
		\$173.07
164 - PACIFIC GAS & ELECTRIC COMPANY		
PO 18-00225-1/24/2018	01-0000-0-0000-8100-5511-200-2801	\$1,033.77
PO 18-00225-1/24/2018	12-9010-0-8500-8100-5511-200-3020	\$32.41
		\$1,066.18
166 - PALACE ART & STATIONERY		
PO 18-00227-through 1/25/2018	01-1400-0-1110-1000-4300-200-2801	\$130.02
PO 18-00227-through 1/25/2018	01-0000-0-0000-2700-4350-200-2801	\$11.20
		\$141.22
22 - PERFORMANCE FOOD SERVICE		
PO 18-00209-Cafe	13-5310-0-0000-3700-4700-200-3101	\$2,596.36
PO 18-00209-Cafe	13-5310-0-0000-3700-4390-200-3101	\$286.85
PO 18-00209-Cafe	01-0000-0-0000-8100-4370-200-2801	\$784.44
		\$3,667.65
55 - ROBERTSON & ASSOC. CPAS INC		
PO 18-00210-Audit	01-0000-0-0000-7191-5809-200-2801	\$459.00
		\$459.00
285 - Santa Cruz Community Credit Union		

Payables Prelist	Locked-2/5/2018 ()	PSD
PO 18-00218-Through 1/31/2018	01-4035-0-1110-1000-4300-200-4035	\$28.00
PO 18-00218-Through 1/31/2018	13-5310-0-0000-3700-4700-200-3101	\$178.70
PO 18-00218-Through 1/31/2018	13-5310-0-0000-3700-4390-200-3101	\$124.27
PO 18-00218-Through 1/31/2018	01-1100-0-1110-1000-4300-204-3000	\$7.20
PO 18-00218-Through 1/31/2018	01-1100-0-1110-1000-4300-205-3000	\$148.36
PO 18-00218-Through 1/31/2018	01-0000-0-0000-2700-5915-200-2801	\$38.50
		\$525.03
268 - Seabright Speech Therapy		
PO 18-00219-Through 1/31/2018	01-3310-0-5770-1190-5808-200-1320	\$3,802.50
		\$3,802.50
82 - SISC - SELF-INSURED SCHOOLS		
PO 18-00214-February 2018	01-0000-0-0000-0000-9514-000-0000	\$9,090.50
PO 18-00214-February 2018	13-0000-0-0000-0000-9514-000-0000	\$462.50
PO 18-00214-February 2018	12-0000-0-0000-0000-9514-000-0000	\$1,850.00
		\$11,403.00
54 - Mary Tierney		
PO 18-00220-reimbursement	01-0000-0-0000-2700-5215-200-2801	\$102.71
		\$102.71
	Payment Type Check Total	\$22,810.93

Payables Prelist**Locked-2/5/2018 ()****PSD**

Grand Total : **\$22,810.93****Amount**

Fund 01 \$16,473.11

Fund 12 \$1,882.41

Fund 13 \$4,455.41

Grand Total : **\$22,810.93**-----
PRESIDENT-----
SECRETARY

PREPARED BY: _____ DATE: _____

REVIEWED BY: _____ DATE: _____

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED 2/15/2018**

Due to County Superintendent Each Quarter

DISTRICT: PACIFIC ELEMENTARY SCHOOL IDSTRIC Reported to District Governing Board: 2/20/18

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints: 0	# of Complaints Resolved: 0	# of Complaints Unresolved*: 0
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- Explanation: _____

B) Insufficient textbooks or instructional materials to take home:

# of Complaints 0	# of Complaints Resolved: 0	# of Complaints Unresolved*: 0
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- Explanation: _____

C) Textbooks or instructional materials in poor or unusable condition:

# of Complaints: 0	# of Complaints Resolved:0	# of Complaints Unresolved*: 0
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- Explanation: _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

# of Complaints: 0	# of Complaints Resolved: 0	# of Complaints Unresolved*: 0
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- Explanation: _____

**B) Teacher lacking credentials or training to teach English Language Learners (ELL) with
More than 20% Ell in class:**

# of Complaints: 0	# of Complaints Resolved: 0	# of Complaints Unresolved*: 0
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- Explanation: _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints: 0	# of Complaints Resolved:0	# of Complaints Unresolved*: 0
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- Explanation: _____

III. FACILITIES

A) Conditions pose an emergency or urgent threat to the health or safety of students/staff:

# of Complaints: 0	# of Complaints Resolved: 0	# of Complaints Unresolved*: 0
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- Explanation: _____

Pacific Elementary School District
Resolution #2018 – 9

Resolution in Support of Apportioning
\$3 Billion in 2018-19 from Proposition 51 School Facilities Funds

WHEREAS, Article IX Section 5 of the California Constitution finds public education is a State responsibility; and

WHEREAS, Article 1 Section 28 of the California Constitution states that public schools shall be safe, secure and peaceful; and

WHEREAS, the voters of the State of California have, since 1982, consistently approved statewide school construction and modernization bond measures to provide resources through programs contained in the Lease-Purchase Program and School Facility Program, Title 1, Division 1, Part 10, Chapters 12 and 12.5 of the Education Code; and

WHEREAS, on November 8, 2016, voters of California passed Proposition 51 that authorized the State of California to sell \$9 billion worth of statewide school facilities bonds; and

WHEREAS, state school construction and modernization bond funds, as authorized by Proposition 51, are matched with funds provided by local communities through the passage of local bonds and developers fees; and

WHEREAS, as of December 5, 2017, there was a more than \$3.2 billion backlog in project applications filed by school districts seeking matching state bond funds; and

WHEREAS, many school districts that filed their School Facility Program grant fund applications back in 2013 and are still waiting on state funding to pay for school construction projects; and

WHEREAS, the Pacific Elementary School District has submitted applications for \$2.145 million in state matching grant funds; and

WHEREAS, it has been more than one year since voters approved \$7.0 billion for K-12 state school bonds in Proposition 51, and only approximately \$600 million of K-12 Proposition 51 funds will be sold in 2017-18; and

WHEREAS, this current pace of school bond sales does not meet the \$3.2 billion backlog of submitted applications by school districts across the state; and

WHEREAS, an average of more than 90% of previous statewide school bond funds were committed within four (4) years of the measure's passage; and

WHEREAS, at the current pace of state school bond sales, it will be almost a decade before 90% of Proposition 51 K-12 funds will be committed; and

WHEREAS, school districts face rising construction cost inflation the longer the state delays bond sales to fund the submitted applications backlog, resulting in fewer students having access to new and renovated classrooms from Proposition 51; and

WHEREAS, the federal government is increasing interest rates resulting in taxpayers having to pay higher interest costs for school bonds the longer the state delays bond sales; and

WHEREAS, Proposition 98 and the new Local Control Funding Formula are intended to improve educational achievement for all students but do not provide dedicated facilities funding; and

WHEREAS, research demonstrates that quality school facilities have a positive impact on student academic performance, attendance and teacher job satisfaction; and

WHEREAS, the Coalition for Adequate School Housing proposes \$3.0 billion in Proposition 51 bond sales in 2018-19 to meet most of the \$3.2 billion application backlog as of December 2017, so that school districts receive the resources voters promised to adequately serve students, families and their communities;

NOW, THEREFORE, BE IT RESOLVED that the Pacific Elementary School District Board of Education calls on the State of California to process and apportion \$3.0 billion in application backlog by December 31, 2018 and sell \$3.0 billion in Proposition 51 state school bonds during 2018-19 to honor the will of California voters.

Adopted by the Governing Board of the Pacific Elementary School District on February 20th, 2018.

Governing Board Secretary
February 20th, 2018

**PACIFIC ELEMENTARY SCHOOL DISTRICT
Davenport, CA**

**AUTHORIZATION FOR TEMPORARY BORROWING BETWEEN FUNDS FOR THE CONSTRUCTION
PROJECT(S) TO OCCUR WITHIN THE DISTRICT**

RESOLUTION NO. 2018- 8

WHEREAS, the Board of Education (“Board”) has determined that the facilities within the Pacific Elementary School District (the “District”), within the County of Santa Cruz, may need to constructed and/or modernized ; and

WHEREAS, in order to address these possible new construction and modernization needs within the District, the Board must borrow funds from its General Fund on a temporary basis as there are insufficient capital facilities funding available; and

WHEREAS, the funds to be borrowed from the General Fund on a temporary basis are done so with the goal of receiving state grant assistance from the State Allocation Board (SAB) and Office of Public School Construction (OPSC) which will be then used to reimburse the General Fund; and

WHEREAS, the SAB and OPSC require that in order to protect the District’s right to financial hardship assistance from the state, a board resolution must be adopted authorizing the interfund borrowing.

NOW THEREFORE BE IT RESOLVED, pursuant to OPSC’s *Bridge Financing/Interfund Borrowing Policy for Financial Hardship Districts* dated January 16, 2009, the School Board of the Pacific Elementary School District hereby acknowledges the following:

- 1) The Board will be required to provide a copy of this board resolution authorizing the interfund transfer.
- 2) The amount borrowed shall not exceed the sum of the State’s School Facility Program estimated grants and the Financial Hardship grant approval.
- 3) The Board must provide copies of the detail General Ledger transactions, which detail both the transfer out of the General Fund and the transfer into the fund, in which these monies were/will be deposited.
- 4) The Board understands that it shall repay the General Fund within 60 calendar days upon receipt of State funding.
- 5) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the project(s) and the acceptance of the applications does not provide a guarantee of future State funding.
- 6) The Board is electing to commence any pre-construction or construction activities at its own discretion and that the State is not responsible for any pre-construction or construction activities should bond authority not be available.
- 7) The Board acknowledges that, if bond authority becomes available for the SAB to provide funding for the submitted applications, the District must apply for financial hardship status if necessary and applicable at the time.

THEREFORE, BE IT HEREBY RESOLVED, that the Pacific Elementary School District Board of Education is in support and approves of the interfund borrowing under the conditions described above.

PASSED AND ADOPTED this 20th day of February, 2018, by the governing board of the Pacific Elementary School District of Santa Cruz County, California by the following vote:

AYES: 2

NOES: 0

ABSENT: 1

ABSTAINING: 0

State of California

§

County of Santa Cruz

I, Eric Gross, Secretary of Governing Board of Pacific Elementary School District, State of California, do hereby certify that the foregoing resolution was duly adopted by the said Board at a regular meeting held on this 20th day of February, 2018.

Eric Gross, Secretary

Review of Superintendent's Salary for Santa Cruz County - February 2016

District	Name	Annual Base Salary	Masters
SCCOE	Michael Watkins	\$170,832.00	\$5,124.96
PVUSD	Dorma Baker	\$192,600.00	
SCCS	Kristin Munro	\$191,577.00	
SLV	Laurie Bruton	\$181,869.12	
Soquel	Henry Castaniada	\$195,843.96	\$1,358.04
Scott's Valley	Penny Weaver	\$182,000.04	\$1,100.04
Live Oak	Tamra Taylor	\$172,712.04	
PCS	Simon Fletcher	\$121,500.00	\$1,500.00
Pacific	James Eric Gross	\$107,499.96	
Mountain	Diane Morgenstern	\$145,221.00	\$1,250.04
Happy Valley	Michelle McKinny	\$137,417.04	
Bonny Doon	Stephanie Siddens	\$133,176.00	

The above is based on payroll information. Any other items i.e. payments made direct

Longevity	CalSTRS Creditable	Phone	Car	Annuity	Cash in Lieu H \$ W Rebate
\$4,270.80	\$180,227.76	\$960.00	\$5,940.00	\$6,450.00	
	\$192,600.00	\$1,200.00			\$19,656.00
	\$191,577.00				
	\$181,869.12				
	\$197,202.00				
	\$183,100.08				
	\$172,712.04				
	\$123,000.00				
	\$107,499.96				
\$2,904.48	\$149,375.52				
	\$137,417.04				
	\$133,176.00				\$319.68

ly to annuities, pay out of extra day ect. in the contracts are not listed

Business Expense	Total Annual Salary
	\$193,577.76
\$2,400.00	\$215,856.00
	\$191,577.00
	\$181,869.12
	\$197,202.00
	\$183,100.08
	\$172,712.04
	\$123,000.00
	\$107,499.96
	\$149,375.52
	\$137,417.04
	\$133,495.68

Review of Superintendent's Salary for Santa Cruz County - January 2018

<u>District</u>	<u>Name</u>	<u>Annual Base Salary</u>	<u>Masters</u>
SCCOE	Michael Watkins	\$243,101.00	\$0.00
PVUSD	Michelle Rodriguez	\$210,000.00	
SLV	Laurie Bruton	\$195,953.79	
SCCS	Kristin Munro	\$198,206.00	
Live Oak	Tamra Taylor	\$194,193.00	
Scott's Valley	Tanya Krause	\$190,000.00	\$1,200.00
Soquel	Scott Turnbull	\$171,700.00	\$1,358.00
Mountain	Diane Morgenstern	\$159,412.00	\$1,250.00
Bonny Doon	Stephanie Siddens	\$146,231.00	\$1,500.00
Happy Valley	Michelle McKinny	\$146,494.00	
PCS	Simon Fletcher	\$127,910.00	\$1,500.00
Pacific	James Eric Gross	\$112,943.00	

The above is based on payroll information. Any other items i.e. payments made direct

<u>Longevity</u>	<u>CalSTRS Creditable</u>	<u>Phone</u>	<u>Car</u>	<u>Annuity</u>	<u>Cash in Lieu H \$ W Rebate</u>
\$12,155.05	\$255,256.05	\$960.00	\$5,940.00	\$6,450.00	
	\$210,000.00	\$1,200.00	\$7,200.00		
\$8,817.92	\$204,771.71				
	\$198,206.00				
	\$194,193.00				
	\$191,200.00				
	\$173,058.00				
\$3,188.24	\$163,850.24				
	\$147,731.00				
\$2,929.88	\$146,494.00				
	\$129,410.00				
	\$112,943.00				

ly to annuities, benefit adjustments, pay out of extra day ect. in the contracts are not listed

<u>Business Expense</u>	<u>Total Annual Salary</u>	<u>comments</u>
	\$268,606.05	just received increase to step 5 Jan 2018 (high
\$2,400.00	\$220,800.00	
	\$204,771.71	
	\$198,206.00	
	\$194,193.00	
	\$191,200.00	
	\$173,058.00	
	\$163,850.24	
	\$147,731.00	I believe district pays for all H&W
	\$146,494.00	I believe district pays for all H&W
	\$129,410.00	
	\$112,943.00	I believe district pays for all H&W

rest step)

