

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES AGENDA
Tuesday, February 10, 2026
Library
5:30 p.m. – Regular Session

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Board agendas can be found on the district's website at www.blochmanusd.org.

Governing Board Members

Shannon Clay, President
Kelly Salas-Ernst, Clerk
Thomas Gibbons, Trustee
Daniella Pearce, Trustee
Jenania Reasner, Trustee

- I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**
- II. Welcome Guests**
- III. Reports**
 - A. Charter School Reports**
 - i. Family Partnership Charter School**
 - ii. Trivium Charter School**
 - iii. Trivium Charter School: Adventure**
 - iv. Trivium Charter School: Voyage**
 - B. Teacher Reports**
 - C. Principal's Report**
- IV. ITEMS SCHEDULED FOR INFORMATION**
 - A. Facilities use – none.**
 - B. Form 700 filing deadline is April 1, 2025. Please log on to eDisclosure at <https://www.southtechhosting.com/SantaBarbaraCounty/eDisclosure> to complete your form.**
 - C. Santa Barbara County Education Office First Interim Financial Report Analysis and Recommendations**

- D. School Accountability Plans**
 - i. Family Partnership Charter School**
 - ii. Trivium Charter School**
 - iii. Trivium Charter School: Adventure**
 - iv. Trivium Charter School: Voyage**

V. ITEMS SCHEDULED FOR DISCUSSION

- A. Installing new portable**
- B. Charter School governing board structure and MOU**
- C. Local Control and Accountability Plan**
- D. Developer fee study**
- E. Facilities**
 - i. General maintenance**

VI. CONSENT AGENDA ITEMS

- A. Approval of Minutes**
 - i. Minutes of January 13, 2026 Regular Meeting**

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:	SECOND:
VOTE:	
Shannon Clay:	Jeania Reasner:
Daniella Pearce:	Kelly Salas-Ernst:
Thomas Gibbons:	

B. Approval of Monthly Warrants – January 2026

i. Payroll	\$ 246,459.94
ii. Commercial Warrants	\$ 123,020.18
iii. Revolving Fund	\$ 0.00
TOTAL	\$ 369,480.12

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:	SECOND:
VOTE:	
Shannon Clay:	Jeania Reasner:
Daniella Pearce:	Kelly Salas-Ernst:
Thomas Gibbons:	

C. Approval of Family Partnership Charter School’s 2025/2026 P-1 attendance report:

***** IT IS RECOMMENDED THAT the Board of Education approve the Family Partnership Charter School’s 2025/2026 P-1 attendance report as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

D. Approval of the following Trivium Charter School's 2025/2026 P-1 attendance reports:

- i. Trivium Charter School**
- ii. Trivium Charter School: Adventure**
- iii. Trivium Charter School: Voyage**

***** IT IS RECOMMENDED THAT the Board of Education approve the above listed 2025/2026 P-1 attendance reports as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of Benjamin Foxen Elementary School's January 2026 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education approve the January 2026 attendance report as presented.**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

B. Approval of Blochman Union School District's Comprehensive School Safety Plan.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's Comprehensive School Safety Plan as presented:**

MOVED:
VOTE:
Shannon Clay:
Daniella Pearce:
Thomas Gibbons:

SECOND:
Jeania Reasner:
Kelly Salas-Ernst:

C. Approval of donations:

- i. Binz2You; garbage bin and disposal for grounds cleanup; \$1,100 value**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:	SECOND:
VOTE:	
Shannon Clay:	Jeania Reasner:
Daniella Pearce:	Kelly Salas-Ernst:
Thomas Gibbons:	

D. Approval of new, revised, and deleted board policies.

- i. Revised and new: BP0450, AR0450, BP1340, AR1340, BP1445, AR1445, BP5125, AR5125, BP5125.1, AR5125.1, E(1)5125.1**
- ii. Delete: BP5145.13, AR5145.13**

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the interdistrict transfers as presented.**

MOVED:	SECOND:
VOTE:	
Shannon Clay:	Jeania Reasner:
Daniella Pearce:	Kelly Salas-Ernst:
Thomas Gibbons:	

VIII. PUBLIC COMMENTS

PUBLIC COMMENTS ARE WELCOME

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

IX. MISCELLANEOUS AGENDA ITEMS

- A. Items Proposed for Future Action or Discussion**
- B. Blochman Union School District Board Member Items**
- C. Items not on the Agenda**
- D. Next Scheduled Board Meeting: March 10, 2026; open session at 5:30 p.m., Library**

X. CLOSED SESSION: The board will consider and may act on the following during closed session:

- A. Certificated and Classified Personnel Actions**

- i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.

XI. RECONVENE IN OPEN SESSION

A. Report of action taken during closed session.

XII. Adjourn

TIME: _____

MOVED:

SECOND:

VOTE:

Shannon Clay:

Jeania Reasner:

Daniella Pearce:

Kelly Salas-Ernst:

Thomas Gibbons:

III - A - i

Family Partnership Charter School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

FAMILY PARTNERSHIP CHARTER SCHOOL

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Family Partnership Charter School
Street	1157 East Clark Avenue, Suite H
City, State, Zip	Santa Maria, CA 93455
Phone Number	(805) 348-3333
Principal	Stephanie Eggert, Executive Director
Email Address	stephanie.eggert@fpcharter.org
School Website	www.fpcharter.org
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0111773 0763

2025-26 District Contact Information

District Name	Family Partnership Charter School - authorized by Blochman Union School District
Phone Number	(805) 348-3333
Superintendent	Doug Brown
Email Address	blochman@blochmanusd.org
District Website	www.blochmanusd.org

2025-26 School Description and Mission Statement

Family Partnership Charter School ("FPCS" "The Charter" "Our Charter") opened in Solvang, during the summer of 2006. A group of education innovators led by Tom Goodman, were persuaded to write a charter petition for a new independent study charter school. Together they worked with experienced charter school administrative assistant, Suzanne Clark, to plan, organize and develop a school dedicated to providing a learning environment in which students and their teachers could develop the kind of one-on-one relationships that promote deeper learning and motivated students. The school is authorized by the Blochman Union School District's Governing Board. FPCS is a tuition-free public school and follows the same California State Laws as a traditional public school. However, public charter schools are structured differently than traditional public schools. The primary goal of our charter school is to maximize individualized learning opportunities for students to guarantee students can master the necessary skills to succeed.

FPCS allows for wide differences in student learning styles, abilities, and interests. Unlike a traditional public school, in partnership with parents FPCS personalizes the learning environment to meet the unique needs of each student. The Charter offers an education that focuses on personalized learning through solely independent study or a blended program with in-person instructional days. Through all programs, a partnership between the school, teacher, family, and student is built to support student learning. FPCS is a direct funded, non-classroom based independent study charter school and is WASC accredited through 2027. FPCS serves students that reside in Santa Barbara and San Luis Obispo Counties. Our charter serves students and families from grades Kindergarten to 12th grade whose needs are met through an alternative, personalized educational setting coordinated with our fully credentialed instructional staff.. FPCS remains committed to their purposeful Mission, Vision, and Motto.

MISSION: Provide a personalized and nurturing learning environment to inspire lifelong learners.

VISION: Creating innovators with skills to thrive in the 21st century.

MOTTO: Bringing the best together for student success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	n/a
Kindergarten	15
Grade 1	19
Grade 2	21
Grade 3	31
Grade 4	30
Grade 5	20
Grade 6	23
Grade 7	25
Grade 8	28
Grade 9	27
Grade 10	29
Grade 11	53
Grade 12	51
Total Enrollment	372

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	60	51	55	47	48
Mathematics (grades 3-8 and 11)	34	31	33	35	35	37

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

Pupil Outcomes

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Overall Facility Rate

Exemplary	Good	Fair	Poor
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Mathematics (grades 3-8 and 11)	34	31	33	35	35	37

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.4
Male	43
Non-Binary	1.6
American Indian or Alaska Native	0.3
Asian	2.2
Black or African American	0.5
Filipino	0
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0
Two or More Races	7.3
White	54.8
English Learners	3.2
Foster Youth	0
Homeless	0.8
Migrant	0
Socioeconomically Disadvantaged	41.1
Students with Disabilities	11.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.8	54.25	64.7	60.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0.09	0	0.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.6	44.41	41.5	38.79	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.1	0.7	0.68	15831.9	5.67
Total Teaching Positions	21.7	100	107	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.1	46.4	43.1	56.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	7.62	2.7	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.8	45.11	29.4	38.5	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.78	1.1	1.5	14303.8	5.15
Total Teaching Positions	21.7	100	76.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.1	46.82	42.1	58.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	12.6	53.18	29.1	40.26	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	23.7	100	72.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1.6	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.6	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	9.60	9.8	11.6
Total Out-of-Field Teachers	9.60	9.8	12.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	0	0
No credential, permit or authorization to teach (percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each year, FPCS staff reviews textbook and online curriculum to determine its effect on student academic progress. The Governing Board approves the selected curriculum after stakeholder input is given for effectiveness of instruction and interventions. All students (100%) have access to curriculum, both hard copies and online formats, devices, and materials for learning at FPCS. Additionally, High school students may elect to enroll at a local community college for courses earning credits both schools..

Year and month in which the data were collected

July/August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan. Journeys and Collections CCSS aligned textbooks were purchased for K-8th ELA. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 ELA.	0
Mathematics	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan. Math in Focus (Singapore) CCSS aligned textbooks were purchased for K-8th Math. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 math.	0
Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan. Amplify NGSS aligned instructional material and student workbooks were purchased for 6-8 Science. Edgenuity NGSS aligned courseware licenses were purchased for 9-12 science.	0
History-Social Science	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan. Edgenuity CCSS aligned courseware licenses were purchased for 9-12 social studies.	0
Foreign Language	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be	0

	provided by school as determined by the teacher of roster or an Individualized Education Plan.	
Health	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan.	0
Visual and Performing Arts	All students are provided access to their own set of state aligned textbooks, or online curriculum. Supplemental curriculum may be provided by school as determined by the teacher of roster or an Individualized Education Plan.	0
Science Laboratory Equipment (grades 9-12)	All students in state approved A-G science courses are provided access to online laboratory material. Supplemental curriculum may be provided by school or parent in support of student's individual learning plan (ILP).	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Family Partnership Charter School leases space for each of its learning centers from a variety entities including local school districts, private landowners, community organizations, or property management companies. Each Learning Centers has been selected for its appropriateness for the students, families, community and instructional methods that it serves.

All learning centers are clean and in good repair. Inspection by a representative from the charters' sponsoring district, the Fire Marshall, and insurance carrier is conducted to identify areas of concern and no serious facility issues were noted.

Year and month of the most recent FIT report April 24, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:	X			
Interior Surfaces				
Cleanliness:	X			
Overall Cleanliness, Pest/Vermin Infestation				
Structural:	X			
Structural Damage, Roofs				
Restrooms/Fountains:	X			
Restrooms, Sinks/ Fountains				
Safety:	X			
Fire Safety, Hazardous Materials				
External:	X			
Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	60	51	55	47	48
Mathematics (grades 3-8 and 11)	34	31	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	206	96.71	3.29	60.49
Female	118	114	96.61	3.39	61.06
Male	91	88	96.70	3.30	59.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	66	95.65	4.35	50.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	123	121	98.37	1.63	64.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	89	97.80	2.20	47.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	51.72

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	213	205	96.24	3.76	30.73
Female	118	113	95.76	4.24	20.35
Male	91	88	96.70	3.30	44.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	69	65	94.20	5.80	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	28.57
White	123	121	98.37	1.63	36.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	91	89	97.80	2.20	15.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	13.79

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., Achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.46	36.67	41.86	28.26	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	155	150	96.77	3.23	36.67
Female	93	88	94.62	5.38	34.09
Male	58	58	100.00	0.00	39.66
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	52	94.55	5.45	19.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	83	81	97.59	2.41	43.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	61	96.83	3.17	26.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	25	100.00	0.00	40.00

2024-25 Career Technical Education Programs

FPCS continues to increase Career Technical Education (CTE) courses and pathways for its high school students. Three pathways have been established within the Edgenuity courseware and provide students with online curriculum and training in the areas of Patient Care, Biotechnology, and Information, Communication, and Technology. FPCS continues to explore ways to expand CTE options for students. Culinary Arts 1 a-g A/B provides a virtual, interactive course which has not been an option in the past. A Culinary Arts Pathway was added in the 22-23 school year with a second course added in 23-24. Fashion and Interior Design 1 courses were added with year 2 being offered in 24-25. This year a second course is being written for Color and Design to offer a 3rd virtual instructor led pathway. Most years FPCS have no CTE Pathway completers. With new interactive options our goal is to create a LCAP goal and data. High school students are also encouraged to enroll in local community college courses where they receive dual credit. Some other courses in Edgenuity are CTE subjects.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	23.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	97.5
Graduates Who Completed All Courses Required for UC/CSU Admission	20.34

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	96.9	96.9	96.9	96.9	96.9

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

FPCS is a non-classroom based charter school that offers a variety of educational models designed to support the individual learning needs of each student while ensuring the acquisition of the skills necessary for success in the 21st century. Family input and participation are at the core of each educational model and require families and teachers to work closely together on activities such as the creation of a student learning plan, providing support to the student during the learning process, monitoring student progress, identification of needs, with implementation of interventions or enrichment opportunities for the student. The collaboration and communication between the teachers and families are vital not only to the success of the student, but also to ensure that families have the information and resources that they need to remain active and effective in their child(ren)'s education.

Families are also provided with several opportunities to engage in the decision-making process throughout the year on programs and student progress. Family meetings with school leadership are conducted regularly in both small and large group settings to address school components such as the allocation of resources, additional learning opportunities for students, instructional resources and material, and the evaluation of the school's progress toward goals and outcomes. In addition, the family involvement opportunities range in the level of commitment required in order to increase participation and the amount of feedback received from parents. The FPCS Advisory Committee (FAC) is established annually with requests from staff, families, and students to participate. While individual meetings focus on specific topics they also allow comments for particular areas of interest or concern. Stakeholders are also invited and encouraged to complete surveys to give input on school climate and another about instruction and FPCS programs.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.7	5.8	1.8	8.3	15.8	7.6	8.2	8.9	8
Graduation Rate	89.9	94.2	98.2	89.9	83.2	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	57	56	98.2
Female	35	34	97.1
Male	21	21	100.0
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	18	18	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	34	33	97.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	30	96.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	13	100.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.56	0.32	0.29	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

FPCS complies with all applicable state and federal laws. Each Learning Center is unique in location and facilities features. Their specific Disaster Preparedness Plans are reviewed with staff on an annual basis and includes instructions for evacuation procedures, evacuation posters, lockdown emergency kits, family emergency notifications, and contact logs related to students and staff present at a time a disaster may occur. FPCS has updated and adopted policies related to health, safety and risk management issues including but not limited to:

- A requirement that all enrolling student and staff provide records documenting medical needs or food allergies.
- A roster of students with emergency contact information updated monthly in centersafety binder.
- Policies and procedures for response to natural disasters and emergencies including fires and earthquakes.
- Training and notification of child abuse reporting protocols that conform to current law.
- A set of student-related policies that cover, the administration of medication to students while at school, that address food allergies/special dietary needs, an allergy action plan, and suicide prevention. In addition, an individual health care plan have been adopted.
- A policy that the school will be housed in facilities that comply with State Fire Marshal standards and adhere to Title 24 of the Uniform Building code.
- Policy stating that the school functions as a drug, alcohol and tobacco free workplace.
- A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Educational Code Section 44237, 45122.1, and 45125.1.
- FPCS requires initial and ongoing tuberculosis screenings of employees.

These policies are incorporated as appropriate into the school's student and staff handbooks. The protocols are reviewed on an ongoing basis, revised and adopted by the Governing Board as required by changes to law or statute. The school requires staff to be certified in first aid and CPR, as well as a variety of protocols which include but are not limited to: sexual harassment, blood borne pathogens, and mandated reporting. Families understand that FPCS complies with all applicable laws concerning immunizations, health and safety, child abuse reporting, and all related issues for both employees and students.

C. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	n/a	n/a	n/a	n/a
K	5	4	0	0
1	5	5	0	0
2	6	4	0	0
3	5	4	0	0
4	6	4	0	0
5	7	3	0	0
6	5	4	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	n/a	n/a	n/a	n/a
K	1	1	0	0
1	1	1	0	0
2	1	3	0	0
3	1	1	0	0
4	0	0	0	0
5	1	1	0	0
6	3	6	0	0
Other	20	2	5	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	n/a	n/a	n/a	n/a
3	2	1		
6	4	7		
Other	19	4	3	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	84	0	0
Mathematics	2	81	0	0
Science	2	52	0	0
Social Science	2	77	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	101		
Mathematics	2	103		
Science	2	50		
Social Science	2	78		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	83		
Mathematics	2	87		
Science	2	45		
Social Science	2	68		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,336.45	1,696.41	11,640.05	81,902.18
District	N/A	N/A	12,999.00	\$72,511
Percent Difference - School Site and District	N/A	N/A	-11.0	20.7
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	41.9	7.8

Fiscal Year 2024-25 Types of Services Funded

FPCS provides instructional assistants in each K-5 classroom to work with small groups and individual students to support their skill development and differentiated instruction. Educational technology or programs to support students in the classroom and remote learning environments as an independent study charter school. Programs such as iReady's individualized lessons build skills in mathematics, phonics, and reading.

Fiscal Year 2024-25 Types of Services Funded

FPCS provides students with supplemental services to address their specific learning needs based on monitoring academic progress. Services related to specific, unique student needs are provided to students both in-person and through teletherapy. Tutors may be contracted for students in grades 6-12 provide one-on-one direct instruction and guidance to students in the areas of reading, English language development, and math. Specific services including speech, occupational therapy, and mental health services are provided through a process through a Student Study Team (SST), 504 Plans, and Individualized Education Plans (IEPs) based on individual needs..

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,960	\$55,248
Mid-Range Teacher Salary	\$71,423	\$80,746
Highest Teacher Salary	\$96,025	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)		\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$166,483	\$155,954
Percent of Budget for Teacher Salaries	21.17%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses 0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

FPCS is committed to providing teachers with ongoing professional development (PD) in their individual areas of professional interest and growth, as well as in areas of need indicated by state or local benchmark assessments. Starting in the 2020-21 school year, California has provided unprecedented grant funds to support curriculum, instruction, staffing, and professional development. Some grants required written plans, board approval, and expenditure reporting by school year.

FPCS also utilizes collaborative teacher teams to provide teachers with additional opportunities to reflect on instructional practices and strategies for improving student learning. Professional Learning Communities (PLC) with teachers meeting regularly to further explore the Common Core State Standards (CCSS) and to evaluate individual student progress. During these meetings, grade-level teacher groups review instructional plans and coursework in order to develop a common articulation of each standard and to establish an example of acceptable evidence of learning for each standard. The deeper understanding of the CCSS and evidence of learning gained from the PLC, enables teachers to better evaluate the progress of each student and to provide immediate and appropriate interventions and support to those students who need it. Each year there are five staff full day PD trainings and 3 hours per Monday throughout the instructional year.

The charter's professional development plan is created by the Administrative team with input from Leadership Meetings, staff surveys, and align with the current WASC Learner Outcomes (math and writing benchmark) and the Local Control Accountability Plan's (LCAP) Goals and Actions. The 2024-25 LCAP has three goals that focus on *Enhancing Partner Engagement to Build School Community *Improve Academic Outcomes for Student Success *Increase Graduate College & Career Readiness Outcomes. The following are the last three school year's PD focus with ongoing staff discussion and development:

2022-23: Year 2 of RULER staff training (social emotional learning method/strategies) Universal Design Learning strategies through SBCEO consultants in math and English Language Arts/ELD

2023-24: Year 3 RULER staff implementation Academic Language at SBCE with key staff sharing at PLC's Ron Huxley, LMFT on emotional well-being K-5 Heggerty (phonemic awareness) and Science of Reading Intro

2024-25: Year 4 RULER implementation to families K-5 Imagine Learning Consultant Science of Reading 3-day training 6-12 Google Classroom implementation & West Ed Consults - Discussion Builders and higher level questioning 2day training and coaching

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	26	

III – A – ii

Trivium Charter School Network

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Trivium Charter School Network
Street	1305 North H Street A/332
City, State, Zip	Lompoc
Phone Number	(805) 291-9110
Principal	Trisha Vais
Email Address	tvais@triviumcharter.org
School Website	www.triviumcharter.org
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0124255

2025-26 District Contact Information

District Name	Trivium Charter School
Phone Number	(805) 291-1303
Superintendent	Trisha Vais
Email Address	tvais@triviumcharter.org
District Website	www.triviumcharter.org

2025-26 School Description and Mission Statement

TCS offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

2025-26 School Description and Mission Statement

The vast majority of students attend learning center classes two days a week (these are considered “ACE” days- or “A Classical Experience”), where the best of Classical Methodologies and Project-Based Learning are blended. We also have a fully virtual program “ACE-C” (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in-person. A smaller number of students enroll in our Full Independent Study Program “ACE-C” (ACE-Connect), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the “ACE” content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year’s assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a historical and scientific theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	31
Grade 2	25
Grade 3	31
Grade 4	35
Grade 5	24
Grade 6	27
Grade 7	21
Grade 8	33
Grade 9	21
Grade 10	18
Grade 11	22
Grade 12	23
Total Enrollment	366

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.4
Non-Binary	0.5
American Indian or Alaska Native	0.5
Asian	1.6
Black or African American	0.5
Filipino	0.8
Hispanic or Latino	45.1
Two or More Races	6.8
White	43.7
English Learners	3.6
Foster Youth	1.4
Homeless	3.8
Socioeconomically Disadvantaged	33.9
Students with Disabilities	10.4

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.9	55.22	64.7	60.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11	43.95	41.5	38.79	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.79	0.7	0.68	15831.9	5.67
Total Teaching Positions	25.1	100	107	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.2	52.99	43.1	56.42	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	2.7	3.57	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.1	46.61	29.4	38.5	11746.9	4.23
Unknown/Incomplete/NA	0	0.34	1.1	1.5	14303.8	5.15
Total Teaching Positions	17.4	100	76.5	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.2	48.02	42.1	58.27	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.33	1	1.45	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7.8	51.59	29.1	40.26	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	15.1	100	72.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	7.8
Total Out-of-Field Teachers	0.00	0	7.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

08/2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	various grade level, standards aligned instructional materials	0
Mathematics	various grade level, standards aligned instructional materials	0
Science	various grade level, standards aligned instructional materials	0
History-Social Science	various grade level, standards aligned instructional materials	0
Foreign Language	various grade level, standards aligned instructional materials	0
Health	various grade level, standards aligned instructional materials	0
Visual and Performing Arts	various grade level, standards aligned instructional materials	0
Science Laboratory Equipment (grades 9-12)	various grade level, standards aligned instructional materials	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Trivium is a non-classroom-based school that rents facilities.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
Electrical	X
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X
Safety: Fire Safety, Hazardous Materials	X
Structural: Structural Damage, Roofs	X
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	41	41	51	55	47	48
Mathematics (grades 3-8 and 11)	23	30	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	182	98.38	1.62	41.99
Female	84	83	98.81	1.19	49.40
Male	100	98	98.00	2.00	36.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	78	98.73	1.27	38.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	38.46

White	85	83	97.65	2.35	44.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	87	97.75	2.25	29.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	15.79

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	182	98.38	1.62	29.55
Female	84	83	98.81	1.19	30.86
Male	100	98	98.00	2.00	28.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	78	98.73	1.27	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	15.38
White	85	83	97.65	2.35	32.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	89	87	97.75	2.25	19.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	14.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.3	38.89	41.86	28.26	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	75	97.40	2.60	37.33
Female	38	38	100.00	0.00	55.26
Male	39	37	94.87	5.13	18.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	32	100.00	0.00	21.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	37	94.87	5.13	54.05
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	33	97.06	2.94	24.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2024-25 Career Technical Education Programs

We offer CTE classes through online providers and are currently increasing our dual enrollment option at community colleges to increase our CTE offerings.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	22
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	75
Graduates Who Completed All Courses Required for UC/CSU Admission	25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	92
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, and feedback after independent study checks. Before school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	16.7	9.1	8.3	15.8	7.6	8.2	8.9	8
Graduation Rate	94.1	83.3	86.4	89.9	83.2	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	22	19	86.4
Female	--	--	--
Male	12	9	75.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	9	81.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	16	13	81.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	382	38	9.9
Female	192	183	19	10.4
Male	202	197	19	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	175	167	19	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	5	19.2
White	177	171	12	7.0
English Learners	17	17	4	23.5
Foster Youth	--	--	--	--
Homeless	18	16	1	6.3
Socioeconomically Disadvantaged	195	184	24	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	50	8	16.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.56	0.32	0.29	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1	0	0
K	8	5	0	0
1	3	1	0	0
2	3	3	0	0
3	1	1	0	0
4	4	5	0	0
5	8	5	0	0
6	5	15	0	0
Other	13	15	5	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1	0	0
K	5	5	0	0
1	7	2	0	0
2	1	1	0	0
3	0	0	0	0
4	2	8	0	0
5	4	5	0	0
6	5	11	0	0
Other	13	18	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1		
K	10	2		
1	10	1		
2	10	1		
3	10	2		
4	10	9		
5	10	9		
6	10	10	1	
Other	13	24	3	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	24	0	0
Mathematics	2	30	0	0
Science	1	5	0	0
Social Science	4	18	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	13	1	
Mathematics	3	25		
Science	4	13		
Social Science	2	13		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31		
Mathematics	3	37		
Science	3	23		
Social Science	3	38		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.66
Resource Specialist (non-teaching)	2
Other	15

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,901	\$5120	\$9781	\$76,000
District	N/A	N/A	\$9781	\$76,000
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-13.0	-11.5

Fiscal Year 2024-25 Types of Services Funded

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$72,000	\$55,248
Mid-Range Teacher Salary	\$76,000	\$80,746
Highest Teacher Salary	\$80,000	\$109,655
Average Principal Salary (Elementary)	\$100,000	\$133,828
Average Principal Salary (Middle)	\$120,000	\$142,253
Average Principal Salary (High)	\$140,000	
Superintendent Salary	\$166,483	\$155,954
Percent of Budget for Teacher Salaries	21.17%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses 1.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered	1

Where there are student course enrollments of at least one student.

Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

Trivium Charter School Adventure

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Trivium Charter School Adventure
Street	1305 North H Street A/332
City, State, Zip	Lompoc, CA 93436
Phone Number	805-291-1303
Principal	Trisha Vais
Email Address	tvais@triviumcharter.org
School Website	www.triviumcharter.org
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0137877

2025-26 District Contact Information

District Name	Trivium Charter School Adventure
Phone Number	805-291-9110
Superintendent	Trisha Vais
Email Address	tvais@triviumcharter.org
District Website	www.triviumcharter.org

2025-26 School Description and Mission Statement

TCSA offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

2025-26 School Description and Mission Statement

The vast majority of students attend learning center classes two days a week (these are considered "ACE" days- or "A Classical Experience"), where the best of Classical Methodologies and Project-Based Learning are blended. We also have a fully virtual program "ACE-C" (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in-person. A smaller number of students enroll in our Full Independent Study Program "ACE-C" (ACE-Connect), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the "ACE" content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year's assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a historical and scientific theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	21
Grade 2	23
Grade 3	21
Grade 4	26
Grade 5	26
Grade 6	15
Grade 7	20
Grade 8	34
Grade 9	21
Grade 10	28
Grade 11	23
Grade 12	15
Total Enrollment	301

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.8
Male	45.8
Non-Binary	0.3
American Indian or Alaska Native	1.3
Black or African American	2
Filipino	0.3
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	13.3
White	56.1
English Learners	0.3
Foster Youth	1.3
Homeless	2
Socioeconomically Disadvantaged	39.9
Students with Disabilities	18.6

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	16	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	16	100	16	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	16	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	16	100	16	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17	100	17	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	17	100	17	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	4.1
Total Out-of-Field Teachers	0.00	0.00	4.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

August 2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Various, standards-aligned instructional materials	0
Mathematics	Various, standards-aligned instructional materials	0
Science	Various, standards-aligned instructional materials	0
History-Social Science	Various, standards-aligned instructional materials	0
Foreign Language	Various, standards-aligned instructional materials	0
Health	Various, standards-aligned instructional materials	0
Visual and Performing Arts	Various, standards-aligned instructional materials	0
Science Laboratory Equipment (grades 9-12)	Various, standards-aligned instructional materials	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Trivium is a non-classroom-based school and rents facilities.

Year and month of the most recent FIT report

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
Electrical	X
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X
Safety: Fire Safety, Hazardous Materials	X
Structural: Structural Damage, Roofs	X
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	58	51	55	47	48
Mathematics (grades 3-8 and 11)	27	37	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	150	93.75	6.25	58.00
Female	85	77	90.59	9.41	61.04
Male	75	73	97.33	2.67	54.79
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	72.00

White	94	88	93.62	6.38	61.36
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	54	85.71	14.29	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	47.62

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	160	150	93.75	6.25	38.19
Female	85	77	90.59	9.41	37.84
Male	75	73	97.33	2.67	38.57
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	15.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	52.00
White	94	88	93.62	6.38	43.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	63	54	85.71	14.29	36.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	56.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.11	37.5	41.86	28.26	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	65	94.20	5.80	36.92
Female	34	32	94.12	5.88	43.75
Male	34	32	94.12	5.88	31.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	14	87.50	12.50	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	39	95.12	4.88	48.72
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	24	85.71	14.29	29.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

We offer CTE classes through online providers and are currently increasing our dual enrollment option at community colleges to increase our CTE offerings.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.3

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	65.88
Graduates Who Completed All Courses Required for UC/CSU Admission	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	96	100	100	92%
Grade 7	100	100	100	100	95%
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, and feedback after independent study checks. When school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	26.7	0	8.3	15.8	7.6	8.2	8.9	8
Graduation Rate	--	73.3	93.8	89.9	83.2	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	16	15	93.8
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	340	324	26	8.0
Female	186	173	12	6.9
Male	153	150	14	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	90	80	12	15.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	41	0	0.0
White	186	183	13	7.1
English Learners	--	--	--	--
Foster Youth	20	--	--	--
Homeless	13	12	1	8.3
Socioeconomically Disadvantaged	159	143	22	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	71	11	15.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.56	0.32	0.29	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1	0	0
K	5	4	0	0
1	0	0	0	0
2	2	4	0	0
3	1	1	0	0
4	3	5	0	0
5	4	6	0	0
6	4	14	0	0
Other	10	15	3	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	0	0	0
K	5	4	0	0
1	6	2	0	0
2	0	0	0	0
3	0	0	0	0
4	7	2	0	0
5	4	6	0	0
6	6	11	0	0
Other	13	11	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1		
K	10	3		
1	10	3		
2	10	3		
3	10	3		
4	10	3		
5	10	3		
6	10	3		
Other	12	17	2	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	19	0	0
Mathematics	2	31	0	0
Science	1	5	0	0
Social Science	4	15	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	20		
Mathematics	3	22		
Science	5	12		
Social Science	2	12		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	21	1	
Mathematics	3	32		
Science	5	16	1	
Social Science	4	24	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.66
Resource Specialist (non-teaching)	2
Other	15

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,405	1542.82	\$8716	\$76,000
District	N/A	N/A	\$8716	\$76,000
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-24.5	-11.5

Fiscal Year 2024-25 Types of Services Funded

Trivium provides an array of online and in-person classes, tutoring, study halls, aide support, project-based learning, self-paced learning, special education support, advanced student support, and a wide selection of curricula to meet individual student levels and preferred delivery of instruction.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$72,000	\$55,248
Mid-Range Teacher Salary	\$76,000	\$80,746
Highest Teacher Salary	\$80,000	\$109,655
Average Principal Salary (Elementary)	\$100,000	\$133,828
Average Principal Salary (Middle)	\$120,000	\$142,253
Average Principal Salary (High)	\$140,000	
Superintendent Salary	\$166,483	\$155,954
Percent of Budget for Teacher Salaries	21.17%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses 1.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered	1

Where there are student course enrollments of at least one student.

Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

Trivium Charter School, Voyage

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Trivium Charter School, Voyage
Street	1305 North H Street A/332
City, State, Zip	Lompoc
Phone Number	8052911303
Principal	Trisha Vais
Email Address	tvais@triviumcharter.org
School Website	www.triviumcharter.org
Grade Span	K-12
County-District-School (CDS) Code	42 69112 0137885

2025-26 District Contact Information

District Name	Trivium Charter School: Voyage
Phone Number	805-291-9110
Superintendent	Trisha Vais
Email Address	tvais@triviumcharter.org
District Website	www.triviumcharter.org

2025-26 School Description and Mission Statement

TCSV offers project-based learning in a classroom environment combined with a customized, self-paced, home-study setting with a Classical Education focus. California credentialed teachers collaborate with parents/guardians to develop and deliver an educational program based on each student's unique and changing needs. Trivium Charter follows a four-year, Classical Education model using history and science as the central theme for the classroom days. Students are able to proceed at their own appropriate pace while also having the option to join group classes online or in-person for a more traditional classroom experience. Students may receive instruction for their home-study courses through our virtual Connect Program with synchronous classes taught by credentialed teachers, asynchronous online curriculum, traditional textbook curricula, college classes, or a customized approach blending various elements.

2025-26 School Description and Mission Statement

The vast majority of students attend learning center classes two days a week (these are considered “ACE” days- or “A Classical Experience”), where the best of Classical Methodologies and Project-Based Learning are blended. We also have a fully virtual program “ACE-C” (ACE-Connect), where the on-campus class content taught by our credentialed teachers is now offered virtually - so those students who want to remain at home are able to access the well-developed lesson plans previously only available to those in-person. A smaller number of students enroll in our Full Independent Study Program “ACE-C” (ACE-Connect), in which they do not attend in-person or synchronous online classes with our credentialed teachers, but progress through approved curricula and access the “ACE” content for history and science.

Students learn to apply their math and language arts skills within the context of history and science during the ACE days whether they join online or in-person. Our students study poetry, short stories, and literature from the year’s assigned time period as a cross-curricular aspect to enhance their understanding. Practical math units are also embedded within history and science, supporting cross-disciplinary connections. All components of the learning program are outlined for each student in their Personalized Learning Plan (PLP). Students and their families work with their teachers and members of the Trivium curriculum team to choose, direct, and implement appropriate personalized curriculum for each student. Each year Trivium has a historical and scientific theme, which enables students to form connections across disciplines and a deeper understanding of the time period. This themed approach cycles every 4 years allowing students to revisit a given time period at greater depth as they mature in content understanding.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	29
Grade 2	30
Grade 3	29
Grade 4	36
Grade 5	28
Grade 6	25
Grade 7	32
Grade 8	30
Grade 9	19
Grade 10	13
Grade 11	10
Grade 12	19
Total Enrollment	331

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	47.7
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	2.1
Black or African American	0.3
Filipino	1.2
Hispanic or Latino	17.5
Two or More Races	10
White	68.3
English Learners	0.6
Homeless	6
Socioeconomically Disadvantaged	38.4
Students with Disabilities	11.2

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	16	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	16	100	16	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	16	100	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	0	0	14303.8	5.15
Total Teaching Positions	16	100	16	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16	100	16	100	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0	0	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	16	100	16	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	4.5
Total Out-of-Field Teachers	0.00	0.00	4.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	1.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All Trivium students have their own instructional materials.

Year and month in which the data were collected

8/2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Various, standards aligned instructional materials are used to meet student needs.	0
Mathematics	Various, standards aligned instructional materials are used to meet student needs.	0
Science	Various, standards aligned instructional materials are used to meet student needs.	0
History-Social Science	Various, standards aligned instructional materials are used to meet student needs.	0
Foreign Language	Various, standards aligned instructional materials are used to meet student needs.	0
Health	Various, standards aligned instructional materials are used to meet student needs.	0
Visual and Performing Arts	Various, standards aligned instructional materials are used to meet student needs.	0
Science Laboratory Equipment (grades 9-12)	Various, standards aligned instructional materials are used to meet student needs.	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Trivium Charter School Voyage is a non-classroom based school that rents facilities.

Year and month of the most recent FIT report

8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X
Electrical	X
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X
Safety: Fire Safety, Hazardous Materials	X
Structural: Structural Damage, Roofs	X
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	66	62	51	55	47	48
Mathematics (grades 3-8 and 11)	49	48	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	189	97.42	2.58	61.90
Female	95	92	96.84	3.16	73.91
Male	99	97	97.98	2.02	50.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	50.00

White	144	139	96.53	3.47	65.47
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	65	97.01	2.99	52.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	52.17

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	194	189	97.42	2.58	48.86
Female	95	92	96.84	3.16	51.14
Male	99	97	97.98	2.02	46.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	41.67
White	144	139	96.53	3.47	52.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	11	9	81.82	18.18	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	67	65	97.01	2.99	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	81.82

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	56.25	40.58	41.86	28.26	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	71	70	98.59	1.41	41.43
Female	40	39	97.50	2.50	43.59
Male	31	31	100.00	0.00	38.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	42	97.67	2.33	47.62
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

We offer CTE classes through online providers and are currently increasing our dual enrollment option at community colleges to increase our CTE offerings.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	25
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	70.49
Graduates Who Completed All Courses Required for UC/CSU Admission	6.25

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96	96	96	96	93
Grade 7	100	100	100	100	100
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Trivium engages parents through such means as Parent Square contact, email communication, parent surveys, conferences, parent coffees, orientations, student events, and feedback after independent study checks. Before school begins each year, parents are invited to attend orientations on campus and virtually. They are able to meet with their student's teacher, pick up curriculum, sign paperwork, get familiar with the center, and ask questions as needed. Throughout the year, each teacher provides their families with a weekly agenda that communicates important school news, due dates, and detailed information about what their students will be learning in the upcoming week. Parent Coffees are held virtually by Trivium staff to support parents in their efforts, review recent research, share information about social/emotional growth topics, and share personal experiences. Parents are not only supported by the Trivium staff, but also find Parent Coffees a valuable time where they are able to support one another and share ideas to enhance their experience.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	37.5	26.1	8.3	15.8	7.6	8.2	8.9	8
Graduation Rate	100	56.3	73.9	89.9	83.2	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	23	17	73.9
Female	15	12	80.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	17	13	76.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	357	350	19	5.4
Female	184	183	7	3.8
Male	172	166	11	6.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	61	7	11.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	3	8.6
White	245	240	8	3.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	23	21	1	4.8
Socioeconomically Disadvantaged	148	142	11	7.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	48	5	10.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.56	0.32	0.29	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

All guests of Trivium's Learning Centers must sign in to the guest register which is located in each center's administration office. Emergency training is provided to all employees annually, including fire, earthquake, lock-down, and violent intruder protocols. Included in that training is a segment on being aware of, and how to engage, "strangers" who may be on or near the campus. Further, emergency drills are performed at each center, putting into practice each center's emergency plan, individually covering fire, earthquake, lock-down, and violent intruder protocols. As well, Trivium subscribes to the ParentSquare emergency alert system, "Smart Alert." This system allows employees and parents to be quickly and efficiently notified in case of a general emergency affecting any Trivium Learning Center. The aforementioned emergency procedures are posted in every Trivium office and classroom. Emergency supplies are located in each classroom inclusive of water, food bars, a flashlight, and toilet necessities. Trivium has developed a Comprehensive School Safety Plan in accordance with California Education Code 32281. This plan is updated annually and is available for viewing at each Learning Center office.

Upkeep and cleanliness of each Learning Center is generally maintained by Trivium Learning Center support staff. At the end of student lunch recess, predesignated classes are responsible for clean-up, which helps instill pride and ownership for the involved students. At the conclusion of each ACE day, support staff and teachers sweep, empty the trash and recycle, and clean the restrooms. Also, before every ACE Day, a safety inspection is conducted. This safety inspection includes the following: checking for tripping hazards, inspecting playground equipment, and ensuring all ingress and egress points are free of obstructions. Should an issue be discovered, an emergency work order is submitted, facilitating a rapid repair of the problem.

Regarding internet safety, our school utilizes software that monitors students' online activity, which allows us to filter any inappropriate internet content for our students. Trivium also deploys a student safety program, which is round-the-clock auditing, shielding, and cloud-based web filtering for every student device. In addition, teachers constantly monitor student internet activity physically and by utilizing Securly's Classroom Management feature. Furthermore, students are forbidden to access personal electronic devices without a staff member's permission. All of our school's staff members hold current First Aid and CPR certifications. Training is held biennially, and new hires must present proof of completion before beginning employment.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1	0	0
K	10	3	0	0
1	10	3	0	0
2	10	3	0	0
3	10	3	0	0
4	10	3	0	0
5	10	3	0	0
6	10	3	0	0
Other	12	15	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1	0	0
K	10	7	0	0
1	10	3	0	0
2	10	0	0	0
3	10	0	0	0
4	10	3	0	0
5	10	8	0	0
6	10	10	0	0
Other	12	14	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	5	1		
K	10	3		
1	10	3		
2	10	3		
3	10	3		
4	10	3		
5	10	3		
6	10	3		
Other	12	24	3	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	15	0	0
Mathematics	2	29	0	0
Science	1	6	0	0
Social Science	3	18	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	16		
Mathematics	2	21		
Science	5	10		
Social Science	1	10		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	34		
Mathematics	2	32		
Science	3	16		
Social Science	3	22		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1.3
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.66
Resource Specialist (non-teaching)	2
Other	15

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,480	4762	9720	\$76,000
District	N/A	N/A	9720	\$76,000
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-13.7	-11.5

Fiscal Year 2024-25 Types of Services Funded

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$72,000	\$55,248
Mid-Range Teacher Salary	\$76,000	\$80,746
Highest Teacher Salary	\$80,000	\$109,655
Average Principal Salary (Elementary)	\$100,000	\$133,828
Average Principal Salary (Middle)	\$120,000	\$142,253
Average Principal Salary (High)	\$140,000	
Superintendent Salary	\$166,483	\$155,954
Percent of Budget for Teacher Salaries	21.17%	25.26%
Percent of Budget for Administrative Salaries	6.35%	6.12%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses 0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

Analysis of student achievement data is built into our personalized learning model. Each month, teachers and staff alike are given time to meet in their Professional Learning Communities (PLCs) with their grade level or subject level. California Dashboard indicators, individual student data, student achievement (and student struggles) are discussed. Solutions to challenges and needed differentiation for lessons are discussed and solved during these meetings. The groups share their findings with the Academic Leadership which helps drive needed changes and further inquiry.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	25	25	25

IV – C



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

January 14, 2026

SBAS-9771

TO: School Board President
Superintendent
Blochman Union School District

FROM: Steve Torres, Associate Superintendent, Administrative Services 

SUBJECT: **First Interim Financial Report Analysis and Recommendations**

Our office has reported the district's positive certification of the First Interim Financial Report to the State Department of Education. Technical comments, if any, will be communicated to the district's business office.

If you have any questions, please feel free to contact me at ext. 5700.

ad

c Nancy Shafer, Interim Business Manager
Joshua Becerra, Administrator
Danielle Spahn, District Financial Advisor
Dr. Susan Salcido, County Superintendent of Schools



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Susan C. Salcido, Superintendent of Schools

January 14, 2026

SBAS-9772

TO: Doug Brown, Superintendent
 Blochman Union School District

FROM: Joshua Becerra, Administrator *JB*
 Danielle Spahn, District Financial Advisor *DS*

SUBJECT: **First Interim Financial Report Analysis and Recommendations**

Based on the First Interim Financial Report, it appears that the district will be able to meet its financial obligations for the current and two subsequent fiscal years while maintaining the required minimum level Reserve for Economic Uncertainties (REU). We therefore concur with the district's positive certification. A summary of the three-year budget submitted by the district follows.

General Fund Unrestricted (Fund 01)	Year 1	Year 2	Year 3
Beginning Balance	\$ 4,872,517	\$ 4,695,291	\$ 4,478,274
Revenue	2,856,304	2,926,954	2,981,664
Expense	3,031,401	3,143,970	3,262,729
Operating Surplus / (Deficit)	\$ (175,097)	\$ (217,017)	\$ (281,066)
Transfers In/Other Sources	-	-	-
Transfers Out/Other Uses	-	-	-
Contributions to Restricted Programs ¹	(2,129)	-	-
Net Increase (Decrease) in Fund Balance	\$ (177,226)	\$ (217,017)	\$ (281,066)
Ending Balance	\$ 4,695,291	\$ 4,478,274	\$ 4,197,209
Reserves			
Fund 01			
> Nonspendable	500	500	500
> Committed	-	-	-
> Assigned	-	-	-
> Reserved for Economic Uncertainties*	179,652	186,429	193,576
> Unassigned/Unappropriated*	4,515,139	4,291,345	4,003,132
* Total Available Reserves (\$)	\$ 4,694,791	\$ 4,477,774	\$ 4,196,709
* Total Available Reserves (%)	130.66%	120.09%	108.40%

¹ The district is projecting an operating deficit in its restricted general fund which can reflect one or both of two possibilities - 1) the district is spending down prior years' balances, or 2) it is spending in one or more restricted programs beyond funds provided by the state or federal government. Therefore, the district is making a contribution from its unrestricted general fund as noted above.

Deficit Spending

While the district expects to maintain adequate reserves throughout the three-year projection, the district's budget shows deficit spending each year, largely attributable to the district's conservative practice of not budgeting charter oversight fees until received. We encourage the district to continue its cautious forecasting of future revenues and expenses and update its budget projections as new information becomes available. The district must continue to proactively manage staffing levels, escalating costs, and facilities needs to ensure that adequate ongoing funding remains available to support its core programs and fund activities in the Local Control and Accountability Plan.

Cashflow

The district's cash flow projections indicate that the general fund will maintain a positive balance throughout the year. *Please notify our office immediately if a cash shortfall is projected that cannot be covered through local means (i.e., interfund borrowing).*

Negotiations

All district staff are unrepresented. The district meets with staff to discuss salary increases and has settled adjustments through June 30, 2027.

Conclusion

We are aware that the information provided reflects the district's financial position and assumptions as of a point in time and that further adjustments will be made during the year as additional data becomes available.

We wish to express our appreciation to the district staff for their cooperation during this review. If our office can be of further assistance, please call us.

ad

c Nancy Shafer, Interim Business Manager
Dr. Susan Salcido, County Superintendent of Schools
Steve Torres, Associate Superintendent, Administrative Services

VI - A

BOARD OF TRUSTEES MINUTES
Tuesday, January 13, 2026
Library
5:30 p.m. – Regular Meeting Minutes

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on January 13, 2026.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner, and Kelly Salas-Ernst. Absent: Thomas Gibbons

- I. **PUBLIC SESSION:** Mrs. Clay called the meeting to order at 5:33 p.m. and led the flag salute.
- II. **Welcome Guests**
- III. **Reports**
 - A. **Charter School Reports**
 - i. **Family Partnership Charter School** – see attached report.
 - ii. **Trivium Charter Schools** – Trisha Vais reported that they will be finishing the first semester at the end of the week. Last week she went to the Innovation Summit in Phoenix where she met with college administrators to discuss student transition into college. It was very informative. The older students will put on the Snowman Extravaganza for the younger students in two weeks.
 - B. **Teacher Reports** – none.
 - C. **Superintendent/Principal’s Report** – Doug Brown reported that current enrollment is 205. Walk Through History presentations are coming up. Basketball is starting at the end of the month. Grades 6 – 8 will attend the Learn by Doing event at Cal Poly.
- IV. **ITEMS SCHEDULED FOR INFORMATION** - none
- V. **ITEMS SCHEDULED FOR DISCUSSION**
 - A. **Facilities**
 - i. **General maintenance** – Doug Brown reported that removed the cactus from the front of the gym The gym floor has been restriped and waxed. He spoke with Class Leasing about possibly adding a third portable and refurbishing the portables we currently have.
 - B. **Charter School governance structure and Memorandum of Understanding** – Doug Brown distributed a list of requests for how the charter schools manage their governance structure and how to properly follow the Brown Act. The list is attached to this document.

Trisha Vais distributed a report of her interpretation of the issues. Her report is attached to this document. This item will be revisited at the next board meeting.

VI. CONSENT AGENDA ITEMS

A. Approval of Minutes

i. Minutes of December 9, 2025 Regular Meeting

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

B. Approval of Monthly Warrants – December, 2025

i. Payroll	\$251,893.10
ii. Commercial Warrants	\$ 94,177.23
iii. Revolving Fund	\$ 50.00
TOTAL	\$346,120.33

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:	Jeania Reasner	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

C. Approval of the following Trivium Charter School reports:

- i. Trivium Charter School 2025/2026 First Interim report**
- ii. Trivium Charter School: Adventure 2025/2026 First Interim report**
- iii. Trivium Charter School: Voyage 2025/2026 First Interim report**

***** IT IS RECOMMENDED THAT the Board of Education approve the Trivium Charter School reports as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Abstain	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

D. Approval of Family Partnership Charter School's reports:

- i. Family Partnership Charter School 2024/2025 First Interim report**
- ii. Family Partnership Charter School 2023/2024 Audit Report**

***** IT IS RECOMMENDED THAT the Board of Education approve the Family Partnership Charter School's reports as presented:**

MOVED:	Daniella Pearce	SECOND:	Kelly Salas Ernst
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of December 2025 Benjamin Foxen Elementary Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the attendance report as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

B. Approval of Blochman Union School District's 2025/2026 P-1 Attendance Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2025/2026 P-1 Attendance Report as presented:**

MOVED:	Daniella Pearce	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

C. Approval of Blochman Union School District's 2025/2026 Consolidated Application

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District's 2025/2026 Consolidated Application as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
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VOTE:

Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

D. Approval of Blochman Union School District’s Fourth Quarter 2025 Williams Report

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District’s Fourth Quarter 2025 Williams Report as presented:**

MOVED:	Daniella Pearce	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

E. Approval of the 2025/2026 Audit Contract with Moss, Levy & Hartzheim LLP.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve contract with Moss, Levy & Hartzheim LLP as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

F. Approval of Blochman Union School District’s 2025/2026 LCAP Mid-Year Update

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Blochman Union School District’s 2025/2026 LCAP Mid-Year Update as presented:**

MOVED:	Kelly Salas-Ernst	SECOND:	Daniella Pearce
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

G. Approval of Benjamin Foxen Elementary School’s 2024/2025 School Accountability Report Card

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Benjamin Foxen Elementary School’s 2024/2025 School Accountability Report Card as presented:**

MOVED:	Jeania Reasner	SECOND:	Kelly Salas-Ernst
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

H. Approval of donations

i. Golden State Water Company, \$300, General Fund

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:	Daniella Pearce	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		

VIII. PUBLIC COMMENTS - none

IX. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion - none

B. Blochman Union School District Board Member Items – Happy Birthday to Jeania Reasner!

C. Items not on the Agenda - none

D. Next Scheduled Board Meeting: February 10, 2026; open session at 5:30 p.m., Library

X. CLOSED SESSION: The board adjourned to closed session at 6.36 p.m., where they may consider and may act on the following:

a. Certificated and Classified Personnel Actions

i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.

XI. RECONVENE IN OPEN SESSION – The board reconvened in open session at 6:37 p.m.

A. Report of action taken during closed session – Mrs. Salas-Ernst reported that no action was taken.

XI. Adjourn

TIME: 6:37 p.m.

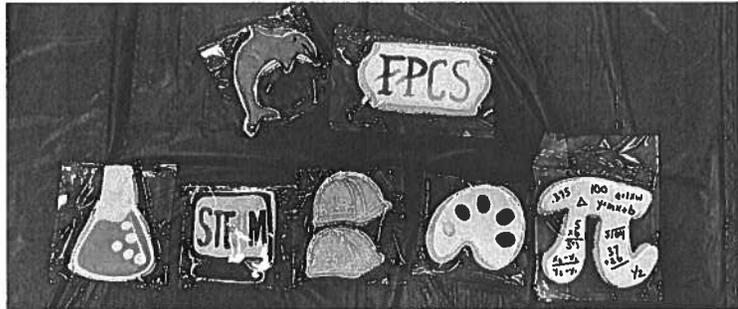
MOVED:	Daniella Pearce	SECOND:	Jeania Reasner
VOTE:			
Shannon Clay:	Aye	Jeania Reasner:	Aye
Daniella Pearce:	Aye	Kelly Salas-Ernst:	Aye
Thomas Gibbons:	Absent		



FPCS Report

January 2026

FPCS Report -352 Spring 2026 Enrollment



The **STEAM Expo** was a huge success! Kari Johnson made 220 cookies that represented our school and letters for **Science Technology Engineering Art Math** as a scavenger hunt prize.

- **THANK YOU** to all staff for a job well done sharing your spirit of teamwork
- **165 students** presented a project...including **3 high schoolers**
- a snack and simple lunch was provided for **staff, students and their families**
- **Starbase Vandenberg** provided a rocket demonstration just before lunch to end the day
- **This is FPCS's 5th year hosting its only schoolwide event & it only gets better!**

K-5 Centers & K-6 Home Study

So **MANY** December and January center activities for students and families to experience!

- Winter Celebration sing-a-long
- "Bartermart" - students traded homemade crafts
- Elementary Talent Show
- Art in Action - Owls with Ms. Ali
- Vermicomposting with worms presentation



MS & HS Centers

- MS Winter Pajama Days
- MS Dragon Eye art
- HS students enrolled at Cal Poly/Allan Hancock
- Orcutt HS has an AHC class - PROD301



Governance Norms

- **Agenda notice 72 hours in advance / 24hrs for Special Meeting.
(meeting materials accessible to public)**
- **Agenda posted on website as well as physical location.**
- **At least 4 meetings required per year.**
- **Must have quorum physically present at meetings.**
- **Meetings held at largest campus in SB County.**
- **Remote attendance for “just cause” only allowed twice a year. Remote attendee can vote, but not counted towards having a quorum. The agenda must reflect who is remote and the address of their physical location.**
- **No employees on board.**
- **Approved minutes posted on website the day following the meeting.**
- **Minutes need to show how each member voted.**

Pursuant to California *Education Code (EC)* Section 47601, it is the intent of the California Legislature under state law that charter schools operate independently from the existing school district structure as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

SB 126, codified in Ed. Code 47604.1, is what expressly allows charter schools to have **employees on the board**. Here is the language of the law:

47604.1 (d) Notwithstanding Article 4 (commencing with Section 1090) of Chapter 1 of Division 4 of Title 1 of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

(B) The teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency.

(C) The legislative body shall give notice of the meeting and post agendas as otherwise required by this chapter.

(D) The legislative body shall allow members of the public to access the meeting and the agenda shall provide an opportunity for members of the public to address the legislative body directly pursuant to Section 54954.3.

(3) If the legislative body of a local agency elects to use teleconferencing, it shall post agendas at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. During the teleconference, at least a quorum of the members of the legislative body shall participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, except as expressly provided in this chapter.

(4) The teleconferencing requirements of this subdivision shall not apply to remote participation described in subdivision (c).

(c) (1) Nothing in this chapter shall be construed to prohibit a member of a legislative body with a disability from participating in any meeting of the legislative body by remote participation as a reasonable accommodation pursuant to any applicable law.

As we've discussed, and as we wrote a few articles about, there are also rules allowing board members to participate remotely when they have just cause for doing so. Those "remote participation" rules are in addition to the traditional teleconference rules.

As described in the legislative history of SB 707, enacted this past legislative cycle, existing law already "[a]uthorizes the legislative body of a local agency to use teleconferencing, which is generally subject to a number of requirements that include posting agendas at all teleconference locations, identifying each teleconference location in the notice and agenda for the meeting or proceeding, making each teleconference location accessible to the public, and requiring at least a quorum of the members of the legislative body to participate from locations within the boundaries of the territory over which the local agency exercises jurisdiction, as specified."

The Brown Act acknowledges the ability of board members to attend by teleconference in other places in the Brown Act as well. For example, in Gov. Code 54952.2, which is the definition of what is a "meeting," the law says: "(a) As used in this chapter, "meeting" means any congregation of a majority of the members of a legislative body at the same time and location, including teleconference location as permitted by Section 54953, to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the legislative body."

The ability of board members to attend by teleconference as long as a quorum are participating from locations inside the jurisdiction isn't new. It's been in the Brown Act since at least the early 2000s.

VI – B

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-880252	01/12/2026	Brown, Douglas C	01-8699		300.00
01-880253	01/12/2026	Advanced Wireless	01-5910		287.54
01-880254	01/12/2026	ALD TELECOM	01-5910		12.65
01-880255	01/12/2026	Cal-Coast Machinery	01-4300		87.71
01-880256	01/12/2026	Go To Communications, Inc.	01-5910		521.64
01-880257	01/12/2026	Gold Star Foods, Inc.	01-4300		451.72
01-880258	01/12/2026	Mission Linen Supply Inc.	01-4300		121.79
01-880259	01/12/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-880260	01/12/2026	Orcutt Union School District	01-4300		150.00
01-880261	01/12/2026	Pacific Gas & Electric	01-5520		10.33
01-880262	01/12/2026	PEAC Solutions	01-7439		592.69
01-880263	01/12/2026	Sisc III Insurance	67-5450		20,456.60
01-881588	01/16/2026	19six Architects	01-6200		1,975.00
01-881589	01/16/2026	Amazon Capital Services	01-4300		90.79
01-881590	01/16/2026	American Star Tours	01-5800		19,288.50
01-881591	01/16/2026	Culligan San Paso	01-4300		337.76
01-881592	01/16/2026	Golden State Water Company	01-5530		482.88
01-881593	01/16/2026	Herc Rentals, Inc.	01-4300		819.04
01-881594	01/16/2026	Jordanos Food Service Division	13-4300	589.16	
			13-4710	1,642.99	2,232.15
01-881595	01/16/2026	MarBorg Industries	01-5570		1,394.44
01-881596	01/16/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-881597	01/16/2026	Pacific Gas & Electric	01-5520		403.94
01-881598	01/16/2026	PAZ Painting	01-5800		1,530.00
01-881599	01/16/2026	Procure Janitorial Supply	01-4300		994.26
01-881600	01/16/2026	Quill LLC	01-4300		83.14
01-881601	01/16/2026	US Bank Corporate Payments	01-4300	1,507.35	
			01-5200	177.77	
			01-5800	732.90	
			01-5910	4,456.42	
			13-4300	70.45	
			13-4710	526.33	7,471.22
01-881602	01/16/2026	US OMNI & TSACG Compliance	01-5800		50.00
01-881603	01/16/2026	Valley Fresh Produce	13-4710		407.25
01-882635	01/26/2026	Barnes, Deanna	01-5200		76.65
01-882636	01/26/2026	805 Dairy Distributing LLC	13-4710		658.00
01-882637	01/26/2026	805 Solar Clean	01-5800		700.00
01-882638	01/26/2026	Amazon Capital Services	01-4300		160.16
01-882639	01/26/2026	Edge Integrated	01-4300		563.18
01-882640	01/26/2026	Mission Linen Supply Inc.	01-4300		133.80
01-882641	01/26/2026	Moss Levy & Hartzheim	01-5810		2,200.00
01-882642	01/26/2026	MX Construction, Inc.	01-6200		47,791.50
01-882643	01/26/2026	Pacific Gas & Electric	01-5520		291.12
01-882644	01/26/2026	Quill LLC	01-4300		205.94
01-882645	01/26/2026	SoCalGas	01-5510		695.15
01-882646	01/26/2026	Valley Fresh Produce	13-4710		303.30

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 01/01/2026 through 01/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
			Total Number of Checks	40	<u>123,020.18</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	35	98,366.10
13	Cafeteria Spec Rev Fund	5	4,197.48
67	Self-Insurance Fund 1	1	20,456.60
Total Number of Checks		40	123,020.18
Less Unpaid Tax Liability			<u>.00</u>
Net (Check Amount)			<u>123,020.18</u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 2 of 2

Pay Date 01/09/2026 through 01/30/2026

EARNINGS by Earnings Code		Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
Regular		182,609.44		Federal Withholding	13,377.18		13,377.18	160,780.01
				State Withholding	4,767.38		4,767.38	160,780.01
				Social Security	4,829.84	4,829.84	9,659.68	77,900.57
				Medicare	2,567.54	2,567.54	5,135.08	177,070.22
				SUI	88.53		88.53	177,070.22
				Workers' Comp	1,616.66	1,616.66	1,616.66	177,070.22
TOTAL		182,609.44		SUBTOTAL	25,541.94	9,102.57	34,644.51	

EARNINGS by Group		Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay		180,265.58		PERS	1,053.01	4,033.02	5,086.03	15,043.02
Miscellaneous		1,287.59		PERS / 62	5,267.08	17,651.29	22,918.37	65,838.38
Stipends		1,056.27		STRS / 60	8,630.31	16,081.83	24,712.14	84,198.01
				STRS / 62	1,339.81	2,507.64	3,847.45	13,129.00
				Benefits	5,062.43	500.65	5,563.08	
				Misc	476.79		476.79	
TOTAL		182,609.44		SUBTOTAL	21,829.43	40,774.43	62,603.86	

EARNINGS		Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certificated	17	121,349.51	12	Benefits	13,973.50		13,973.50	
Classified	15	61,259.93	9	Misc	181.48		181.48	
				Summer Savings	13,175.12		13,175.12	
				Taxes	700.83		700.83	90,353.94
TOTAL	32	182,609.44	21	SUBTOTAL	14,057.43	13,973.50	28,030.93	53,910.09

Vendor Summary for Pay Date 01/09/2026 thru 01/30/2026	
Vendor Checks	658.27
Vendor Liabilities	124,621.03
	<u>125,279.30</u>
	<u>27</u>

BALANCING DATA	
Gross Earnings	182,609.44
District Liability	63,850.50
	<u>246,459.94</u>
Direct Deposits	121,180.64
Checks	32
Partial Net ACH	
Negative Net	
Check Holds	
Zero Net	
TOTAL	121,180.64
	32

Vendor Summary for Process Date 01/09/2026 thru 01/30/2026	
Reissued	
Cancel Checks	
Void ACH	
NET	
Direct Deposits	121,180.64
Checks	32
Partial Net ACH	
Negative Net	
Check Holds	
Zero Net	
TOTAL	121,180.64
	32

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 1/1/2026, Ending Pay Date = 1/31/2026)

ESCAPE ONLINE

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VI - C

Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information		Details		Validation Information		Certification Information	
County	Santa Barbara	Last Saved By	mduston	Number of Records	7	Approved for Transfer to CDE	
School	Family Partnership Charter	Last Saved Date	12/19/2025 2:18:25 PM	Number of Errors	0	Charter School - District Oversight: seggett -	
CDS Code	42 69112 0111773	Last Validation By	mduston	Number of Warnings	1	1/7/2026 10:22:50 AM	
Charter Number	0763	Last Validation Date	12/19/2025 2:18:48 PM	Passed Data Validation	Yes	School District: nshafer - 1/7/2026 12:52:01 PM	
Data ID	1EE70FCE	Date		View Validation Details		County Office of Education: jbecerra - 1/15/2026 9:04:58 AM	
				View Certification			

Charter Status	ADA	ADA Allocation	Summary	Notes
Charter Status	ADA	ADA Allocation	Summary	Notes

Charter Status

Data ID: 1EE70FCE

Does this charter school operate multiple instructional tracks? YES (Multitrack) A-1a

Does this charter school operate multiple instructional tracks? NO (Single Track) A-1b

Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.

Track A A-2a

Track B A-2b

Track C A-2c

Track D A-2d

Track E		A-2e	<input type="checkbox"/>
Is this charter school in its first year of operation?			
		A-3	<input type="checkbox"/>
YES (move on to Line A-4)			
		A-3a	<input type="checkbox"/>
NO (move on to Line A-5)			
		A-3b	<input checked="" type="checkbox"/>
Date (mm/dd/yyyy) Instruction Commenced			
		A-4	<input type="checkbox"/>
		A-4a	
		A-4b	
		A-4c	
		A-4d	
		A-4e	
Did the charter school cease operation or instruction during the current fiscal year?			
		A-5	<input type="checkbox"/>
YES (move on to Line A-6)			
		A-5a	<input type="checkbox"/>
NO (move on to Line A-7)			
		A-5b	<input checked="" type="checkbox"/>
Date (mm/dd/yyyy) Operation or Instruction Ceased			
		A-6	<input type="checkbox"/>
		A-6a	
		A-6b	
		A-6c	
		A-6d	
		A-6e	
Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.			
		A-7	<input type="checkbox"/>
		A-7a	
		A-7b	
		A-7c	
		A-7d	
		A-7e	
Indicate the Type of Instruction			
		A-8	<input type="checkbox"/>
		A-8a	

Nonclassroom-based



Combination



ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRKA record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRKA (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track

Single TRK/TRKA

Classroom-based ADA

	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
B-1 Regular Classroom-based ADA	0.00	0.00	0.00	0.00	0.00
B-2 Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
B-3 Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
B-4 Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
B-5 Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
C-1 Regular Nonclassroom-based ADA	73.14	65.56	54.90	148.51	342.11
C-2 Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
C-3 Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	0.00	0.00	0.00	0.00	0.00
C-4 Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	73.14	65.56	54.90	148.51	342.11
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	73.14	65.56	54.90	148.51	342.11
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	73.14	65.56	54.90	148.51	342.11
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Single track charters report all ADA in the Single TRK/TRK A. J. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Track B					
Classroom-based ADA					
Regular Classroom-based ADA	B-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	B-4 0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	C-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	C-4 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5 0.00	0.00	0.00	0.00	0.00
ADA Totals for Track					
Total Regular ADA (B-1 + C-1)	D-1 0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2 0.00	0.00	0.00	0.00	0.00

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366, /i and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)]	D-3	0.00	0.00	0.00	0.00	0.00	0.00
	D-4	0.00	0.00	0.00	0.00	0.00	0.00
	D-5	0.00	0.00	0.00	0.00	0.00	0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00	0.00
	E-2	0.00	0.00	0.00	0.00	0.00	0.00
	E-3	0.00	0.00	0.00	0.00	0.00	0.00

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00	0.00
	E-5	0.00	0.00	0.00	0.00	0.00	0.00
	E-6	0.00	0.00	0.00	0.00	0.00	0.00

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00	0.00
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ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of

	Track C				Total
	TKK-3	Grades 4-6	Grades 7-8	Grades 9-12	
Instructional Track					
Classroom-based ADA					
Regular Classroom-based ADA	B-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Institutions Classroom-based ADA (Divisor 175)	B-4 0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2 0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	C-3 0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Institutions Nonclassroom-based ADA (Divisor 175)	C-4 0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5 0.00	0.00	0.00	0.00	0.00
ADA Totals for Track					
Total Regular ADA (B-1 + C-1)	D-1 0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2 0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3 0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions (Divisor 175) ADA (B-4 + C-4)	D-4 0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5 0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA					

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track

Track D

Classroom-based ADA	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian	0.00	0.00	0.00	0.00	0.00

Schools - Licensed Children Institutions Classroom-based ADA

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

B-4

0.00

Classroom-based ADA Totals for Track (Sum of B-1 through B-4)

0.00

0.00

0.00

0.00

0.00

B-5

0.00

Nonclassroom-based ADA

Regular Nonclassroom-based ADA

0.00

0.00

0.00

0.00

0.00

C-1

0.00

Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

C-2

0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

0.00

0.00

0.00

0.00

0.00

C-3

0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

C-4

0.00

Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)

0.00

0.00

0.00

0.00

0.00

C-5

0.00

ADA Totals for Track

Total Regular ADA (B-1 + C-1)

0.00

0.00

0.00

0.00

0.00

D-1

0.00

Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)

0.00

0.00

0.00

0.00

0.00

D-2

0.00

Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)

0.00

0.00

0.00

0.00

0.00

D-3

0.00

Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)

0.00

0.00

0.00

0.00

0.00

D-4

0.00

ADA Totals for Track (Sum of D-1 through D-4)

0.00

0.00

0.00

0.00

0.00

D-5

0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

0.00

0.00

0.00

0.00

0.00

E-1

0.00

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

0.00

0.00

0.00

0.00

0.00

E-2

0.00

Total ADA for Student Transitional Kindergarten pursuant to EC 48c.5 (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 5 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA					
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00

Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C- 1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track							
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b) (3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA							
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.							
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00	0.00
Other ADA							
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00	0.00

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B

0.00

0.00

0.00

0.00

0.00

ADA Allocation

Record 1 of 1

Countywide charters approved pursuant to EC Section 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must complete the ADA Allocation Tab to report ADA by school district of residence for calculation of in-lieu of property taxes.

Reported ADA

Enter data for the first record, save, and click Add New to select county and school district of residence for the second and each subsequent record.

County of Residence

Santa Barbara County

District of Residence

Classroom-based ADA

TK/K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Regular Classroom-based ADA

0.00

0.00

0.00

0.00

0.00

Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA

0.00

0.00

0.00

0.00

0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

Classroom-based ADA Totals for District of Residence (Sum of F-1 through F-4)

0.00

0.00

0.00

0.00

0.00

Nonclassroom-based ADA

Regular Nonclassroom-based ADA

0.00

0.00

0.00

0.00

0.00

Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)

0.00

0.00

0.00

0.00

0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA

0.00

0.00

0.00

0.00

0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or

0.00

0.00

0.00

0.00

0.00

Nonclassroom-based of all records G-5)	K-2	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Districts of Residence						
Total Regular ADA (sum of all records H-1)	L-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b) (3)] ADA (Divisor 175) (Sum of All Records H-2)	L-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)	L-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (Sum of All Records H-4)	L-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Districts (Sum of L-1 through L-4)	L-5	0.00	0.00	0.00	0.00	0.00

Notes

We do not offer TK in our charter.

466 remaining

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara  2025-26 P-1

nshafer, Administrator  Logoff

[Home](#) / [Data Entry](#) / [Charter School](#) / [Family Partnership Charter](#) / [Charter School Physical Location](#)

Charter School Physical Location

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
 School Family Partnership Charter
 CDS Code 42 69112 0111773
 Charter Number 0763
 Data ID 49550D4

Details

Last Saved By mduston
 Last Saved Date 12/19/2025 2:15:58 PM
 Last Validation By mduston
 Last Validation Date 12/19/2025 2:16:25 PM

Validation Information

Number of Records 6
 Number of Errors 0
 Number of Warnings 0
 Passed Data Validation Yes

Certification Information

Approved for Transfer to CDE
 Charter School - District Oversight: seggett - 1/7/2026 10:12:17 AM
 School District: nshafer - 1/7/2026 12:54:28 PM
 County Office of Education: jbecerra - 1/15/2026 9:04:58 AM

[View Certification](#)

Charter School Physical Location

Notes

Charter School Physical Location

Record 1 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their

location/facility within both an elementary and a high school district, should report physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Orcutt Union Elementar

Charter School Physical Location

Record 2 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

Charter School Physical Location

Record 3 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

San Luis Coastal Unified

Charter School Physical Location

Record 4 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if

the authorizer, the school district that denied the charter school's petition is the county school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Santa Ynez Valley Unio

Charter School Physical Location

Record 5 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Blochman Union Eleme

Charter School Physical Location

Record 6 of 6

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school

districts that, in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Solvang Elementary

Notes

Type in your message

500 remaining

VI - D

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara 2025-26 P-1

nshafer, Administrator [Logout](#)

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Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information		Details		Validation Information		Certification Information	
County	Santa Barbara	Last Saved By	trishavais	Number of Records	6	Approved for Transfer to CDE	
School	Trivium Charter	Last Saved Date	1/7/2026 3:58:26 PM	Number of Errors	0	Charter School - District Oversight:	
CDS Code	42 69112 0124255	Last Validation By	trishavais	Number of Warnings	0	trishavais - 1/7/2026 4:00:05 PM	
Charter Number	1319	Last Validation Date	1/7/2026 3:59:31 PM	Passed Data Validation	Yes	School District: nshafer - 1/7/2026 5:55:00 PM	
Data ID	4106A37D					County Office of Education: jbecerra - 1/15/2026 9:04:57 AM	

[View Certification](#)

Charter Status ADA ADA Allocation Summary Notes

Charter Status

[Show All / Print](#)

Data ID: **4106A37D**

Does this charter school operate multiple instructional tracks? YES (Multitrack) A-1a

Does this charter school operate multiple instructional tracks? NO (Single Track) A-1b

Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track A-2

in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.

- Track A
- Track B
- Track C
- Track D
- Track E

Is this charter school in its first year of operation?

- YES (move on to Line A-4)
- NO (move on to Line A-5)

Date (mm/dd/yyyy) Instruction Commenced

- Single Track/Track A
- Track B
- Track C
- Track D
- Track E

Did the charter school cease operation or instruction during the current fiscal year?

- YES (move on to Line A-6)
- NO (move on to Line A-7)

Date (mm/dd/yyyy) Operation or Instruction Ceased

- Single Track/Track A
- Track B
- Track C
- Track D
- Track E

Days of Operation: Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

Indicate the Type of Instruction

A-8

Classroom-based

A-8a

Nonclassroom-based

A-8b

Combination

A-8c

ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5. Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

	Single TRK/TRK A	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Instructional Track						
Classroom-based ADA						
B-1	0.00	0.00	0.00	0.00	0.00	0.00
B-2	0.00	0.00	0.00	0.00	0.00	0.00
B-3	0.00	0.00	0.00	0.00	0.00	0.00
B-4	0.00	0.00	0.00	0.00	0.00	0.00
B-5	0.00	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)						
Nonclassroom-based ADA						
C-1	121.42	89.04	50.70	76.45	337.61	337.61
C-2	0.00	0.00	0.00	0.00	0.00	0.00
C-3	0.00	0.00	0.00	0.00	0.00	0.00
C-4	0.00	0.00	0.00	0.00	0.00	0.00
C-5	121.42	89.04	50.70	76.45	337.61	337.61
ADA Totals for Track (Sum of C-1 through C-4)						
ADA Totals for Track						
D-1	121.42	89.04	50.70	76.45	337.61	337.61
D-2	0.00	0.00	0.00	0.00	0.00	0.00
D-3	0.00	0.00	0.00	0.00	0.00	0.00
D-4	0.00	0.00	0.00	0.00	0.00	0.00
D-5	121.42	89.04	50.70	76.45	337.61	337.61
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
E-1	0.00	0.00	0.00	0.00	0.00	0.00
E-2	11.80	0.00	0.00	0.00	0.00	11.80

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)

E-3	11.80	0.00	0.00	0.00	0.00	11.80
E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-5	0.00	0.00	0.00	0.00	0.00	0.00
E-6	0.00	0.00	0.00	0.00	0.00	0.00
E-7	0.00	0.00	0.00	0.00	0.00	0.00

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B

ADA

Record 2 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

	Track B	Grades 4-5	Grades 7-8	Grades 9-12	Total
Instructional Track					
Classroom-based ADA					
Regular Classroom-based ADA	TRK-3	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(p)(3)] Classroom-based ADA (Divisor 175)		0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA		0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)		0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)		0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA		0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(p)(3)] Nonclassroom-based ADA (Divisor 175)		0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA		0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)		0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)		0.00	0.00	0.00	0.00
ADA Totals for Track					
Total Regular ADA (B-1 + C-1)		0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(p)(3)] ADA (Divisor 175) (B-2 + C-2)		0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)		0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions (Divisor 175) ADA (B-4 + C-4)		0.00	0.00	0.00	0.00

D-5	0.00	0.00	0.00	0.00	0.00	0.00
E-1	0.00	0.00	0.00	0.00	0.00	0.00
E-2	0.00	0.00	0.00	0.00	0.00	0.00
E-3	0.00	0.00	0.00	0.00	0.00	0.00
E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-5	0.00	0.00	0.00	0.00	0.00	0.00
E-6	0.00	0.00	0.00	0.00	0.00	0.00
E-7	0.00	0.00	0.00	0.00	0.00	0.00

ADA Totals for Track (Sum of D-1 through D-4)

Transitional Kindergarten ADA
 Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TKK-3 Column, First Year ADA Only)

Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TKK-3 Column, First Year ADA Only)

Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5

Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5

Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B

ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

	TKK-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Instructional Track					
Classroom-based ADA					
Regular Classroom-based ADA	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(p)(3)] Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56386(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA					
Regular Nonclassroom-based ADA	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(p)(3)] Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56386(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	0.00	0.00	0.00	0.00	0.00

ADA Totals for Track

D-1	0.00	0.00	0.00	0.00	0.00	0.00
D-2	0.00	0.00	0.00	0.00	0.00	0.00
D-3	0.00	0.00	0.00	0.00	0.00	0.00
D-4	0.00	0.00	0.00	0.00	0.00	0.00
D-5	0.00	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
E-1	0.00	0.00	0.00	0.00	0.00	0.00
E-2	0.00	0.00	0.00	0.00	0.00	0.00
E-3	0.00	0.00	0.00	0.00	0.00	0.00
Other ADA						
E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-5	0.00	0.00	0.00	0.00	0.00	0.00
E-6	0.00	0.00	0.00	0.00	0.00	0.00
E-7	0.00	0.00	0.00	0.00	0.00	0.00

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

	Track D						Total
	TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12			
B-1	0.00	0.00	0.00	0.00	0.00	0.00	
B-2	0.00	0.00	0.00	0.00	0.00	0.00	
B-3	0.00	0.00	0.00	0.00	0.00	0.00	
B-4	0.00	0.00	0.00	0.00	0.00	0.00	
B-5	0.00	0.00	0.00	0.00	0.00	0.00	
Nonclassroom-based ADA							

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	0.00	0.00	0.00	0.00	0.00	0.00
B-3						
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00	0.00
B-4						
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	0.00	0.00	0.00	0.00	0.00	0.00
B-5						
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	0.00	0.00	0.00	0.00	0.00	0.00
C-1						
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00	0.00
C-2						
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA	0.00	0.00	0.00	0.00	0.00	0.00
C-3						
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Nonclassroom-based ADA (Divisor 175)	0.00	0.00	0.00	0.00	0.00	0.00
C-4						
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	0.00	0.00	0.00	0.00	0.00	0.00
C-5						
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	0.00	0.00	0.00	0.00	0.00	0.00
D-1						
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	0.00	0.00	0.00	0.00	0.00	0.00
D-2						
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	0.00	0.00	0.00	0.00	0.00	0.00
D-3						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions (Divisor 175) ADA (B-4 + C-4)	0.00	0.00	0.00	0.00	0.00	0.00
D-4						
ADA Totals for Track (Sum of D-1 through D-4)	0.00	0.00	0.00	0.00	0.00	0.00
D-5						
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TKK-3 Column, First Year ADA Only)	0.00	0.00	0.00	0.00	0.00	0.00
E-1						
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TKK-3 Column, First Year ADA Only)	0.00	0.00	0.00	0.00	0.00	0.00
E-2						
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	0.00	0.00	0.00	0.00	0.00	0.00
E-3						
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612 5(b) and 51745 6 and not included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-4						
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	0.00	0.00	0.00	0.00	0.00	0.00
E-5						
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612 5(b) and 51745 6, included in E-4	0.00	0.00	0.00	0.00	0.00	0.00
E-6						
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	0.00	0.00	0.00	0.00	0.00	0.00
E-7						

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara 2025-26 P-1

nshafer, Administrator **Logoff**

Home / Data Entry / Charter School / Trivium Charter / Charter School Physical Location

Charter School Physical Location

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
 School Trivium Charter
 CDS Code 42 69112 0124255
 Charter Number 1319
 Data ID CAEA286

Details

Last Saved By trishavais
 Last Saved Date 1/6/2026 12:13:47 PM
 Last Validation By trishavais
 Last Validation Date 1/6/2026 12:14:49 PM

Validation Information

Number of Records 4
 Number of Errors 0
 Number of Warnings 0
 Passed Data Yes
 Validation

Certification Information

Approved for Transfer to CDE
 Charter School - District Oversight:
 trishavais - 1/6/2026 12:15:07 PM
 School District: nshafer - 1/6/2026 12:30:02 PM
 County Office of Education: jbecerra -
 1/15/2026 9:04:56 AM

[View Certification](#)

Charter School Physical Location

Notes

Charter School Physical Location

Record 1 of 4

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Santa Maria Joint Union

Charter School Physical Location

Record 2 of 4

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Santa Maria-Bonita

Charter School Physical Location

Record 3 of 4

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in

in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Lucia Mar Unified

Charter School Physical Location

Record 4 of 4

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Atascadero Unified



Notes

Type in your message

500 remaining

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara 2025-26 P-1

nshafer, Administrator

Home / Data Entry / Charter School / Trivium Charter School: Adventure / Attendance Charter School

Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
 School Trivium Charter School: Adventure
 CDS Code 42 69112 0137877
 Charter Number 1994
 Data ID 7785B228

Details

Last Saved By trishavais2
 Last Saved Date 1/6/2026 11:21:40 AM
 Last Validation By trishavais2
 Last Validation Date 1/6/2026 12:03:15 PM

Validation Information

Number of Records 6
 Number of Errors 0
 Number of Warnings 0
 Passed Data Yes
 Validation

Certification Information

Approved for Transfer to CDE
 Charter School - District Oversight:
 trishavais2 - 1/7/2026 4:09:55 PM
 School District: nshafer - 1/7/2026 6:03:29 PM
 County Office of Education: jbeceira - 1/15/2026 9:04:57 AM

[View Certification](#)

Charter Status ADA ADA Allocation Summary Notes

Charter Status

[Show All / Print](#)

Data ID: 7785B228

Does this charter school operate multiple instructional tracks? YES (Multitrack) A-1a

Does this charter school operate multiple instructional tracks? NO (Single Track) A-1b

Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track A-2

in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.

- Track A A-2a
- Track B A-2b
- Track C A-2c
- Track D A-2d
- Track E A-2e

Is this charter school in its first year of operation? A-3

- YES (move on to Line A-4) A-3a
- NO (move on to Line A-5) A-3b

Date (mm/dd/yyyy) Instruction Commenced A-4

- Single Track/Track A A-4a
- Track B A-4b
- Track C A-4c
- Track D A-4d
- Track E A-4e

Did the charter school cease operation or instruction during the current fiscal year? A-5

- YES (move on to Line A-6) A-5a
- NO (move on to Line A-7) A-5b

Date (mm/dd/yyyy) Operation or Instruction Ceased A-6

- Single Track/Track A A-6a
- Track B A-6b
- Track C A-6c
- Track D A-6d
- Track E A-6e

Days of Operation Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

Indicate the Type of Instruction

A-8

Classroom-based

Nonclassroom-based

Combination

A-8a

A-8b

A-8c

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara  2025-26 P-1

nishafer, Administrator  Logoff

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Adventure](#) / [Attendance Charter School](#)

Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
 School Trivium Charter School: Adventure
 CDS Code 42 69112 0137877
 Charter Number 1994
 Data ID 7785B228

Details

Last Saved By trishavais2
 Last Saved Date 1/6/2026 11:21:40 AM
 Last Validation By trishavais2
 Last Validation Date 1/6/2026 12:03:15 PM

Validation Information

Number of Records 6
 Number of Errors 0
 Number of Warnings 0
 Passed Data Validation Yes

Certification Information

Approved for Transfer to CDE
 Charter School - District Oversight: trishavais2 - 1/7/2026 4:09:55 PM
 School District: nishafer - 1/7/2026 6:03:29 PM
 County Office of Education: jbecerra - 1/15/2026 9:04:57 AM

[View Certification](#)

Charter Status ADA ADA Allocation Summary Notes

ADA

Record 1 of 5 [First](#) [Previous](#) [Next](#) [Last](#)

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track

[Single TRK/TRK A](#)

Classroom-based ADA

TK/K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA							
Regular Nonclassroom-based ADA	C-1	110.08	71.18	34.32	79.09	294.67	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	110.08	71.18	34.32	79.09	294.67	0.00
ADA Totals for Track							
Total Regular ADA (B-1 + C-1)	D-1	110.08	71.18	34.32	79.09	294.67	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	110.08	71.18	34.32	79.09	294.67	0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	9.76	0.00	0.00	0.00	0.00	9.76
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	9.76	0.00	0.00	0.00	0.00	9.76
Other ADA							
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00	0.00
Attendance Recovery							
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00	0.00

Charter School Physical Location

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
School Trivium Charter School: Adventure
CDS Code 42 69112 0137877
Charter Number 1994
Data ID 16769DF2

Details

Last Saved By trishavais2
Last Saved Date 1/6/2026 12:09:05 PM
Last Validation By trishavais2
Last Validation Date 1/6/2026 12:09:24 PM

Validation Information

Number of Records 3
Number of Errors 0
Number of Warnings 0
Passed Data Validation Yes

Certification Information

Approved for Transfer to CDE
Charter School - District Oversight: trishavais2 - 1/6/2026 12:09:52 PM
School District: nshafer - 1/6/2026 12:35:48 PM
County Office of Education: jbeceira - 1/15/2026 9:04:56 AM

[View Certification](#)

Charter School Physical Location

Notes

Charter School Physical Location

Record 1 of 3

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Lompoc Unified

Charter School Physical Location

Record 2 of 3

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Lucia Mar Unified

Charter School Physical Location

Record 3 of 3

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in

in addition to, or from, the charter school's authorizing school district. A charter school's location is a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Atascadero Unified

Notes

Type in your message

500 remaining

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara  2025-26 P-1

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[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Voyage](#) / [Attendance Charter School](#)

Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
 School Trivium Charter School: Voyage
 CDS Code 42.69112.0137885
 Charter Number 1995
 Data ID 7108A96D

Details

Last Saved By trishavais3
 Last Saved Date 1/7/2026 4:03:42 PM
 Last Validation By trishavais3
 Last Validation Date 1/7/2026 4:04:38 PM

Validation Information

Number of Records 6
 Number of Errors 0
 Number of Warnings 0
 Passed Data Yes
 Validation

Certification Information

Approved for Transfer to CDE
 Charter School - District Oversight:
 trishavais3 - 1/7/2026 4:05:53 PM
 School District: nshafer - 1/7/2026 6:08:07 PM
 County Office of Education: jbecerra - 1/15/2026 9:04:57 AM

[View Certification](#)

[Charter Status](#) [ADA](#) [ADA Allocation](#) [Summary](#) [Notes](#)

Charter Status

[Show All / Print](#)

Data ID: 7108A96D

Does this charter school operate multiple instructional tracks? YES (Multitrack) A-1a

Does this charter school operate multiple instructional tracks? NO (Single Track) A-1b

Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track A-2

in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.

Track A	<input type="checkbox"/>	A-2a
Track B	<input type="checkbox"/>	A-2b
Track C	<input type="checkbox"/>	A-2c
Track D	<input type="checkbox"/>	A-2d
Track E	<input type="checkbox"/>	A-2e
Is this charter school in its first year of operation?	<input type="checkbox"/>	A-3
YES (move on to Line A-4)	<input type="checkbox"/>	A-3a
NO (move on to Line A-5)	<input checked="" type="checkbox"/>	A-3b
Date (mm/dd/yyyy) Instruction Commenced	<input type="text"/>	A-4
Single Track/Track A		A-4a
Track B		A-4b
Track C		A-4c
Track D		A-4d
Track E		A-4e
Did the charter school cease operation or instruction during the current fiscal year?	<input type="checkbox"/>	A-5
YES (move on to Line A-6)	<input type="checkbox"/>	A-5a
NO (move on to Line A-7)	<input checked="" type="checkbox"/>	A-5b
Date (mm/dd/yyyy) Operation or Instruction Ceased	<input type="text"/>	A-6
Single Track/Track A		A-6a
Track B		A-6b
Track C		A-6c
Track D		A-6d
Track E		A-6e

Days of Operation Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.

A-7

Single Track/Track A

A-7a

Track B

A-7b

Track C

A-7c

Track D

A-7d

Track E

A-7e

Indicate the Type of Instruction

A-8

Classroom-based

Nonclassroom-based

Combination

A-8c

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara 2025-26 P-1

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Attendance Charter School

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information	Details	Validation Information	Certification Information
County Santa Barbara School Trivium Charter School: Voyage CDS Code 42 69112 0137885 Charter Number 1995 Data ID 7108A96D	Last Saved By trishavais3 Last Saved Date 1/7/2026 4:03:42 PM Last Validation By trishavais3 Last Validation Date 1/7/2026 4:04:38 PM	Number of Records 6 Number of Errors 0 Number of Warnings 0 Passed Data Validation Yes	Approved for Transfer to CDE Charter School - District Oversight: trishavais3 - 1/7/2026 4:05:53 PM School District: nshafer - 1/7/2026 6:08:07 PM County Office of Education: jbecerra - 1/15/2026 9:04:57 AM View Certification

Charter Status ADA ADA Allocation Summary Notes

ADA

Record 1 of 5 [First](#) [Previous](#) [Next](#) [Last](#)

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track

Classroom-based ADA

TK/K-3

Grades 4-6

Grades 7-8

Grades 9-12

Total

Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA							
Regular Nonclassroom-based ADA	C-1	110.08	71.18	34.32	79.09	294.67	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	110.08	71.18	34.32	79.09	294.67	0.00
ADA Totals for Track							
Total Regular ADA (B-1 + C-1)	D-1	110.08	71.18	34.32	79.09	294.67	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	110.08	71.18	34.32	79.09	294.67	0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Regular Classroom	B-1	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom- based ADA	B-3	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA								
Regular Nonclassroom-based ADA	C-1	103.26	87.53	56.26	61.64	308.66		
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00		
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00		
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00		
Nonclassroom-based ADA Totals for Track (Sum of C- 1 through C-4)	C-5	103.26	87.53	56.26	61.64	308.66		
ADA Totals for Track								
Total Regular ADA (B-1 + C-1)	D-1	103.26	87.53	56.26	61.64	308.66		
Total Extended Year Special Education [EC 56345(b) (3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00		
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00		
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00		
ADA Totals for Track (Sum of D-1 through D-4)	D-5	103.26	87.53	56.26	61.64	308.66		
Transitional Kindergarten ADA								

Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.

Classroom-based Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	4.56	0.00	0.00	0.00	0.00	4.56
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	4.56	0.00	0.00	0.00	0.00	4.56
Other ADA							
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00	0.00
Attendance Recovery							
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00	0.00

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Santa Barbara 2025-26 P-1

nshafer, Administrator

[Home](#) / [Data Entry](#) / [Charter School](#) / [Trivium Charter School: Voyage](#) / [Charter School Physical Location](#)

Charter School Physical Location

Processing Cycle: 2025-26 P-1, Reporting Period: 2025-26 P-1

Record Information

Entity Information

County Santa Barbara
School Trivium Charter School: Voyage
CDS Code 42 69112 0137885
Charter Number 1995
Data ID EC37A7DE

Details

Last Saved By trishavais3
Last Saved Date 1/7/2026 3:24:37 PM
Last Validation By trishavais3
Last Validation Date 1/7/2026 3:25:33 PM

Validation Information

Number of Records 5
Number of Errors 0
Number of Warnings 0
Passed Data Yes
Validation

Certification Information

Approved for Transfer to CDE
Charter School - District Oversight: trishavais3 - 1/7/2026 3:26:09 PM
School District: nshafer - 1/7/2026 6:13:49 PM
County Office of Education: jbecerra - 1/15/2026 9:04:56 AM

[View Certification](#)

[Charter School Physical Location](#) [Notes](#)

Charter School Physical Location

Record 1 of 5

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

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Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

Santa Barbara County

School District

Santa Barbara Unified

Charter School Physical Location

Record 2 of 5

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

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County

Santa Barbara County

School District

Hope Elementary

Charter School Physical Location

Record 3 of 5

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in

addition to, or from, the charter school's authorizing school district. A charter school may have a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

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Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Lucia Mar Unified

Charter School Physical Location

Record 4 of 5

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

Charter school physical location(s) will be used for purposes of calculating the charter school's LCFF concentration grant [EC Section 42238.02(f)(2)(A)]. Pursuant to EC Section 42238.02(f)(2)(B), charter schools authorized by a school district, or that were approved on appeal by the county or the SBE, do not have to report physical location data if the authorizer or the school district that denied the charter school's petition is the only school district where the charter school is physically located. A charter school that is a county program charter or a countywide charter pursuant to EC Sections 47605.5 or 47605.6, respectively, must report physical location data.

Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County

San Luis Obispo County

School District

Atascadero Unified

Charter School Physical Location

Enter records for all school district(s) where the charter school is physically located or has a school facility. This may include school districts that are in addition to, or differ from, the charter school's authorizing school district. A charter school with a location that falls within the boundaries of multiple school districts, such as when their location/facility falls within both an elementary and a high school district, should report both school districts in their physical location data.

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Pursuant to EC Section 42238.02(f)(2)(B), the reported physical location(s) are final as of P-2.

County
Santa Barbara County

School District
Blochman Union Element

Notes

Type in your message

VII - A

Monthly Attendance Summary

Blochman Union Elem
 4949 Foxen Canyon Rd.
 Santa Maria, CA 93454-9666
Primary Enrollment(Not Track Jumpers)

Generated on 02/04/2026 11:00:35 AM Page 1

List of Included Calendars
 25-26 Blochman K-4
 25-26 Blochman 5-8

Date Range: January 1, 2026 - January 31, 2026

Days Taught: 14

Attendance Category: 10: Regular Day

District of Apportionment: 4269112: Blochman Union Elem

Grades	Days										Enrollments					Total	Days Account	
	Enroll	NC	OR	Possible	UnEx	Ex	Appt	IS	IS ADA	ADA	%	AR Days	Beginning	Gains	Losses			Ending
Grade K	266	0	0	266	10	13	243	3	0.21	17.36	91.35	0	19	0	0	19	19	266
Grade TK	14	0	0	14	0	0	14	0	0.00	1.00	100.00	0	1	0	0	1	1	14
Total KN	280	0	0	280	10	13	257	3	0.21	18.36	91.79	0	20	0	0	20	20	280
Grade 01	307	0	15	322	4	7	296	4	0.29	21.14	96.42	0	20	3	0	23	23	322
Grade 02	238	0	0	238	3	5	230	7	0.50	16.43	96.64	0	17	0	0	17	17	238
Grade 03	275	0	5	280	4	8	263	0	0.00	18.79	95.64	0	19	1	0	20	20	280
Total Grades 1-3	820	0	20	840	11	20	789	11	0.79	56.36	96.22	0	56	4	0	60	60	840
Grade 04	378	0	0	378	5	12	361	0	0.00	25.79	95.50	0	27	0	0	27	27	378
Grade 05	342	0	8	350	4	17	321	8	0.57	22.93	93.86	0	25	0	1	24	25	350
Grade 06	350	0	0	350	4	14	332	9	0.64	23.71	94.86	0	25	0	0	25	25	350
Total Grades 4-6	1070	0	8	1078	13	43	1014	17	1.21	72.43	94.77	0	77	0	1	76	77	1078
Grade 07	378	0	0	378	3	22	353	1	0.07	25.21	93.39	0	27	0	0	27	27	378
Grade 08	336	0	0	336	1	11	324	0	0.00	23.14	96.43	0	24	0	0	24	24	336
Total Grades 7-8	714	0	0	714	4	33	677	1	0.07	48.36	94.82	0	51	0	0	51	51	714
Total All Grades	2884	0	28	2912	38	109	2737	32	2.29	195.50	94.90	0	204	4	1	207	208	2912

Date Range: January 1, 2026 - January 31, 2026

Days Taught: 14

Attendance Category: All: All Categories

District of Apportionment: 4269112: Blochman Union Elem

Grades	Days										Enrollments					Total	Days Account	
	Enroll	NC	OR	Possible	UnEx	Ex	Appt	IS	IS ADA	ADA	%	AR Days	Beginning	Gains	Losses			Ending
Grade K	266	0	0	266	10	13	243	3	0.21	17.36	91.35	0	19	0	0	19	19	266
Grade TK	14	0	0	14	0	0	14	0	0.00	1.00	100.00	0	1	0	0	1	1	14
Total KN	280	0	0	280	10	13	257	3	0.21	18.36	91.79	0	20	0	0	20	20	280
Grade 01	307	0	15	322	4	7	296	4	0.29	21.14	96.42	0	20	3	0	23	23	322
Grade 02	238	0	0	238	3	5	230	7	0.50	16.43	96.64	0	17	0	0	17	17	238
Grade 03	275	0	5	280	4	8	263	0	0.00	18.79	95.64	0	19	1	0	20	20	280
Total Grades 1-3	820	0	20	840	11	20	789	11	0.79	56.36	96.22	0	56	4	0	60	60	840
Grade 04	378	0	0	378	5	12	361	0	0.00	25.79	95.50	0	27	0	0	27	27	378
Grade 05	342	0	8	350	4	17	321	8	0.57	22.93	93.86	0	25	0	1	24	25	350
Grade 06	350	0	0	350	4	14	332	9	0.64	23.71	94.86	0	25	0	0	25	25	350
Total Grades 4-6	1070	0	8	1078	13	43	1014	17	1.21	72.43	94.77	0	77	0	1	76	77	1078
Grade 07	378	0	0	378	3	22	353	1	0.07	25.21	93.39	0	27	0	0	27	27	378
Grade 08	336	0	0	336	1	11	324	0	0.00	23.14	96.43	0	24	0	0	24	24	336
Total Grades 7-8	714	0	0	714	4	33	677	1	0.07	48.36	94.82	0	51	0	0	51	51	714
Total All Grades	2884	0	28	2912	38	109	2737	32	2.29	195.50	94.90	0	204	4	1	207	208	2912

Data Validation:

1. Days Possible should equal Days Account
2. Total Enrollments = Beginning + Gains (unique students)
3. Days Accountable = Total Enrollments times Days Taught
4. IS Days and IS ADA are a subset of total Appt Days and ADA

5. Beginning Enrollments for a School Month should be equal to the Ending Enrollments from the previous School Month + Gap Gains - Gap Losses.

To the best of my knowledge, the information contained on this attendance record is verified as accurate and complete.

Posted by: _____ Date: _____

Authorized By: _____ Title: _____ Date: _____

Gap Gains and Losses

School Month Seq	Local Number	Student Last Name	Student First Name	Enrollment Start Date	Enrollment End Date	Gap Gain	Enroll Gain	Enroll Loss	Gap Loss
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No Data to Report

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Comprehensive School Safety Plan

2025-26 School Year

School: Benjamin Foxen Elementary School
CDS Code: 42 69112 6045264
District: Blochman Union Elementary School District
Address: 4949 Foxen Canyon Rd.
 Santa Maria, CA 93454
Date of Adoption: October 2020
Date of Update: 01/27/2026
Date of Review:
 - with Staff 10/28/2025
 - with Law Enforcement 10/06/2025
 - with Fire Authority 10/07/2025

Approved by:

Name	Title	Signature	Date
Doug Brown	Superintendent/Principal		01/27/2026
Sam Orozco	Special Education Director/School Psychologist		01/27/2026
Jennifer Arkinson, Holly DeKorte, Nancy Myers, Stacey Rapp	Teachers		01/27/2026
Deanna Barnes	Classified Staff		01/27/2026
Cindy Shay, Angelina Sumner, Michelle Whitney, Travis Whitney	Parents		01/27/2026
Faith Gomez, Harold Fisher III	Students		01/27/2026

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at 4949 Foxen Canyon Rd., Santa Maria, CA 93454.

Safety Plan Vision

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements.

Components of the Comprehensive School Safety Plan (EC 32281)

Benjamin Foxen Elementary School Safety Committee

We are members of the Santa Barbara Self-Insured Program for Employees (SIPE). SIPE assists member agencies in effective implementation of their Health, Safety, and Environment (HSE) management programs in accordance with current health and safety legislation. SIPE plans, organizes, and consults on member agencies' safety programs and provides support and professional expertise to district safety coordinators. Our district safety coordinator regularly attends SIPE meetings and updates our Superintendent on safety issues.

Assessment of School Safety

The primary source of data for school crime, safety and climate is provided by annual CALPADS reporting. The three-year trend shown below indicates that chronic absenteeism, suspensions, and expulsions are low and continue to decrease. This data reinforces that our current efforts in most areas of crime, safety and climate are within the range of expectations for our district.

The three-year trend is as follows:

2024/2025

- *Chronic Absenteeism Rate – 4.69%
- *Suspension Rate – 2.38%
- *Expulsion Rate – 0%

2023/2024

- *Chronic Absenteeism Rate – 6.4%
- *Suspension Rate – 2.5%
- *Expulsion Rate – 0%

2022/2023

- *Chronic Absenteeism Rate – 7%
- *Suspension Rate – 4%
- *Expulsion Rate – 0%

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

Our safety procedures are based on S.E.M.S. - STANDARDIZED EMERGENCY MANAGEMENT SYSTEM and N.I.M.S. - NATIONAL INCIDENT MANAGEMENT strategies. These strategies are describe in detail in the body of this document.

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

Regulation 5141.4 Child Abuse Prevention and Reporting

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

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Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

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; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

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

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or

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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 the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

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

Such reports shall be made to the following agency(ies):

Santa Barbara County Department of Social Services
Santa Maria, CA
805-346-7135

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

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

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

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

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

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

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

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

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

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the 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. (Education Code 44691; Penal Code 11165.7)

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

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

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

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

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

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

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

Release of Child to Peace Officer

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

Parent/Guardian Complaints

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

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

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 3200-3205.

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. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

Disaster Plan

Our disaster plan is outlined in detail in Appendix C-F.

Adaptations for Students with Disabilities

Students with disabilities will remain with their current teacher and/or Instructional Aide. The Special Education Director will determine if an additional staff member needs to be assigned to an individual student.

Public Agency Use of School Buildings for Emergency Shelters

Public agency use of the school site will be determined by the Superintendent or a board member on a case-by-case basis.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Regulation 5144.1 Suspension and Expulsion Due Process

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 Governing Board 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, so long as removal from a particular class does not occur more than once every five school days

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 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)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

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))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a 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 prescription products (Education Code 48900(h))
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, 287, 288, 289, or former 288a, 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(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes 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 "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet website, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above

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 the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Burn page means an internet website created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Credible impersonation means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

False profile means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee may, as appropriate, engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

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 out the crime. (Education Code 48900.7)

A student may not be suspended or expelled for disruption or willful defiance. (Education Code 48900)

Additional Grounds for Suspension and Expulsion: Grades 4-12

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

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)

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)

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)

Suspension from Class by a Teacher

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level. (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, the student shall be appropriately supervised during the class periods from which the student has been suspended. (Education Code 48910)

As soon as possible after the teacher has suspended the student, the teacher 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 requested by the parent/guardian or teacher. (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 the student was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (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 Principal's Designee

To implement disciplinary procedures at a school site, the 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 away from school to have committed any of the acts listed in the Board policy under "Authority to Expel" for which a recommendation of expulsion is required. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if it is determined 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. (Education Code 48900.5)

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

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 class, or continuation school or class for the purpose of adjustment, the student 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)

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, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's 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, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the 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 for the conference. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the 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, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, 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 shall state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may conduct 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, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay.

However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals 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

- c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
- d. If the student involved is a child or youth experiencing homelessness, the Superintendent or designee shall notify the district liaison for homeless students (Education Code 48918.1)
- e. 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 the behavior and keep the student in school

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K- 12," and "Additional Grounds for Suspension and Expulsion: Grades 4-12," above and within the limits specified under "Suspension by Superintendent, Principal, or Designee," above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.

However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law
2. The student shall have access to appropriate counseling services
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension
4. The student shall be responsible for contacting the student's teacher(s) to receive assignments to be completed in the supervised suspension classroom and the teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

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, the Superintendent or principal 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 11053-11059, except for:
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
 - b. The student's possession of over-the-counter medication for use by the student for medical purposes
 - c. Medication prescribed for the student 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 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 the student 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))

Stipulated Expulsion

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

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, the Superintendent or designee shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of the right to: (Education Code 48918.5)

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness 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).
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, Homeless Students, and Indian Children

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a student experiencing homelessness, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 calendar 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 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 testify 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, a 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 #6 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 the 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 who 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
- i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony
- ii. 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 the complaining witness may leave the hearing room
- iii. 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 normal school hours, 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 school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

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

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend

expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open 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))

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 "mandatory recommendation and mandatory expulsion" act listed in "Authority to Expel" in the accompanying Board policy, 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

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

Written Notice to Expel

The 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 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 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 the student's 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

If a student is expelled from school, 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 shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving 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 county or district 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

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 student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian or other person holding the right to make educational decisions for the student shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board a recommendation regarding readmission

The Board shall consider this recommendation in closed session. If a written request for open session is received from the student's parent/guardian or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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 the student's parent/guardian, or other person holding the right to make educational decisions for the student, 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.

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 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)

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

We are a small school with a very low suspension rate and no expulsions. At the beginning of the year, a report of the prior years' suspensions and expulsion is put in each teacher's mailbox.

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

Regulation 5145.7 Sexual Harassment

Definitions

Sexual harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of one, or a combination of two or more protected characteristics, which include, but may not be limited to, sex; gender; gender identity; gender expression; sexual orientation; sex stereotypes; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. (Education Code 200, 210.2, 220, 221.51, 230, 260; Government Code 11135; 20 USC 1681-1688)

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 educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Any prohibited conduct that occurs off campus or outside of district-related or district-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Title IX Coordinator/Compliance Officer

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX. The individual shall also serve as the Compliance Officer specified in Administrative Regulation 1312.3 - Uniform Complaint Procedures and Administrative Regulation 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle student complaints alleging unlawful discrimination, as permitted by law. The Title IX Coordinator may be contacted at:

Superintendent

4949 Foxen Canyon Rd., Santa Maria, CA 93454 805-937-1148
dbrown@blochmanusd.org

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

The Superintendent or designee shall ensure that a copy of the district's sexual harassment policy and regulation:

1. Is included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Is displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Is summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school

The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Is posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students (Education Code 234.6; 34 CFR 106.8)

5. Is provided as part of any orientation program conducted for new and continuing students at the time the student is enrolled or at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appears in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Reports and Complaints

A student or a student's parent(s)/guardian(s) who believes that the student has been subjected to sexual harassment in a district program or activity or who has witnessed sexual harassment is strongly encouraged to report the incident to the district's Title IX Coordinator, a teacher, the principal, or any other available school employee. Within one workday of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment shall, within one workday, report the observation to the Title IX Coordinator as specified in the accompanying Board policy. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

All complaints alleging sexual harassment against students in the school setting shall be investigated and resolved in accordance with law and district procedures. The district's Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Regulation 5145.71 Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

For a complaint governed by Title IX based on conduct that occurred, in whole or in part, between August 1, 2024 and January 9, 2025, or prior to August 14, 2020, the Title IX Coordinator shall consult with district legal counsel to determine which procedures to use.

All other complaints alleging sexual harassment brought by or on behalf of students shall be investigated and resolved in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures. The determination over which process shall be used to investigate and resolve a complaint shall be made by the district's Title

IX Coordinator.

The Title IX Coordinator shall ensure that all requirements and timelines for Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures are concurrently met while implementing the Title IX procedure.

Basic Requirements

When implementing Title IX grievance procedures, the district shall: (34 CFR 106.45)

1. Treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following a grievance process in accordance with 34 CFR 106.45 before the imposition of any disciplinary sanctions or other actions that are not supportive measures, as defined in 34 CFR 106.30, against a respondent

Remedies following a determination of responsibility for sexual harassment shall be designed to restore or preserve equal access to the district's education program or activity, and shall be provided in accordance with "Remedies," below.

2. Require an objective evaluation of all relevant evidence, including both inculpatory and exculpatory evidence, and provide that credibility determination may not be based on a person's status as complainant, respondent, or witness

3. Ensure that the Title IX Coordinator, investigator, decisionmaker, or any person that facilitates an informal resolution process, does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such individuals receive training in accordance with 34 CFR 106.45

4. Presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process

5. Include reasonably prompt timeframes for the conclusion of the grievance process, including reasonably prompt timeframes for filing and resolving appeals, and informal resolution processes if appropriate and offered by the district

The district's procedures shall also include a process that allows for the temporary delay of the grievance procedures or the limited extension of timeframes for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

6. Describe the range of, or list, the possible disciplinary sanctions and remedies that the district may implement following any determination of responsibility

7. State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard, and apply the same standard of evidence to formal complaints against students and employees and to all formal complaints of sexual harassment

8. Include the procedures and permissible bases for the complainant and respondent to appeal

9. Describe the range of supportive measures available to complainants and respondents

10. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege

Additionally, the district shall not disclose the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act statute or regulations, as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising under Title IX. (34 CFR 106.30, 106.71)

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in Administrative Regulation 5145.7 - Sexual Harassment, or to any other available school employee, who shall forward the report to the Title IX Coordinator within one workday of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint shall include the complainant's physical or digital signature, or another indication that the complainant is the person filing the complaint, and be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

If the district has actual knowledge of sexual harassment or allegations of sexual harassment but the alleged victim does not file a formal complaint, the Title IX Coordinator may file a formal complaint and, in situations when an imminent safety threat exists, shall

file a formal complaint. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or even if no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact, changes in work or housing locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

If a student is the respondent, the district may remove the student from the district's education program or activity on an emergency basis, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. Any such removal may not constitute discipline for student record purposes or Board Policy 5144 - Discipline. Additionally, this authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30. Additionally, the Title IX Coordinator shall dismiss a formal complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States. In addition, the Title IX Coordinator may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures, as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. (34 CFR 106.45)

The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint, including that the district shall not require such waiver as a condition of enrollment or employment or continuing enrollment or employment. (34 CFR 106.45)

As part of an informal resolution, the parties may agree upon discipline such as suspension or expulsion without the need for an investigation.

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations; the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; the right to withdraw from the informal process and resume the formal complaint process at any time prior to agreeing to a resolution; and any consequences resulting from the informal resolution process, including that records will be maintained or could be shared

2. Obtains the parties' voluntary, written consent to the informal resolution process
 3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student
- Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known

Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview. If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice may also include the name of the investigator, facilitator of an informal process, and decisionmaker and inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Consolidation of Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the district may consolidate formal complaints alleging sexual harassment against more than one respondent; by more than one complainant against one or more respondents; or by one party against another party. (34 CFR 106.45)

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint including evidence that the district does not intend to rely on in reaching a determination regarding responsibility and inculpatory and exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to conclusion of the investigation
7. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the

complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decisionmaker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decisionmaker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The decisionmaker shall issue, and simultaneously provide to both parties, a written decision as to the scope of the respondent's responsibility for the alleged conduct, if any. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The district may extend the timeline for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decisionmaker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination
4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the written decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decisionmaker(s) affected the outcome.

If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decisionmaker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decisionmaker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal shall be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the

date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant as appropriate. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district may impose disciplinary sanctions or other actions after the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44, 106.45)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion in accordance with Board Policy and Administrative Regulation 5144.1 - Suspension/Expulsion and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities). (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Conference with parent/guardian
3. Educating the student regarding the impact of the student's conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decisionmaker(s), and any person who facilitates an informal resolution process

The district shall make such training materials publicly available on its website, or if the district does not maintain a website, available upon request by members of the public.

For complaints containing allegations of childhood sexual assault, the Superintendent or designee shall also indefinitely maintain the following: (Code of Civil Procedure 340.1)

1. A record of the allegation(s)
2. A record of the investigation procedures followed
3. A record of the written determination
4. A record of the corrective action implemented, if any
5. A record of any appeals and the outcome of the same
6. All training materials addressing the prohibition and investigation of childhood sexual assault

Additionally, the Superintendent or designee shall indefinitely maintain a record of insurance which evidences the district's coverage for acts of sexual assault.

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

The Blochman Board of Trustees believes students will dress and act responsibly. At Blochman, we believe that basic rules of sanitation, neatness and modesty must be observed. Furthermore, we believe that the integrity of the learning environment must be preserved. Therefore, students should not dress in a manner that will be disruptive to the learning process, nor should they use clothing or accessories in a disruptive manner. Clothing and accessories are to be used and worn as intended. Regular school dress standards are expected at all school functions.

Clothing that interrupts the instructional process will be deemed inappropriate by school authorities. A student whose mode of dress is deemed unsuitable or inappropriate may be asked by school personnel to make the necessary corrections in personal appearance.

- * No excessively short skirts or shorts. Skirts and shorts must be below fingertips when arms are hanging naturally to the side.
- * No bare midriffs, tube tops, halter-tops, or spaghetti straps.
- * No clothing or any personal items that advertises alcohol, drugs, or tobacco products.
- * No bandanas or doo rags.
- * No hats, visors, hoods or sunglasses are to be worn inside.
- * No chains, larger than ¼ inch, except for traditional items of jewelry
- * No body piercing except for ears.
- * All clothing must fit properly and must not be more than two sizes larger than the student's normal clothing size.
- * No pajamas unless on designated day.
- * Undergarments must not show.
- * No excessive or unnatural make-up for middle school students and no make-up for K-5.
- * No clothing with designs or lettering generally considered vulgar, obscene, suggestive, or gang-related.
- * Shoes or sandals must be worn at all times for safety and health reasons. Closed toe shoes must be worn for Physical Education classes every day. No Heelys on campus.
- * No clothing that is revealing or immodest in character.
- * Pants must be secured at the waist. No saggy pants.

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

Benjamin Foxen Elementary School has adopted the following procedures for safe ingress and egress of pupils, parents, and staff to and from school:

1. A Crossing Guard is available to assist students in crossing the street at the start of school and at the end of the school day.
2. A secure parking lot is provided for staff and parent parking. The speed limit in the parking lot is clearly posted at 5 mph.
3. Students riding buses are trained in bus safety.
4. Visitors to the school must sign in and out in the office and wear a visitor badge during the visit.

Regulation 5142 (in part)

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized in the district's student information system as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time

that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

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

Goal

Component:

Environment Conducive to Learning

Element:

Attendance

Opportunity for Improvement:

We will continue to convey the importance of good attendance to parents and students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student attendance	Awareness of attendance issues will be communicated to all stakeholder groups, including parents, students and staff. Accurate real-time information will be provided on a regular basis.	Student Information System, SARB	Principal, School Secretary, Teachers	Annual review of attendance data.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Parent participation in school activities	We believe parent participation in school activities helps them understand the importance of student attendance. We will provide opportunities for all parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open sessions at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	Volunteers, donations	Principal, Teachers, Parents	Annual review of parent participation in events.

Goal

Component:

Commitment to a Drug and Alcohol Free Campus

Element:

Red Ribbon Week

Opportunity for Improvement:

We will continue to stress the importance of not using drugs or alcohol.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a drug and alcohol free campus	Each year, red ribbons are worn and displayed during National Red Ribbon Week to demonstrate a visible and unified commitment toward making healthy choices. During Red Ribbon Week the school community promotes and encourages a healthy and safe lifestyle.	Community law enforcement officers	Principal, Teachers	A review of student disciplinary actions.

Goal**Component:**

Positive School Environment

Element:

Positive Student Behavior

Opportunity for Improvement:

Continue to stress good character traits and utilize the Second Step Program

Objectives	Action Steps	Resources	Lead Person	Evaluation
Teach good character traits to students	Teachers choose a monthly character trait and awards are given to students who exemplify that trait.	Teachers, School Psychologist	Teachers	A review of student disciplinary actions.
Teach positive social/emotional skills to students	Utilize the Second Step program	Teachers, School Psychologist	Teachers, School Psychologist	A review of student disciplinary actions.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**Benjamin Foxen Elementary School Student Conduct Code****Policy 5131**

The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation. The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances
8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee (Penal Code 417.27)
9. Use of a smartphone or other mobile communication device in an unauthorized manner
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

When a school employee suspects that a search of a student or a student's 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 Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or 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 counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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.

Conduct Code Procedures

Discipline Program

Time to Teach - Blochman Union School District has adopted a discipline program utilizing the principles of Time to Teach. There are five non-negotiable procedures established school-wide including Respect for Peers, Respect for Adults, Hallway Behavior, Smooth Transitions, and Personal Space. Teachers will establish guidelines for behavior in their classrooms.

The Blochman Union School District uses an Assertive Discipline model. All school rules are clearly explained, violations are dealt with immediately, and consequences are fair and consistent. Consequences become increasingly severe with each violation. Below are the most common consequences in approximate order of severity.

1. Reflection Walking – students who violate any playground rule will temporarily lose playground privileges and be required to “Reflection Walk”.
2. Classroom Detention – assigned as part of a classroom teacher’s discipline plan. Detentions may be assigned at recess, during lunch, or after school.
3. Behavior Referral – assigned to students for a major rule infraction or for persistently poor behavior. Referrals require a parent signature. Referrals are tabulated by trimester and require increased consequences as received. Consequences include:
 - 1st Referral – warning, parent contact
 - 2nd Referral – school detention, loss of privileges
 - 3rd Referral – in-school suspension
 - 4th Referral – out of school suspension
4. Classroom Suspension – California Ed Code affords teachers the authority to suspend any student from his or her classroom for up to two days. In such a case, parent contact will be made immediately by the teacher and a conference requested. Suspended students are permitted to attend other campus activities or classrooms during the suspension.
5. In-School Suspension – assigned to students who receive their third referral in a trimester or for other infractions that may not warrant out-of-school suspension. Students who are serving an in school suspension lose all privileges from the time of the suspension and are isolated from the rest of the student body.
6. Suspension in very serious situations, students will be suspended from school for 1-5 days. There are 16 infractions that are grounds for immediate suspension (Ed Code 48900)
 - (a) Caused, attempted or threatened to cause physical injury to another person.
 - (b) Possessed, sold, or furnished a firearm, knife, explosive or other dangerous object.
 - (c) Possessed, used, sold or furnished or was under the influence of a controlled substance or alcohol or other intoxicant.
 - (d) Offered, arranged or negotiated to sell a controlled substance, alcohol or other intoxicant.

- (e) Committed robbery or extortion.
 - (f) Caused or attempted to cause damage to school or private property.
 - (g) Stole or attempted to steal school or private property.
 - (h) Possessed or used tobacco.
 - (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - (j) Possessed or offered, arranged or negotiated to sell drug paraphernalia.
 - (k) Disrupted school activities or defied the authority of school personnel.
 - (l) Knowingly received stolen school or private property.
 - (m) Possess an imitation firearm.
 - (n) Sexual harassment or committed or attempted a sexual assault.
 - (q) Engaged in or attempted to engaged in hazing
 - (r) Engaged in the act of bullying, including, but not limited to, bullying committed by means of an electronic act
7. Expulsion –in the most severe disciplinary situations, such as items a-e, a student may be permanently removed from the school district for up to one year. This action requires a hearing in which the final decision is made by the district’s Governing Board. Violations of Ed Code 48900 could result in suspension or expulsion without previous discipline.

(K) Hate Crime Reporting Procedures and Policies

Policy 5145.9

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively

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.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior

5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal. Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement. A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

ARMED ASSAULT ON CAMPUS

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

Procedure – Quickly determine the most reasonable way to protect your own life. Remember that students will likely follow the lead of teachers and school employees during an active shooter situation.

1. RUN – If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
 - a. Have an escape route and plan in mind
 - b. Evacuate regardless of whether other agree to follow
 - c. Leave your belongings behind
 - d. Help others escape, if possible
 - e. Prevent individuals from entering an area where the active shooter may be
 - f. Keep your hands visible
 - g. Do not attempt to move wounded people
 - h. Call 911 when you are safe
2. HIDE – If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
 - a. Your hiding place should:
 - i. Be out of the active shooter's view
 - ii. Provide protection if shots are fired in your direction (i.e., a room with a closed and locked door)
 - iii. Not trap you or restrict your options for movement
 - b. To prevent an active shooter from entering your hiding place:
 - i. Lock the door
 - ii. Blockade the door with heavy furniture
 - c. If the active shooter is nearby:
 - i. Lock the door
 - ii. Silence your cell phone
 - iii. Turn off any source of noise (i.e., radios, televisions)
 - iv. Hide behind large items (i.e., cabinets, desks)
 - v. Remain quite

d. If evacuation and hiding are not possible:

i. Remain calm

ii. Dial 911, if possible, to alert police of the active shooter's location

iii. If you cannot speak, leave the line open and allow the dispatcher to listen

3. FIGHT – As a last resort, an only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

a. Acting as aggressively as possible against him/her

b. Throwing items and improvising weapons

c. Yelling

d. Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES:

1. Remain clam, and follow officers' instructions

2. Put down any items in your hands (i.e., bags, jackets)

3. Immediately raise hands and spread fingers

4. Keep hands visible at all times

5. Avoid making quick movements toward officers such as holding on to them for safety

6. Avoid pointing, screaming, and/or yelling

7. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the premises

All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene.

Staff is not to act upon bells or PA messages without this Personal Notification.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Policy 5141.2 Bullying

This policy shall apply to all acts constituting bullying related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe, and supportive school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

District families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Regulation 5141.2 Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r). Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act that occurs on electronic devices such as computers, tablets, or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, spreading rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content, or posting or sharing embarrassing photos, videos, website, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection
2. Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate
3. Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
4. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied,

and providing means by which students may report threats or incidents confidentially and anonymously

5. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

6. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.

Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments, and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, the principal, or other employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, the Superintendent or designee may report the cyberbullying to the social media platform and may request the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues. (Education Code 48900.5)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Policy 6163.4 Student Use of Technology

The Governing Board believes that effective use of technology is integral to the education and development of students. In order to promote digital citizenship, the Board recognizes that students must have access to the latest digital tools and receive instruction that allows students to positively engage with technology in ways that respect human rights and avoids Internet dangers.

Technological resources provided to students, including technology based on artificial intelligence (AI), shall be aligned to district goals, objectives, and academic standards. The use of technology shall augment the use of Board adopted instructional materials. The Board intends that technological resources provided by the district be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. Students shall be allowed to use such technology, including AI technology, in accordance with district policies, including, but not limited to, policies on academic honesty, data privacy, nondiscrimination, and copyright protections. All students using these resources shall receive instruction in the proper and

appropriate use of technology. Such instruction shall incorporate students' responsibilities regarding academic honesty, honoring copyright provisions, assessing the reliability and accuracy of information, protecting personal data, and the potential for biases and errors in artificially generated content.

District technology includes, but is not limited to, computer hardware, software, or software as a service provided or paid for by the district, whether accessed on or off site or through district-owned or personally owned equipment or devices, including tablets and laptops; computer servers, wireless access points (routers), and wireless computer networking technology (wi-fi); the Internet; email; applications (apps), including AI apps; telephones, cellular telephones, smartphones, smart devices, and wearable technology; or any wireless communication device, including radios.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Superintendent or designee shall notify students and parents/guardians about authorized uses of district technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this board policy and the district's Acceptable Use Agreement.

Before a student is authorized to use district technology, the student and the student's parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the student and parent/guardian shall agree not to hold the district or any district staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless the district and district staff for any damages or costs incurred.

The district reserves the right to monitor student use of technology within the jurisdiction of the district without advance notice or consent. Students shall be informed that the use of district technology, as defined above, is not private and may be accessed by the district for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in the use of district technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, district policy, or school rules.

The Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any district student in accordance with Education Code 49073.6 and Board Policy/Administrative Regulation 5125 - Student Records.

Whenever a student is found to have violated board policy or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and board policy.

The Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using district technology and to help ensure that the district adapts to changing technologies and circumstances.

Internet Safety

The Superintendent or designee shall ensure that all district computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

The district's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs

2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person

The Superintendent or designee shall regularly review current guidance regarding cybersecurity, data privacy, and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure, the monitoring and response to cyberattacks, ensuring data privacy, and monitoring suspicious and/or threatening digital media content, in accordance with Board Policy 5125 - Student Records.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Opioid Prevention and Life-Saving Response Procedures

Response to an Opioid Overdose/Safety Procedure for Narcan:

Narcan is available in the school office for emergency care for accidental overdose. Trained staff are equipped to assess and give Narcan on campus. Training includes viewing of the California Department of Public Health- Naloxone Training Video and follow-up verbal and written instructions from the school nurse.

Procedure to treat a suspected overdose:

If an overdose is suspected, staff will contact one of the following trained individuals: School Secretary, Superintendent/Principal, School Psychologist, or School Nurse. The trained individual will call 911 and retrieve the Narcan and AED from the AED cabinet in the office. A CPR mask will be available for use by personnel trained in CPR. They will follow the training instructions for assessment and administering Narcan. They will support students' breathing and monitor students' response until emergency medical care arrives. The AED will be used, only if necessary. Narcan may be repeated if needed every 2-3 minutes.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Blochman Union School District takes effective procedures to respond to actual or potential workplace violence emergencies, including, but not limited to, all of the following in accordance with emergency operations procedures:

1. Using OneCall Now alerting system, that sends emails, texts, and voicemails to alert employees of the presence, location, and nature of workplace violence emergencies.
2. Maintaining emergency operation procedures that include evacuation and sheltering plans that are appropriate and feasible for the worksites.
3. Consulting and coordinating with local law enforcement and emergency services experts in the creation and maintenance of emergency operation procedures.
4. Obtaining help from staff (Superintendent or designee assigned to respond to workplace violence emergencies, and law enforcement through annual, and as needed, written assignment of duties on safety plan organization chart, and via the OneCall Now communication system and/or by calling 9-1-1.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 5/27/2025 and adopted by Benjamin Foxen Elementary School on 6/10/2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Benjamin Foxen Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Blochman Union School District's Comprehensive School Safety Plan (CSSP) contains the district's Emergency Management Plan. This plan address our response to unforeseen events and how these events may impact two-way communication. This document is also a part of the CSSP. .

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

BUSD fosters a culture that promotes the health, safety, and well-being of scholars, staff, and parents. In an effort to continuously support this effort, the school reminds families of the mental health service available through our school psychologist and through CALM.

Our school psychologist, is available five days a week to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. For more information of the confidential support available to students or to request services, please contact Samuel Orozco, our school psychologist, at sorozco@blochmanusd.org

CALM is confidential support available to children and families by phone and virtually using a computer through Telehealth. For more information or to request services, please call (805) 614-9160.

Community members and organizations interested in training, presentations or support via webinar, please contact Manager of Clinical Training, Mariana Harms, LMFT at (805)965-2376 ext. 251 or mharms@calm4kids.org

CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast.

CALM takes into account all types of private insurance including MediCal, Medicaid, and Medicare, and those that have no insurance.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Benjamin Foxen Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Benjamin Foxen Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

If it has been determined that it is not safe for students to be physically present on campus the district will revert to a distant learning (DL) schedule. Each student will be issued a tablet or Chromebook. All necessary books and supplies will be sent home with each student. The district's technology department will work with families to make sure they have the necessary internet access. Students will receive daily instruction (Monday through Friday) from their teachers based on the following schedule.

Kindergarten and TK

8:30 am – 9:30 am

Break

9:40 am – 10:25 am

Break

10:35 am – 11:20 am

1st Grade through 5th Grade

8:30 am – 9:45 am Language Arts

Break

9:55 am – 11:10 am Math

11:10 am – 12:00 pm Social Studies/Science

6th Grade through 8th Grade

8:30 am - 9:30 am

6th Math

7th Social Studies

8th Language Arts

9:35 am - 10:35 am

6th Social Studies

7th Language Arts

8th Math

10:40 am - 11:40 am

6th Language Arts

7th Math

8th Social Studies

LUNCH

12:10pm - 1:10pm

6th Science

7th Science

8th Science

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Distance Learning Expectations:

Teachers

Objective: Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.

Responsibility: Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.

Expectation: Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.

Organization: Organize your time and let students know when you are providing instruction and/or available online.

Students

Objective: Ensure you understand the learning objectives.

Responsibility: Complete tasks and assignments using your best efforts.

Expectation: Monitor your learning to meet expectations and submit work on time.

Organization: Organize your time; follow the learning schedule provided by your teacher(s).

Parents

Objective: Provide a dedicated learning space for your child/children.

Responsibility: Help your child follow the online learning schedule; Provide essential support to your child during the morning hours to complete assignments.

Expectation: Check tasks & learning objectives on Google Classroom, Weekly/ Daily Schedule.

Organization: Expect your child to complete tasks and assignments on time by utilizing their best efforts.

Key learning principles:

- Break learning into smaller chunks.
- Be clear about expectations for online participation.
- Provide immediate (or at least frequent) feedback through online knowledge checks, comments on collaborative documents, and chat to keep students motivated and moving forward.
- Include virtual meetings, live chats, or video tutorials to maintain a human connection.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Benjamin Foxen Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The protocol for engagement with families, students, staff, and faculty is designed to establish two-way communication. Current existing methods include:

- *Short messaging service (SMS)
- *Phone Calls
- *Email
- *School Portal
- *Social Media
- *Flyers

Communication will be sent in a timely manner as frequently as necessary.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The district's technology department will work with families to make sure they have the necessary technology equipment and internet access. Independent study program written agreements will be posted on the district website. Online access to assignments and academic resources are hosted on off-campus servers and should be available in the event of a school closure.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Distance Learning Expectations for Teachers:

Objective: Identify clear learning objectives for all assignments; provide clear directions; and, check for understanding.

Responsibility: Use multimedia materials to impart instruction, create interactive lessons, and ensure the continuation of the learning progression.

Expectation: Specify assignment requirements & length contained in a Google Classroom, Weekly, and Daily Schedule.

Organization: Organize your time and let students know when you are providing instruction and/or available online.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

BUSD offers a robust system of support for all students, including those with disabilities, those experiencing homelessness, foster youth, and English learner (EL) students based on a three-tier system of supports for mental health, social emotional and academic needs. Students are first identified and referred for an SST (Student Success Team) by their teacher or parent to discuss and develop a plan of action to support struggling students at the tier two level. After a while, if interventions do not appear to be helping the student achieve specified goals, students are either referred for a follow-up SST where interventions are adjusted or an evaluation is proposed to determine if they require Special Education Services.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

All students will have access to the same support in case of closure. For students with IEPs, individualized supports will be provided in accordance with the emergency conditions provisions section of their IEP.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

In the event of an emergency closure, the school will continue to ensure that EL students receive instruction in a holistic approach, addressing every aspect of schooling that impacts English Learners.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers have access to support on curriculum publisher's portals. For example, science training is provided for the National Geographic Science Curriculum in grades K- 6 through the NGLSync Portal. The website offers direct access to training and professional development in support of teachers using the curriculum via Cengage/MindTap Help for Elementary Teachers. Access allows teachers to provide engaging content with support in lesson planning for courses, generating assessments, grading, and reporting on student progress while utilizing course materials provided by the publisher.

The Superintendent/Principal periodically checks in with teachers to discuss training and the availability of necessary resources for successfully teaching science to our students.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Our bi-lingual school psychologist, is available five days a week to consult with parents and teachers to find ways to support children who may need additional social emotional supports at school. For more information of the confidential support available to students or to request services, please contact Samuel Orozco, our school psychologist, at sorozco@blochmanusd.org

BUSD has adopted the Second Step Program for all students TK-8. The Second Step program is a widely used social-emotional learning (SEL) curriculum designed to help students develop crucial life skills, particularly for those in preschool through junior high. It aims to teach children how to manage their emotions, solve problems, and build positive relationships. The program also includes components focused on bullying prevention and child abuse prevention.

CALM is confidential support available to children and families by phone and virtually using a computer through Telehealth. For more information or to request services, please call (805) 614-9160.

Community members and organizations interested in training, presentations or support via webinar, please contact Manager of Clinical Training, Mariana Harms, LMFT at (805)965-2376 ext. 251 or mharms@calm4kids.org

CALM is maintaining a significant presence in local households and schools to ensure the health and well-being of their clients in the Central Coast.

CALM takes into account all types of private insurance including MediCal, Medicaid, and Medicare, and those that have no insurance.

BLOCHMAN's MULTI-TIERED SYSTEM OF SUPPORT(MTSS)

TIER 3

- Highly targeted intervention plan
- Behavior intervention
- Teacher-student-parent-school-psychologist-principal conference
- Behavior intervention plan created; alternate learning areas developed
- Suspension, if legally appropriate
- Social/emotional interventions
- Individual counseling

TIER 2

- Targeted student intervention and support behavior intervention
- Teacher-Student-Parent conference
- Restorative approaches
- Problem solving plan/behavior contract
- Social emotional interventions
- small group counseling Individual counseling
- Play therapies

TIER 1

- All students participate in school-wide expectations
- Teacher to student classroom management plans
- Teacher check-ins with students

Plans to provide access back-up, water and medicines in the event of an emergency.

Please refer to the attached Emergency Management Plan.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special education services, counseling, ELOP can generally be provided in an on-line environment. The food services department can provide non-congregate feeding as allowed by the USDA.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Due to the short timeline for preparing the ICP, only administrators and the School Site Council (which consists of faculty, students, and parents) were involved in the collaboration process for developing and implementing this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Benjamin Foxen Elementary School’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Benjamin Foxen Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The School Site Council and the Board of Education will review and update this plan on an annual basis.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

District staff shall report the presence of any law enforcement officer on district property for immigration enforcement purposes to the Superintendent or designee. Unless a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall take the following actions when such an officer is actually or imminently present on district property for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent, principal, or designee, except under exigent circumstances that necessitate immediate action
2. Request to see and record or otherwise document the officer's credentials, including the officer's name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for, and then record or otherwise document, the officer's reason for being on district property
4. Request that the officer produce any documentation that authorizes the officer's school access, make copies of all such documentation, and retain at least one copy for district records
5. Contact and consult with the district's legal counsel or Superintendent or designee
6. Follow the direction from the district's legal counsel or Superintendent or designee

If the officer declares that exigent circumstances exist and demands immediate access to the campus, district staff shall comply with the officer's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

Regardless of whether the officer declares that exigent circumstances exist, district staff shall not attempt to physically impede the officer, even if the officer appears to be acting outside the law or in excess of the officer's stated or documented authorization. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus but only to the extent that it does not impede the officer's actions.

After the officer leaves district property, district staff shall promptly make written notes of all interactions with the officer, including:

1. A list or copy of the officer's credentials and contact information, if known
2. The identity of all other district staff known to have communicated with the officer
3. A description of the officer's request and activities
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's request or actions, what was requested by the documentation, and whether the documentation was signed by a judge
5. District staff's response to the officer's request
6. Any further action taken by the officer
7. Copies of any documents presented by the officer

District staff shall promptly provide a copy of these notes and any associated documents district staff has collected from the officer to the district's legal counsel or other district official designated by the Superintendent.

The district's legal counsel or the Superintendent or designee shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's response. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Except in cases of suspected child abuse, neglect, or dependency matters, local educational agencies must immediately notify parents or guardians if they release a student to a law-enforcement officer, including an ICE officer, for the purpose of removing the student from the school premises. And except in suspected child abuse, neglect, or dependency matters, California law does not prohibit schools from notifying parents or guardians before law enforcement officers question a child at school.

The Superintendent or designee must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Teachers, administrators, and school site personnel must also receive notification of the presence of any law enforcement officer on district property for immigration enforcement purposes.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

The Superintendent or designee shall immediately, if possible, but no later than the end of the day, notify the student's parents or guardians if an officer or employee of an agency requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian. Teachers, administrators, and school site personnel must also receive immediate, if possible, but no later than the end of the day, notification of the presence of any law enforcement officer on district property for immigration enforcement purposes.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

While school personnel should not consent to an officer seeking access for immigration enforcement purposes, except with the exceptions as described above, they should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, school personnel shall document their actions while on campus and if feasible, accompany them at all times.

Privacy Constraint

The notification shall not include any personally identifiable information.

Any notification issued regarding immigration enforcement must not include any personally identifiable information.

- **Restricted Content:** Notifications cannot name specific students, faculty, or staff members being questioned or detained.
- **Focus of Notice:** The alert is intended to be informational for the community, highlighting only the date, time, and specific location of the enforcement activity.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

The district may use multiple notification methods, including the use of our secure automated phone system, One Call Now. This system provides for direct phone calls and emails to parents or guardians, teachers, administrators, and school site personnel.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality

- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the School Site Council and approved by the Board of Education, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials shall be readily available for inspection by the public in the district office and on the district website.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan will align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students may use smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any applicable school rules.
Mobile communication devices shall be turned off during instructional time.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

This policy was last reviewed on 5/13/2025 at a properly noticed public meeting of the Board of Education. Stakeholders were encouraged to comment at that time. The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

A student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan will be reviewed on an annual basis by the School Site Council and subsequently approved by the Board of Education.

Emergency Contact Numbers

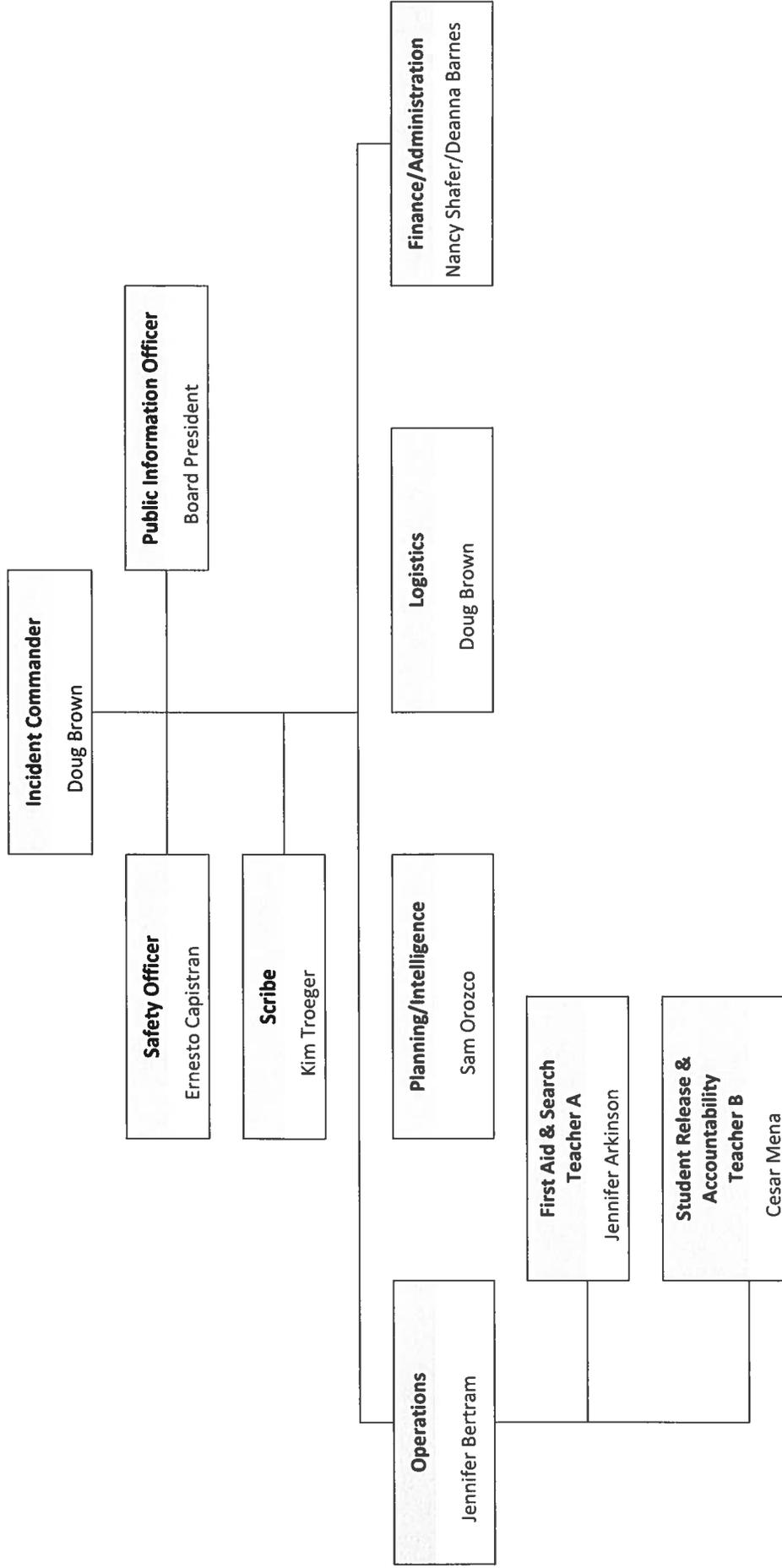
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Santa Barbara County Sheriff	805-934-6150	Emergency call 911
Law Enforcement/Fire/Paramedic	California Highway Patrol	805-349-8728	Emergency call 911
Law Enforcement/Fire/Paramedic	Santa Barbara County Probation Dept.	805-739-8550	
Law Enforcement/Fire/Paramedic	Santa Barbara County Fire Dept	805-934-6294	Emergency call 911
Law Enforcement/Fire/Paramedic	American Medical Response Ambulance	805-922-1514	Emergency call 911
Emergency Services	Poison Control Center	800-222-1222	
American National Red Cross	Red Cross Santa Maria Chapter	805-928-0801	
Other	Santa Barbara County Health Dept	805-346-8450	
Other	Santa Barbara County Animal Control	805-934-6119	
Public Utilities	Pacific Gas & Electric	800-743-5000	

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)
Review by Superintendent	October 2025	
Review by emergency response personnel	October 2025	Fire/Sheriff
Review and approval by School Site Council	01/27/2026	School Site Council Minutes and Sign in Sheet

Benjamin Foxen 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

Step Two: Identify the Level of Emergency

- Level 1: A Minor emergency handled by School Personnel without assistance from outside agencies: temporary power outage, minor earthquake, injury to student, etc.
- Level 2: A Moderate emergency that requires assistance from outside agencies: fire, moderate earthquake, hazardous material accident, etc.
- Level 3: A Major emergency event that requires assistance from outside agencies: major earthquake, civil disturbance, large scale act of terrorism, etc.

Step Three: Determine the Immediate Response Action

- Duck and Cover
- Shelter In Place
- Lockdown
- Evacuate Building(s)
- Off-Site Evacuation
- All Clear

Step Four: Communicate the Appropriate Response Action

DUCK AND COVER

1. The Principal or designee will make the following announcement on the PA system. If the PA system is not available, the Principal or designee will use other means of communication, such as messengers to deliver instructions. The Principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

Announcement:

"YOUR ATTENTION PLEASE. DUCK, COVER AND HOLD ON. DUCK, COVER AND HOLD ON. ADDITIONAL INFORMATION AND INSTRUCTIONS TO FOLLOW."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

SHELTER- IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-In-Place is implemented when there is a need to isolate students and staff from the outside environment and includes the shut down of classroom and/or building air systems. During Shelter-In-Place, no one should be exposed to the outside air.

Announcement:

**"YOUR ATTENTION PLEASE.
SHELTER IN PLACE...SHELTER IN PLACE.
STUDENTS AND STAFF ARE TO REMAIN INSIDE THE
BUILDING AWAY FROM OUTSIDE AIR WITH
WINDOWS CLOSED AND DOORS SECURELY CLOSED
AND AIR CONDITIONING UNITS TURNED OFF.
ALL STUDENTS AND STAFF WHO ARE OUTSIDE, ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN
INSIDE ROOM. AS SOON AS WE FURTHER
INFORMATION, WE WILL SHARE IT WITH YOU."**

1. If inside, teachers keep students in classroom until further instructions are given.
2. If outside during passing period, students proceed to the next period classroom immediately if it is safe to do so. If not, teachers and staff are to direct students into nearby classrooms or other school buildings. Teachers are to consider location and proximity of identified hazard and if necessary, proceed to an alternative indoor location.
3. Teachers secure individual classrooms while Safety/Security Team assists completing procedures as needed: shut down classroom/building(s), air system, turn off local fans in area, close and lock doors and windows. If necessary, seal gaps under doors and windows with wet towels or duct tape. Seal vents with aluminum foil or plastic wrap if available and turn off sources of ignition, such as pilot lights.

LOCK DOWN

Action taken when threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent perpetrator(s) from entering occupied areas. During Lock Down, students remain in classrooms or designated locations at all times. See the section entitled Armed Assault on Campus for further instructions on dealing with an active shooter.

Announcement:

**"YOUR ATTENTION PLEASE.
LOCK DOWN... LOCK DOWN.
IMPLEMENT LOCK DOWN PROCEDURES.
TEACHERS ARE TO LOCK CLASSROOM DOORS AND
KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN
ADMINISTRATOR OR LAW ENFORCEMENT.
IF YOU ARE OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM IMMEDIATELY. LOCK
DOWN."**

1. If inside, teachers instruct students to lie on floor, lock doors and close any shades or blinds if safe to do so.
2. If outside, students proceed to their classrooms if it safe to do so. If not, teachers or staff are to direct students into nearby classrooms or school buildings.
3. Call 911.
4. Teachers and students remain in classroom or secured area until further instructions are given by School Administration and/or

law enforcement.

5. Front entrance is to be secured. No visitors, other than appropriate law enforcement or emergency personnel are allowed on campus.

EVACUATE BUILDING

Action taken after decision is made that it is unsafe to remain in the building.

Announcement:

"YOUR ATTENTION PLEASE...PLEASE EVACUATE ALL BUILDINGS. EVACUATE ALL BUILDINGS.

TEACHERS AND STUDENTS ARE TO EVACUATE TO THEIR DESIGNATED ASSEMBLY AREA. LOCK DOORS AS YOU ARE EXITING.

EVACUATE ALL BUILDINGS."

1. Principal or designee initiates fire alarm.
2. Teachers instruct students to evacuate building, using designated routes and assemble in their assigned assembly/shelter area.
3. Teachers secure student roster when leaving building and take attendance once class is assembled in pre-designated safe location. Once assembled, teachers and students stay in place until further instructions are given.

ALL CLEAR

Action taken to notify teachers that normal school operations can resume

Announcement:

"YOUR ATTENTION PLEASE...IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS.

I WOULD LIKE TO THANK AND COMMEND ALL STUDENTS AND STAFF OF BLOCHMAN FOR THEIR COOPERATION.

1. This action signifies the emergency is over.
2. If appropriate, teachers immediately begin discussions and activities to address student's fears, anxieties, and other concerns.

Types of Emergencies & Specific Procedures

Aircraft Crash

Address situations involving and Aircraft Crash on or in proximity to school property.

Procedure

1. Call 911. School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues Evacuate Building action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. If on school property, Safety/Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
5. School Administrator directs Safety/Security Team to organize fire suppression activities until Fire Department arrives.
6. Medical Team checks injuries and provides appropriate first aid.
7. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
8. If it is unsafe to remain on campus, School Administrator initiates Off-Site Evacuation.

Animal Disturbance

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Lock Down or Evacuate Building.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to call 911. If the situation is not life threatening, you can call the following appropriate number:

Santa Barbara County Animal Control (805) 934-6119
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates Off-Site Evacuation if warranted.

Biological or Chemical Release

BIOLOGICAL OR CHEMICAL RELEASE

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

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

Scenario 1- Substance Released Inside a Room or Building

Procedure

1. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator call 911, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Operation Section Chief provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until Santa Barbara County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 2- Substance Released Outdoors and Localized Procedure

1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Safety/Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls "911," providing exact location and nature of emergency.
4. School Administrator notifies District of situation.
A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap

and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).

Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.

7. Operations Section Chief provides list of all people in areas of contamination, especially those who may have had actual contact with substance.

8. Any affected areas will not be reopened until Santa Barbara County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community

Procedure

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.

2. Upon receiving Shelter-In-Place, notification, Safety/Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gaps under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.

3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.

4. School Administrator "calls 911", providing exact location and nature of emergency.

5. School Administration notifies District Office of situation.

6. School remains in Shelter-In-Place until County of Santa Barbara HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

Bus Disaster

Our busses are operated by American Star Tours. Their emergency preparedness policy is as follows

Evacuation Drills

- District conducts at least one evacuation drill per school year in compliance with California Education Code 39831.5
- Drivers must explain evacuation procedures to students at the start of each school year.

Emergency Equipment

- Each bus must carry:
 1. First aid kit
 2. Fire extinguisher
 3. Reflective triangles/flares
 - Equipment inspected daily by driver and monthly by transportation supervisor.

Incident Response

In case of crash, fire, or medical emergency:

1. Secure the bus and ensure student safety first.
2. Contact dispatch and 911.
3. Begin evacuation if needed.
4. Account for all students.
5. Complete accident/incident reports immediately.

Our school operated van follows similar safety procedures.

Cardiac Arrest

From the American Heart Association website:

Cardiac arrest can strike without warning. The signs are:

- Sudden loss of responsiveness – The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or otherwise react.
- No normal breathing – The person isn't breathing or is only gasping for air.

What to do:

If you think the person may be suffering cardiac arrest and you're trained in CPR:

- Ensure scene safety.
- Check for response.
- Shout for help. Tell someone nearby to call 911 or your emergency response number. Ask that person or another bystander to bring you an AED (automated external defibrillator) that is located on the wall in the front office. Tell them to hurry – time is critical. If you're alone with an adult who has signs of cardiac arrest, call 911 and get the AED from the front office.
- Check for no breathing or only gasping. If the person isn't breathing or is only gasping, begin CPR with compressions.
- Administer high-quality CPR. Push down at least two inches in the center of the chest at a rate of 100 to 120 pushes a minute. Allow the chest to come back up to its normal position after each push.
- Use an AED. As soon as it arrives, turn it on and follow the prompts.
- Continue CPR. Administer it until the person starts to breathe or move, or until someone with more advanced training, such as an EMS team member, takes over.

Disorderly Conduct

DISORDERLY CONDUCT (INDIVIDUAL)

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.

Procedure

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. Staff immediately notifies a School Administrator.
3. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene "calls 911."
4. If immediate threat is not clearly evident, School Administrator may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

DISORDERLY CONDUCT/RIOT (GROUPS)

Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

Procedure

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or School Police.
3. Staff immediately notifies School Administrator.
4. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene "calls 911."
5. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, All Staff should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

Earthquake

EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Procedure

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

1. Upon first indication of an earthquake, teachers direct students to Duck and Cover.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates Evacuate Building. Staff and students evacuate buildings using prescribed

routes or other safe routes to assembly/shelter site.

4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
5. If injury or damage is suspected, School Administrator "calls 911."
6. Safety/Security Team attempts to suppress fires with extinguishers.
7. Safety/Security Team notifies school personnel of fallen electrical wires.
8. Safety/Security Team turns checks for gas main leaks and water leaks and notifies School Administrator of situation.
9. Safety/Security Team is directed to stand post in areas of building to keep people from entering.
10. Safety/Security Team Leader notifies Maintenance to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
11. Medical Team checks for injuries and provides appropriate first aid.
12. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any affected areas are not reopened until School Administrator gives authorization to do so.
15. School Administrator initiates Off- Site Evacuation if warranted.

Explosion or Risk Of Explosion

EXPLOSION/ RISK OF EXPLOSION

Scenario 1: Explosion on School Property

Procedure

1. In event of explosion, all persons initiate Duck and Cover
2. School Administrator considers possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
6. School Administrator calls 911

7. Safety/Security Team turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Safety/Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.
14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates Off- Site Evacuation if warranted.

Scenario 2: Risk of Explosion on School Property

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.
2. If School Administrator issues Evacuate Building Action, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates Off- Site Evacuation if warranted.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. School Administrator initiates Shelter-In-Place.
2. School Administrator calls 911
3. School Administrator takes further actions as needed.
4. School Remains In Shelter-In-Place condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives All- Clear Announcement.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

Procedure

1. School Administrator initiates Shelter-In-Place.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid.
5. Safety/Security Team turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in Shelter-In-Place condition until County of Santa Barbara HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

Extreme Weather

Fire in Surrounding Area

FIRE IN SURROUNDING AREA

Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911.
3. School Administration instructs Safety/Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues Evacuate Building, staff and students evacuate affected building(s) using prescribed routes or other

safe routes to assembly/shelter site.

6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.

7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.

9. School Administrator initiates Off- Site Evacuation if warranted.

Fire on School Grounds

FIRE ON SCHOOL GROUNDS

Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.

Procedure

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates Evacuate Building. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Safety/Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Safety/Security Team Leader directs fire department to fire and briefs department official on situation.
8. Safety/Security Team notifies Maintenance and Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

Flooding

FLOODING

Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911
3. If School Administrator issues Evacuate Building or Off-Site Evacuation, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.

Loss or Failure Of Utilities

LOSS OR FAILURE OF UTILITES

Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.

Procedure

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include Shelter-In-Place or Evacuate Building, are to be initiated.
<https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=212947&SectionId=2878995>
3. School Administrator notifies Maintenance and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine weather their assistance is required and determine potential length of time service will be interrupted.

Important Utility Service Phone Numbers:

Pacific Gas and Electric (PG&E) (800) 743-5000
 Golden State Water Service (805) 396-2400
 SoCal Gas Company (800) 427-2200
 Verizon (800) 734-4615

5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. School Administrator arranges for media announcements regarding situation.

Motor Vehicle Crash

MOTOR VEHICLE CRASH

Procedure addresses situations involving Motor Vehicle Crash on or immediately adjacent to school property.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
2. School Administrator calls 911

3. Safety/Security Team secures crash area to prevent unauthorized entry.
4. School Administrator directs Safety/Security Team to organize fire suppression activities, if it is safe to do so, until fire department arrives.
5. Safety/Security Team checks for injuries to provide appropriate first aid.
6. Any affected areas are not reopened until appropriate agency provides clearance and School Administrator issues authorization to do so.

Pandemic

Our response to a pandemic will be based on guidance provided by the Santa Barbara County Health Department, the California Department of Health, and the Center for Disease Control.

Psychological Trauma

PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING

Crisis Management Actions are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from community and news media.

As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.

Procedure

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

Suspected Contamination of Food or Water

SUSPECTED CONTAMINATION OF FOOD OR WATER

Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. School Administrator and, Cafeteria Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911.
3. State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

Unlawful Demonstration or Walkout

UNLAWFUL DEMONSTRATION/ WALKOUT

An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.

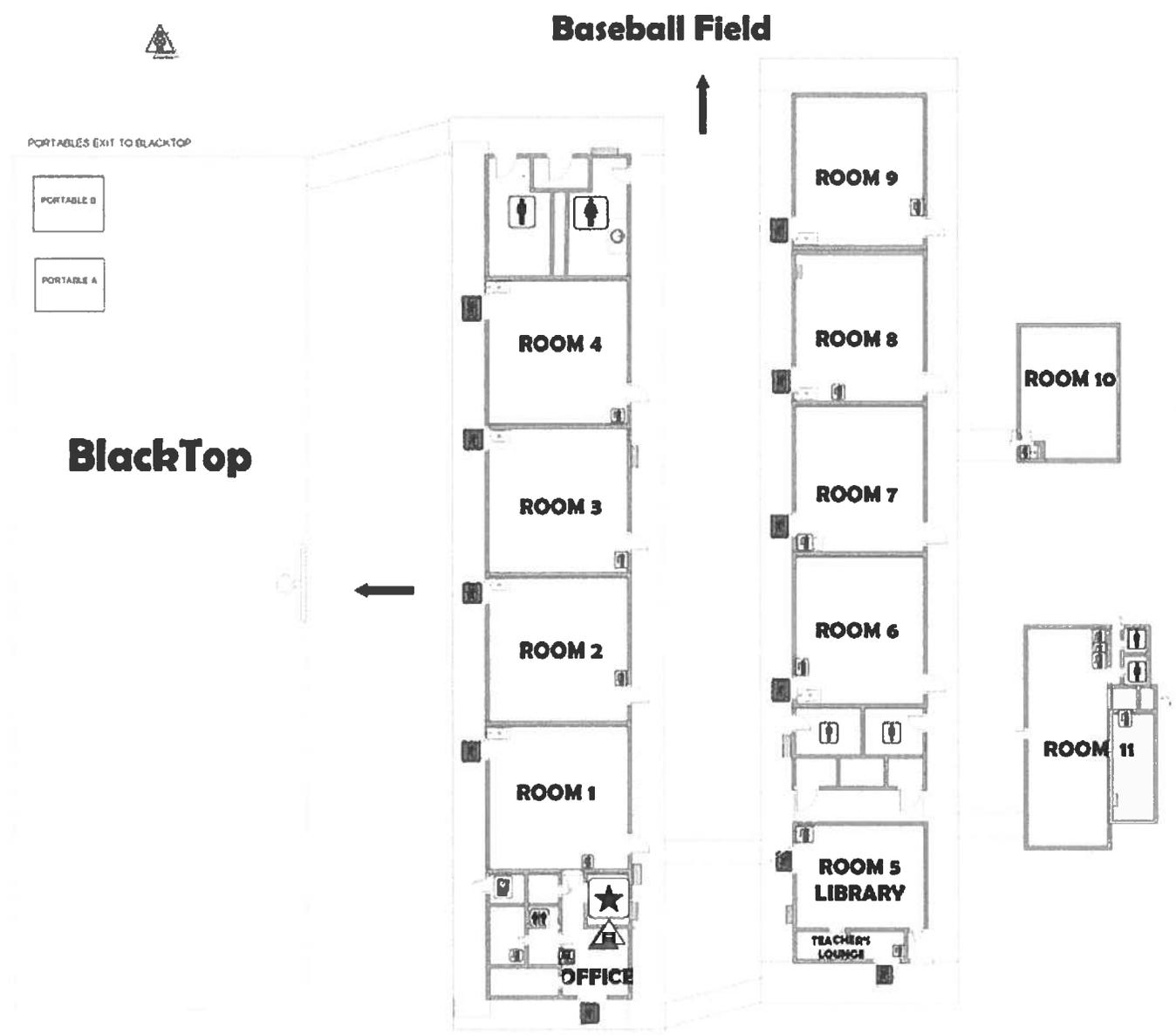
Procedure

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
4. If students leave campus, School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
5. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
6. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
7. All media inquiries are referred to Incident Commander Officer.
8. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
9. School Administrator notifies parents of incident, as appropriate.



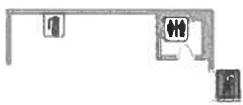
Emergency Evacuation Map





-  **Water Valve**
-  **Electrical Panel**
-  **Drinking Fountain**
-  **Main Electrical**
-  **Propane Tank**
-  **Fire Alarm System**
-  **Fire Alarm Pull**
-  **Fire Extinguishers**
-  **Exits for emergency**

**Left side of the building
exits to Black Top
Right side of the building
exits to Baseball Field**



Blochman Union School District
School Site Council Meeting Minutes
January 24th, 2026

In Attendance: Doug Brown, Nancy Myers, Jennifer Arkinson, Jennifer Korber, Travis Whitney, Faith Gomez (student), Harold Fisher (student) Stacey Rapp, Sam Orozco, Adrienne Perkins, Holly DeKorte, Deanna Barnes

Guest: Nancy Shafer

Absent: Cindy Shay, Angelina Sumner

The meeting was called to order by Principal Doug Brown at 3:08 pm (somebody was late:)

Motion to approve October minutes: Stacey Rapp

2nd to approve minutes - Faith Gomez

Approval of minutes: 9 - 0 in favor

Principal's Report:

- Current enrollment is 208 students
- Valentine's Day lunch with parents/families is Friday February 13th
- ASB is doing a fundraiser selling leis for Valentine's Day
- 8th grade is selling BBQ tickets for camp
- The Girl's and Boy's Basketball season has started and is going well. The first game was Monday January 26th, 2026.

LCAP review: presented by Nancy Shafer with handouts on the LCAP dashboard, dashboard website and goals.

LCAP goals are the same:

Goal 1 - Improve math test scores

Goal 2 - Improve science text scores

Goal 3 - Improve English Language Arts test scores

Goal 4 - Improve School Climate

Nancy Shafer is currently writing next year's LCAP document. She opened up a discussion for ideas about testing and improving test scores. She stated that our population is so small that even 1 or 2 students can skew the test scores for the entire school. Principal Brown stated that incoming 3rd graders and outgoing 8th graders have a huge impact on overall test scores. Nancy Shafer asked for comments for how to improve test scores. Teacher Jennifer Arkinson asked if breaking the testing down into smaller chunks might improve the testing experience and test scores. Student representative Faith Gomez commented that breaking the testing up into smaller chunks would help with focus. The council agreed this would probably result in better performance on state testing.

Comprehensive School Safety Plan: presented by Nancy Shafer

The Blochman Comprehensive School Safety Plan is available to everyone on our District website. It is currently 81 pages and covers an array of safety topics and school policies regarding these topics. Nancy Shafer gave an overview of what is in the document and asked council members if they had any questions or concerns or input. Teacher Jennifer Arkinson addressed the fact that Blochman has a school-wide fire drill and earthquake drill but does not have a school-wide Active Shooter/Intruder drill. Principal Doug Brown commented that this drill would look different for each grade level and therefore a school-wide drill would not be appropriate to meet the needs of all grade levels. Our school policy is that the teacher in each grade will conduct their own individual drill to meet the needs of those particular students. Principal Doug Brown stated that he is able and willing to come to any classroom and talk to the students if the teachers wish. A brief discussion ensued about what the teachers are doing in their classrooms and student member Faith Gomez shared her thoughts which was very helpful and much appreciated by all Council members.

Motion to Approve: Stacey Rapp
Second: Harold Fisher
Vote: 11 yes, 0 no, 0 Abstain, 2 Absent

Budget:

The current budget is \$4,347

Requests from Council members:

There were 2 School Site Council requests to pay for events that have already taken place:

1. Upper grade "Walk Through" held on January 15th & 16th - total cost \$1,677.99
2. Upper grade trip to Cal Poly - total cost \$668

1 request from Teacher Adrienne Perkins for Math Superbowl t-shirts - total cost \$225

Motion to approve all 3 requests - Adrienne Perkins
2nd the Motion - Jennifer Arkinson

Approval of SSC requests - 10 - 0 in favor

Total Cost of all SSC requests is \$2,570.99

\$4,347 - \$2,570.99 =

\$1,776.01 remaining for the current school year.

- Principal Doug Brown brought up the banner fundraiser at this time. He stated that this fundraiser has raised \$5,000 for our school in discretionary funds. The banners cost \$100 each so the profit is approx. \$4,500 to be put into a separate fund. The proceeds will be kept separate from the general fund at this time and can be used for sports and uniforms or other school needs. At this time there is exactly **\$4581.02** in this

discretionary fund. Principal Brown encouraged council members to continue to promote this fundraiser for our school.

Items from Council Members: None at this time

Motion to adjourn - Jennifer Arkinson

2nd the motion - Harold Fisher

Approval of adjournment - 11 - 0 in favor

Meeting adjourned at 3:40pm

Next meeting will be Tuesday February 24th, 2026

Respectfully submitted,

Nancy Myers

BLOCHMAN UNION SCHOOL DISTRICT
SCHOOL SITE COUNCIL MEETING
SIGN IN SHEET
JANUARY 27, 2027

1. Rayburn
2. Harold Fisher
3. Faith Gomez
4. Drumh Jun
5. Stacey Rapp
6. Adkins
7. B
8. [Signature]
9. [Signature]
10. [Signature]
11. Nancy Myers
12. Nancy Myers
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Policy 0450: Comprehensive Safety Plan

Status: DRAFT

Original Adopted Date: 11/14/2017 | Last Revised Date: 08/12/2025

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Regulation 0450: Comprehensive Safety Plan

Original Adopted Date: 11/14/2017 | Last Revised Date: 08/12/2025

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan (CSSP). When practical, the school site council shall also consult with other school site councils and safety planning committees. (Education Code 32281, 32282)

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

The school site council may delegate the responsibility for developing a CSSP to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the CSSP, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting, if available: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs
4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

Additionally, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a

student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

Each CSSP shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, law enforcement crime data, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses
2. Routine and emergency disaster procedures including, but not limited to:
 - a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system as specified
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
 - d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:
 - a. The school will not conduct a high-intensity drill, as defined in Education Code 32282
 - b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill
 - c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill
12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282
15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose
16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282
17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms

8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve cybersecurity
16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity
17. Strategies for suicide prevention and intervention
 18. District policy and/or plan related to pandemics
 19. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff
 20. Crisis prevention and intervention strategies, which may include the following:
 - a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
 - b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
 - c. Assignment of staff members responsible for each identified task and procedure
 - d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities

for students and staff to practice the evacuation plan

- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media
- f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
- g. Development of a method for the reporting of violent incidents
- h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques

Such training shall include preparation to implement the elements of the CSSP

22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

Policy 1340: Access To District Records

Original Adopted Date: 11/14/2017 | Last Revised Date: 05/13/2025

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any member of the public reasonable access to the public records of the district during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, in accordance with law and as specified in the accompanying administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

Regulation 1340: Access To District Records

Original Adopted Date: 11/14/2017 | Last Revised Date: 05/13/2025

This administrative regulation is a non-exhaustive list of records that may be defined as either public or exempt and/or confidential. Other records which fall into these definitions may exist and may be identified in the future.

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 7920.530)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 7920.545)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 7920.515)

Public Records

Unless otherwise exempt from disclosure, public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)
7. Official communications between the district and other government agencies
8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law
9. Initial proposals of exclusive employee representatives and of the district, once presented at a district Governing Board meeting (Government Code 3547)
10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 7927.200, 7927.205)
11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)
12. Documents containing names, salaries, and pension benefits of district employees
13. Employment contracts and settlement agreements (Government Code 53262)
14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)
15. Executed contracts for the purchase of goods or services, even if the contract contains provisions specifying

that the contract is confidential or a proprietary record of the vendor (Government Code 7928.801)

Access to public records of the district shall be granted to Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 7921.305, 7921.310)

Exempt and Confidential Public Records

Records exempt from disclosure under the California Public Records Act (CPRA) include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 7927.500)
2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 7927.200, 7927.205)
3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 7927.700)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees shall only be disclosed as follows: (Government Code 7928.300)

- a. To an agent or a family member of the employee
 - b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
 - c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed
 - d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee
 - e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents
4. The home address, telephone number, or both the name and assessor parcel number associated with the home address of any elected or appointed official posted by the district online without first obtaining the written permission of that individual (Government Code 7928.205)
 5. Student records, except directory information and other records to the extent permitted by law and district policy (Education Code 49073, 49076; 20 USC 1232g; 34 CFR 99.1-99.8)
 6. Test questions, scoring keys, and other examination data except as provided by law (Government Code 7929.605)
 7. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 7928.705)
 8. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 7925.000)

9. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 7927.100, 7927.105)
10. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 7927.705)
11. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 7929.200)
12. Information security record if disclosure of that record would reveal vulnerabilities to, or otherwise increase the potential for an attack on, an information technology system of the district (Government Code 7929.210)
13. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 7924.110)
14. Minutes of Board meetings held in closed session (Government Code 54957.2)
15. Computer software developed by the district (Government Code 7922.585)
16. 16. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 7926.400, 7930.000-7930.215)
17. 17. Tribal financial information as a condition of or requirement for receiving financial assistance (Government Code 7930.205, 8450)
18. Any other records listed as exempt from public disclosure in the CPRA or other statutes
19. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 7922.000)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 7922.200, 7928.300)

Unless otherwise authorized or required by law, information regarding an individual's religious beliefs, practices, or affiliation shall not be disclosed. (Government Code 8310.3)

Additionally, an individual's immigration status shall only be disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Inspection of Records, Requests for Copies, and Recovery of Costs

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 7922.530)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 7922.535)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing

written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 7922.535)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency, such as a state agency or city, having a substantial interest in the determination of the request or among two or more components of the district, such as two different school sites, with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data
5. In the case of electronic records, the inability to access its electronic servers or systems due to a cyberattack in order to search for and obtain a record that the district believes is responsive to a request and is maintained on the servers or systems in an electronic format, and only until the district regains its ability to access its electronic servers or systems and search for and obtain electronic records that may be responsive to a request
6. The need to search for, collect, and appropriately examine records during a state of emergency proclaimed by the Governor pursuant to the California Emergency Services Act in the jurisdiction where the district is located when the state of emergency currently and directly affects, due to the state of emergency, the district's ability to timely respond to staffing shortages or closure of facilities where the requested records are located (Government Code 8567)

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 7922.535)

Public records shall be open to inspection at all times during district office hours. If a portion of the requested record(s) is exempt from disclosure, any non-exempt, reasonably segregable portion of the record shall be made available for inspection after deletion of the portions exempted by law. (Government Code 7922.525)

Upon request for a copy that reasonably describes an identifiable, non-exempt record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 7922.530)

If only a portion of the identified record is exempt from disclosure, the record's exempt material shall be redacted prior to disclosure.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication in accordance with law. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 7922.530)

1. Do not require the equipment to make physical contact with the record
2. Will not result in damage to the record
3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. Additionally, the Superintendent or designee may impose any limit that is necessary to maintain the integrity of, or

ensure the long-term preservation of, historic or high-value records. (Government Code 7922.530)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's website and, in response to a public records request, directing the member of the public to the location on the website where the record can be found. However, if the member of the public is unable to access or reproduce the record from the website, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 7922.545)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 7922.570)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 7922.575)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals
2. The request would require data compilation, extraction, or programming to produce the record

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 7922.600)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the CPRA shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 7922.500, 7922.540)

Policy 1445: Response To Immigration Enforcement

Original Adopted Date: Pending

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

Regulation 1445: Response To Immigration Enforcement

Original Adopted Date: Pending

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
 - b. A description of the records to be disclosed
 - c. The reason for the release of information
 - d. The parties or class of parties receiving the information
 - e. A copy of the records to be released, if requested by the parent/guardian or student
4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

- a. The signature and signature date of the employee
- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee
2. For requests regarding student information, provide the student's parent/guardian, or the student, if the

student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency

3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least one copy for district records
4. Contact and consult with the district's legal counsel or Superintendent or designee
5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program

3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use

information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

Policy 5125: Student Records

Original Adopted Date: 11/14/2017 | Last Revised Date: 05/13/2025

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records in accordance with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information, including which information should not be solicited.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

The district or any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, or disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3)

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity,

including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws

Regulation 5125: Student Records

Original Adopted Date: 11/14/2017 | Last Revised Date: 05/13/2025

Definitions

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Adult student is a person who is or was enrolled in the district and who is at least 18 years of age. (5 CCR 430)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

District officials and employees are officials or employees, including teachers, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require access to student records. (34 CFR 99.31)

Legitimate educational interest is an interest held by any district official, employee, contractor, or consultant whose official duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require access to information contained in student records.

Mandatory interim student records are those records which the district is directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Mandatory permanent student records are those records which are maintained in perpetuity and which the district has been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family

4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of the employee's duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 34 CFR 99.3)

1. Directory information
2. Informal notes compiled by a district official or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, as specified in 34 CFR 99.8
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than 18 years of age, including the parent who is not the student's custodial parent (Education Code 49069.7; Family Code 3025)

However, the district shall not disclose student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. (Family Code 6323.5)

2. An adult student, or a student under 18 years of age, who attends a postsecondary institution, in which case the student alone shall exercise rights related to the student's records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with exceptional needs who is 18 years of age or older and has been declared incompetent under state law (Education Code 56041.5)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate

educational interest or other legally authorized purpose:

1. Parents/guardians of a student 18 years of age or older who is a dependent child as defined in 26 USC 152 (Education Code 49076; 34 CFR 99.31)
2. Students who are 16 years of age or older or who have completed the 10th grade (Education Code 49076)
3. District officials and employees, consistent with the definition provided in "Definitions," above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) appointed pursuant to Education Code 48321 who are authorized representatives of the district and any volunteer aide 18 years of age or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)
5. Officials and employees of other districts, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another district, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at the last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when required, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program

However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than January 1 each year, the Superintendent or designee shall notify each student in grade 11, and the student's parents/guardians if the student is under 18 years of age, that the student's GPA will be forwarded to the Student Aid Commission by October 1, unless the student opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. The California College Guidance Initiative (CCGI) in accordance with a data sharing agreement pursuant to Education Code 60900, to provide data for use when planning for and applying to California public colleges and universities (Education Code 60900, 60900.5)
8. Federal, state, and local officials, as needed for an audit or evaluation of, or compliance with, a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
9. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to Item #8 above (Education Code 49076)
10. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

11. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
12. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
13. Any probation officer, district attorney, or counsel of record for a student who is a minor for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

14. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

15. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by the district for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district. (Education Code 49069.3)

16. A student 14 years of age or older who is an unaccompanied minor experiencing homelessness as defined in 42 USC 11434a (Education Code 49076)
17. An individual who completes items #1-4 of the Caregiver's Authorization Affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
18. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility in accordance with state or tribal law for the care and protection of a student, provided that the individual is authorized by the agency or organization to receive the records and the information requested is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232g)
19. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with exceptional needs who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in Item #13 above. (Education Code 49076)

20. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written consent by

a parent/guardian, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another district in California or any other state or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act (FERPA). (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Additionally, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49061, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

Discretionary Access

At the discretion of the Superintendent or designee, information may be released from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations in order to carry out their accrediting functions (Education Code 49076; 34 CFR 99.31)
3. Organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)
 - a. The study is conducted in a manner that does not permit personal identification of students or parents/guardians by individuals other than representatives of the organization who have legitimate interests in the information
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31
4. Officials and employees of other districts, private schools, or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)

5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract with the district, excluding volunteers or other parties (Education Code 49076)
7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or the student's parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31)
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the limits set by 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.37)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or FERPA. (Education Code 49076; 20 USC 1232g; 34 CFR 99.1-99.8)

Persons Generally Denied Access

A request for student records by an officer or employee of an agency conducting immigration enforcement shall be denied except in accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

De-identification of Records

When authorized by law for any program audit, educational research, or other purpose, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 20 USC 1232g; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians and adult students shall be notified of the location of student records if not centrally located. (Education Code 49069.7; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative policy controls, to ensure that district officials and employees obtain access to only those student records in which they have legitimate educational interests. (Education Code 49076; 5 CCR 431; 34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of

records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

Within five business days following the date of request, the authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069.7; 5 CCR 431)

When required by law, a student's parent/guardian or an adult student shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian or adult student, the district shall provide a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian or adult student refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069.7)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

Additionally, the custodian of records shall make an entry in the log regarding any request for record(s) that was denied and the reason for the denial.

The log need not include requests for access to records by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who have received written consent by a parent/guardian and have provided it to the district, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. District officials and employees who have a legitimate educational interest

The log shall be open to inspection only by the parent/guardian, adult student, dependent adult student, custodian of records, and certain state or federal officials specified in Education Code 49064. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of

various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of a student or a student who is 18 years of age or is attending an institution of postsecondary education may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No addition or change shall be made to a student's record after high school graduation or permanent departure, other than routine updating, unless required by law or with prior consent of the parent/guardian or adult student. (Education Code 49070; 5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with Education Code 49070 and the process specified in Administrative Regulation 5125.3 - Challenging Student Records.

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given towards graduation
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor
2. A log identifying persons or organizations who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge

5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parent/guardian restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or prohibition of student participation in specific programs
10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program and their usefulness ceases, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine discipline data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into the district from any other district, a private school, or school system, the Superintendent or designee shall inform the student's parent/guardian of rights regarding student records, including a parent/guardian's right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in the student's suspension or expulsion. (Education Code 48201)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

Additionally, when a student in foster care is enrolling in a district school, the district's liaison for foster youth shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. (Education Code 48853.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of damage or loss of district property, this information shall be sent to the requesting district along with the student's records.

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with exceptional needs. (Education Code 48985, 49063; 5 CCR 431; 34 CFR 99.7)

The notice shall include: (Education Code 49063, 60900.5; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining district officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. The sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid (Education Code 60900)
13. Any other rights and requirements set forth in Education Code 49060-49085, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
14. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Additionally, the annual parent/guardian notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will only be released in

accordance with Board Policy/Administrative Regulation 1445 - Response to Immigration Enforcement.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from the student's social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in Item #3 above

Additionally, the notification shall include, but is not limited to, an explanation of the process by which a student or the student's parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parent/guardian notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
 - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or the student's parent/guardian
 - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49062.5)

Policy 5125.1: Release Of Directory Information

Original Adopted Date: 11/14/2017 | **Last Revised Date:** 08/12/2025

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information, including to news media or nonprofit organizations, in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on a determination of the best interests of district students. (Education Code 49073)

A student's directory information shall only be included in the minutes of the Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings.

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

Regulation 5125.1: Release Of Directory Information

Original Adopted Date: 11/14/2017 | Last Revised Date: 08/12/2025

Definition

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

Directory information does not include the citizenship status, immigration status, place of birth, or any other information indicating national origin of a student or the student's family member.

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. Additionally, the notification shall inform parents/guardians of their right to refuse to let the district designate any or all types of information about their student as directory information, how to refuse release of directory information about their student, and the period of time within which a parent/guardian must notify the district in writing that the parent/guardian does not want a certain category of information about their student designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

In addition, the annual parent/guardian notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parent/guardian consent or a court order.

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the

name, address, email address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (10 USC 503, 20 USC 7908)

Parent/Guardian Consent

A student's directory information shall not be released if the student's parent/guardian has notified the district in writing that such information shall not be disclosed. (Education Code 49073; 20 USC 1232g, 7908)

The directory information of a student identified as a student experiencing homelessness shall not be released, unless the student's parent/guardian, or the student if 18 years of age or older, has provided written consent that directory information may be released. However, the directory information of a student experiencing homelessness may be disclosed for the purpose of facilitating an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by a district school, unless the student's parent/guardian, or student accorded parental rights, has provided written notice to the school that consent to such exam(s) is not given. (Education Code 49073; 20 USC 1232g, 7908; 42 USC 11434a)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

Exhibit 5125.1-E(1): Release Of Directory Information

Original Adopted Date: 08/12/2025

**PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that Blochman Union School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Additionally, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose any or all of the information designated below as directory information from your child's education records without your prior written consent, you must notify the district in writing by August 31. Notifying the district by this date is the only way to prevent the release of directory information. The district has designated the following information as directory information:

1. Student's name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

Additionally, the district may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user.

In addition, the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

The district may not disclose a student's Social Security number. Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin.
