

PLACENTIA-YORBA LINDA UNIFIED SCHOOL DISTRICT
1301 E. Orangethorpe Avenue
Placentia, CA

Minutes
Regular Meeting
Board of Education

6:01 p.m., Tuesday, March 9, 2021
District Educational Center
1301 E. Orangethorpe Avenue
Placentia, CA 92870

A Regular Meeting of the Board of Education of the Placentia-Yorba Linda Unified School District was called by Mrs. Karin Freeman, President, in accordance with Executive Order N-29-20, Government Code Section 54950, et. seq., and Education Code Section 35140, et seq., at 6:01 p.m., Tuesday, March 9, 2021 at the District Educational Center, 1301 E. Orangethorpe Avenue, Placentia.

CLOSED SESSION

Adjourned to Closed Session for the purpose of discussing matters expressly authorized by Government Code Sections 3549.1, 54956.8, 54956.95, 54957, and 54957.6 at 6:04 p.m.

REGULAR SESSION

Reconvened to Regular Session at 7:05 p.m.

REPORT OUT OF CLOSED SESSION

1. The Board took action to appoint Richard Dinh, Yorba Linda High School Principal, effective March 10, 2021.

Action: Carried Motion: Mrs. Carrie Buck
Second: Mr. Shawn Youngblood

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

2. The Board took action to appoint Christopher Herzfeld, Valencia High School Principal, effective March 10, 2021.

Action: Carried Motion: Mrs. Marilyn Anderson
Second: Mrs. Leandra Blades

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

3. The Board took action to appoint Dominique Polchow, Parkview Alternative Education Principal, effective July 1, 2021.

Action: Carried Motion: Mrs. Carrie Buck
Second: Mr. Shawn Youngblood

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

PLEDGE OF ALLEGIANCE

ROLL CALL

Members Present: Mrs. Karin Freeman, President
 Mrs. Carrie Buck, Vice President
 Mrs. Marilyn Anderson, Clerk
 Mr. Shawn Youngblood, Trustee
 Mrs. Leandra Blades, Trustee
 Dr. James Elsasser, Board Secretary
 Jackson Hartman, Student Board Member

APPROVAL OF AGENDA

Approved the March 9, 2021 Board of Education agenda as recommended by the Superintendent.

Preferential Student Board Member vote: Aye

Action: Carried Motion: Mrs. Marilyn Anderson
 Second: Mrs. Leandra Blades

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

MINUTES

- 1. It is the recommendation of the Superintendent of Schools that the Board of Education approve the minutes of the Regular Meeting of February 9, 2021.

Preferential Student Board Member vote: Aye

Action: Carried Motion: Mrs. Marilyn Anderson
 Second: Mrs. Carrie Buck

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

- 2. It is the recommendation of the Superintendent of Schools that the Board of Education approve the minutes of the Special Meeting of February 27, 2021.

Action: Carried Motion: Mr. Shawn Youngblood
 Second: Mrs. Carrie Buck

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes: None
Abstained: None

PUBLIC COMMENT

Christine Perez addressed the Board regarding support for Bernardo Yorba Middle school teachers and programs.

Randi Simms addressed the Board regarding her appreciation of the great things going on Valadez MS Academy.

Allen Zakharian addressed the Board regarding teacher support during the pandemic.

Linda Manion addressed the Board regarding support for the hard-working, quality teachers in the PYLUSD.

Dwight Osborne addressed the Board regarding cybersecurity programs for his students.

Jeremy Kelly addressed the Board in support of educators.

Chris Palicke addressed the Board regarding opening schools and student safety.

Bill Brown addressed the Board regarding opening schools in full.

Heather Brown addressed the Board regarding a plan to reopen schools in full.

Shari Palicke addressed the Board regarding optional curriculum.

Ed Gun addressed the Board regarding opening schools in full.

Mrs. G. addressed the Board regarding it being time to take care of the students.

Deborah Myers addressed the Board in support of teachers.

Marquise Hawley addressed the Board in support of APLE and educators.

Jess Battaglia addressed the Board regarding opening schools in full.

Todd Harshbarger addressed the Board regarding transparency.

Sean Mackay addressed the Board regarding opening schools in full.

Andy Falco addressed the Board regarding opening schools and sports.

Amber Gribben addressed the Board regarding returning to school in full.

Julie Knutson addressed the Board regarding returning to school in full.

Judy Desjardin addressed the Board regarding opening schools and school safety.

Judy Peterson addressed the Board regarding concerns about prejudice in schools, community, and school board.

Laura Estanislau addressed the Board regarding reopening schools in full.

Kim Rousette addressed the Board regarding cutting elementary instruction hours.

Amy Swearingen addressed the Board regarding opening schools in full

Kristen Mortensen addressed the Board regarding opening schools in full.

Stephanie Dunnam addressed the Board regarding the cost of COVID for our teens.

Brent Dunnam addressed the Board regarding opening schools in full.

Martha Ledezma addressed the Board regarding opening schools full time.

Adrian Ledezma addressed the Board regarding opening schools full time.

Dalton Raheleau addressed the Board in support of a board member.

Dylan Ledezma addressed the Board regarding opening schools full time.

STUDENT BOARD REPORT

Student Board Member Jackson Hartman provided a report of the activities and events occurring at the district's high schools.

SUPERINTENDENT'S REPORT

Dr. Jim Elsasser opened his report by thanking all of the individuals attending tonight's meeting to share their varying experiences with Trustees and district staff. He noted that staff recognizes our community's desire for instructional models that would allow for all students to return to an increased, on-campus learning environment, if they choose. It is important to note that the district's current hybrid learning continues to adhere to guidance issued from the California Department of Public Health (CDPH) as well as the Orange County Health Care Agency (OCHCA). This includes physical distancing requirements which simply do not allow for full classrooms on PYLUSD campuses at this time.

With that being said, the district is actively exploring the expansion of in-person instructional models for students this spring as state and local officials provide updated guidance for schools, vaccines become more widely available, and COVID-19 transmission continues to decline within the county. As always, the district will communicate directly with our students, employees, families, and community as more information becomes available regarding any changes to the current hybrid instructional models.

Dr. Elsasser continued by honoring the amazing contributions of our people through our annual "You Are the Advantage, Employee of the Year Program." Each and every year, the district sets aside time to recognize three teachers, three classified employees, and three managers as a part of this cherished tradition. A video was played highlighting these employees and their contributions to our district and students. Each recipient received an award plaque from the district along with a \$500 gift card from SchoolsFirst Credit Union that day. We are appreciative of SchoolsFirst's continued support of our employees and school district. In closing, we would like to thank all of our Employee of the Year nominees for the work they do every day to prepare each and every PYLUSD student for success now and in the future. They are truly the "Advantage!"

STAFF PRESENTATION

- Dr. Linda Adamson, Assistant Superintendent of Educational Services, joined by the Educational Services team members, gave a data presentation that highlights PYLUSD students' current performance with a specific focus on student grades by student groups. The Educational Services Team discussed the findings that reveal trends along with identified interventions and supports to address areas of need during hybrid learning.

CONSENT CALENDAR

1. Approved/ratified purchase orders in the following amounts: (2020/2021) – General Fund (0101), \$1,354,337.78; Child Development Fund (1212), \$2,313.51; Cafeteria Fund (1313), \$93.53; Capital Facilities Fund (2525), \$443,855.88; Capital Facilities Agency Fund (2545), \$45,507.79.
2. Approved warrant listings in the following amounts: Check No. 233832 through 234452; current year expenditures (January 24, 2021 through February 2, 2021) \$8,127,881.13; and payroll registers 7A, \$11,832,054.33, 7B, \$4,345,677.34.
3. Accepted as complete the project(s) listed and authorized filing Notice(s) of Completion. (See attached.)
4. Declared the property surplus, approved disposal of the items by public auction, and approved disposal of any items not acceptable for auction by the most economical means.

CONSENT CALENDAR (Continued)

5. Approved the Consultant Services Agreement(s) – Maintenance and Facilities – as listed in accordance with Board Policy No. 4124, Retention of Consultants. (See attached.)
6. Awarded Bid No. 221-02 for the 500 Building HVAC Replacement Project at Bernardo Yorba Middle School and awarded contract to United Mechanical Contractors.
7. Approved contract renewal per Unit Bid No. 219-06 for carpet installation services with I&B Flooring, Inc., effective July 1, 2021 through June 30, 2022.
8. Approved Amendment No. 9 to renew the license agreement for storage and field office space located at 4999 Casa Loma Avenue, Yorba Linda, CA 92886 with Wicketts International Plumbing Contractors, effective April 1, 2021 to March 31, 2022.
9. Approved Independent Contractor(s) Agreement – Business Services – as listed in accordance with Board Policy No. 4124, Retention of Consultants. (See attached.)
10. Approved renewal of the agreement with Fieldman, Rolapp & Associates for financial advisor services, effective July 1, 2021 through June 30, 2022.
11. Approved agreement renewal for the integrated point-of-sale system and website management with Education Management Systems, effective July 1, 2021 through June 30, 2022.
12. Approved the electronic funds transfer agreement to utilize K-12 Payment Center software with Education Management Systems for the 2021-22 school year.
13. Approved the agreement to conduct public auctions with General Auction Company, effective July 1, 2021 through June 30, 2022.
14. Approved renewal of the annual Amazon Business Prime Membership for the Placentia-Yorba Linda Unified School District through April 30, 2022.
15. Approved renewal of the annual membership to Costco Wholesale for the Placentia-Yorba Linda Unified School District through April 30, 2022.
16. Approved contract renewal for the removal and processing of e-waste with Recycle International, effective July 1, 2021 through June 30, 2022.
17. Approved contract renewal for flexible spending account services with American Fidelity Assurance Company, effective October 1, 2021 through September 30, 2022.
18. Approved contract renewal for mandated medical services with MedPost Urgent Care, effective July 1, 2021 through June 30, 2022.
19. Approved contract renewal for onsite testing services with Mobile Screening Solutions, Inc., effective July 1, 2021 through June 30, 2022.
20. Authorized Myers-Stevens & Toohy & Co., Inc. to provide parents the opportunity to purchase student accident insurance, effective July 1, 2021 through June 30, 2022.
21. Approved the consulting services agreement for an actuarial evaluation of the District's Workers' Compensation Program with Perr & Knight as of March 31, 2021.

CONSENT CALENDAR (Continued)

22. Awarded RFP No. 2021-01 to provide E-Rate eligible network switches to Curvature in the amount of \$200,000 and for access points to CDW-G in the amount of \$450,000, effective March 10, 2021 to June 30, 2022.
23. Approved renewal of contract for SPAB transportation services to Certified Transportation Services, Inc. and Santa Barbara Transportation Corp, dba Student Transportation of America, effective July 1, 2021 through June 30, 2022.
24. Approved/ratified Independent Contractor Agreements – Educational Services – as listed in accordance with Board Policy No. 4124, Retention of Consultants. (See attached.)
25. Ratified authority to settle the special education settlement agreement in the amount of \$12,000 for Student Identification No. 1654.
26. Ratified the memorandum of understanding between Minaret Academy and Placentia-Yorba Linda Unified School District from March 1, 2021, through June 30, 2021.
27. Approved the AVID Excel agreement for the AVID College Readiness for Long-Term English Learners from July 1, 2021, through June 30, 2022.
28. Approved the AVID Implementation Agreement for the AVID College Readiness System from July 1, 2021, through June 30, 2022.
29. Approved the amendment to the agreement with California College Guidance Initiative to provide CaliforniaColleges.edu and related services, extending the annual term date from June 30, 2021, through June 30, 2022.
30. Approved the agreement with the Orange County Department of Education for student referral to the ACCESS program from June 28, 2021, through August 13, 2021.
31. Ratified the memorandum of understanding with California State University, Fullerton, Kids to College virtual program for Topaz and Ruby Drive Elementary schools.
32. Ratified the agreement with the Dreams for Schools Virtual Programs for the winter and spring 2021 with Parkview School.
33. Accepted gifts as listed, such action being in compliance with Education Code Section 41032, and directed the Superintendent to send letters of appreciation. (See attached.)
34. Approved the agreement with School Innovations & Achievement, Inc. from July 1, 2021 through June 30, 2024.
35. Approved the student teaching agreement with California State University, San Diego, from July 1, 2021 to June 30, 2024.
36. Approved the Experiential Education Partnership Agreement with Maricopa County Community College District from March 10, 2021 to March 9, 2024.
37. Approved the Clinical Rehabilitation Waiver for Stephanie Dang.
38. Approved the Clinical Rehabilitation Waiver for Louie Zamora.

CONSENT CALENDAR (Continued)

39. Approved Classified Human Resources Report. (See attached.)

40. Approved Certificated Human Resources Report. (See attached.)

Approved the above listed recommendations.

Preferential Student Board Member vote: Aye

Action:	Carried	Motion:	Mr. Shawn Youngblood
		Second:	Mrs. Carrie Buck

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
 Noes: None
 Abstained: None

Board of Education recessed for 5 minutes at 9:25 p.m. and reconvened meeting at 9:30 p.m.

GENERAL FUNCTIONS

Approved plan to provide educational services to all expelled students in Placentia-Yorba Linda Unified School District as a component of the 2021-2024 Orange County Plan for Expulsion developed by the Orange County Superintendent of Schools. (See attached.)

Preferential Student Board Member vote: Aye

Action:	Carried	Motion:	Mrs. Carrie Buck
		Second:	Mrs. Marilyn Anderson

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
 Noes: None
 Abstained: None

CURRICULUM AND INSTRUCTION

Approved the service agreement with Paper Company, Inc. to add Grades 3-5 in the 2020-21 school year and extended the agreement to the 2021-22 school year for Grades 3-12 in the Placentia-Yorba Linda Unified School District.

Preferential Student Board Member vote: Aye

Action:	Carried	Motion:	Mrs. Marilyn Anderson
		Second:	Mrs. Leandra Blades

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
 Noes: None
 Abstained: None

BUSINESS AND FINANCIAL

Approved the 2020-21 Second Interim Report with a positive certification. A positive certification indicates that based upon current projections, the District will meet its financial obligations for the current fiscal year and subsequent two fiscal years. (See attached.)

Action: Carried

Motion: Mrs. Leandra Blades

Second: Mr. Shawn Youngblood

Ayes: Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood

Noes: None

Abstained: None

BOARD DISCUSSION

Discussion was held by the Board regarding broadcasting Board meetings. Board members had questions about the cost, closed captioning, adding tracers, and translation issues. Staff was asked to research and report their findings at the next Board meeting.

COMMUNICATIONS

None

BOARD REPORT

Mr. Shawn Youngblood stated that he was honored to be given tours at several local schools including Tuffree, Parkview, and El Dorado. He joined the other Board members and the superintendent for a professional development workshop. Mr. Youngblood commented how nice it was as a new member of the Board to discuss the duties of the Board with his peers and get a feel for all the job entails. In closing, he congratulated the Employee of the Year recipients for their great accomplishments and looks forward to seeing more fun things.

Mrs. Marilyn Anderson shared that in addition to visiting Melrose, Ruby Drive, Topaz, Rio Vista elementary schools, and Valadez Middle School, she also visited our two remote drop offs for lunch distribution and was appreciative of the district's ability to meet the needs of our families. She offered congratulations to all of the Employee of the Year recipients and thanked them for a job well done in difficult times. Mrs. Anderson congratulated all of the students who participated and won top honors in the Academic Decathlon as well as Yorba Linda Middle School student Mariah Sharma for being named *Math Counts* future engineer with honors. She shared how grateful she was for the mobile clinic at Valadez offering the COVID-19 vaccine to those in the La Jolla community. Mrs. Anderson was happy to share about two items that promote transparency. One is that the board backup information is being provided on our district website along with the board agenda. The other is that now there is a resolution folder under school board on the district website, so you can see the resolutions that have passed and have quick access to them. In conclusion, she understands that parents are concerned about their students and appreciates everyone providing input. We are in challenging times and are doing our best to get back to normal within state guidelines.

Mrs. Carrie Buck opened by commending Trustee Anderson for being able to visit so many schools. She shared that she attend several OCSBA and CSBA webinars including an informative one on the Brown Act and one on redistricting. She also listened to an informative webinar on SB 68, school reopening bill, and what it means. Mrs. Buck will participate in the Legislative Action Week coming up and will meet with legislators who represent our area on how they can support us in the things that

BOARD REPORT (Continued)

we need. She had the opportunity to talk to doctoral students at Cal State Fullerton about what school boards do and will be participating in early childhood discussions. Lastly, she reported that she heard that the City of Placentia plans to open a community center near Tri-City park area which could affect Parkview.

Mrs. Leandra Blades thanked everyone who came out to speak this evening. She had the opportunity to meet with mental health advocates. She is continuing to read and reflect about equity and shared some statistics and a few stories about what the community and stakeholders have been saying. Her catch phrase is helping “every student, every day, to thrive.” Mrs. Blades thanked teachers and all school employees for a level of organizational resilience that amazes her and makes her proud. She has the utmost respect for teachers. Many have shared that they are ready for the next step and she proposes a call to action to come together and open our schools from Preppy K to twelfth grade immediately. Once again, she thanked everyone for attending and standing up for the kids.

Mrs. Karin Freeman echoed congratulations to all our Employees of the Year for their outstanding contributions. She agreed that the Board professional development workshop was a great opportunity to get to know each other and get familiar with things going on in the district. Mrs. Freeman mentioned the mobile clinic both at the District and Valadez and is happy the Board passed the agreement that is now in place. As part of that, she complimented everyone, especially Michelle DeHaven and our nurses, for the skills and determination that went into making the clinic successful and creating an atmosphere of optimism.

ADJOURNMENT

Time: 10:35 p.m.

President Karin Freeman adjourned the March 9, 2021 Board of Education Meeting at 10:35 p.m.

Preferential Student Board Member vote: Aye

Action:	Carried	Motion:	Mrs. Carrie Buck
		Second:	Mrs. Leandra Blades

Ayes:	Karin Freeman, Carrie Buck, Marilyn Anderson, Leandra Blades, Shawn Youngblood
Noes:	None

NEXT SCHEDULED MEETING

April 13, 2021
 April 27, 2021 LCAP Review (5:00 p.m.)

NOTICES OF COMPLETION

P.O. Number	Contractor	Project
P82C0455	Johnson Landscapes	Yorba Linda High School Bid No. 217-06 Replace landscape per Landscape Maintenance Assessment District Agreement with City of Yorba Linda
P82V0108	Shade Structures, Inc.	Tuffree Middle School Bid No. 1819-11 Provide and install shade structure for additional outdoor learning space due to COVID-19
P82C0521	Universal Asphalt Co., Inc.	Yorba Linda High School Bid No. 219-08 Furnish and install fifteen speed bumps, slurry seal, and re-stripe parking lot off Fairmont Blvd.

CONSULTANT SERVICES AGREEMENT(S) - MAINTENANCE AND FACILITIES

- 1. CSI: California School Inspections Approve the Consultant Services Agreement to provide Facility Inspection Tool (FIT) and Playground Safety Inspection, contract period March 10, 2021 through December 31, 2021.

General Fund (0101) Routine Restricted Maintenance \$29,100

- 2. Nigro & Nigro Approve the Consultant Services Agreement for the required Proposition 51 audits for the Valencia High School (Science and Orchestra Classrooms, Auditorium Modernization, and Auditorium HVAC) and Travis Ranch School (HVAC Upgrade). The contract period is March 10, 2021 through December 31, 2021.

General Fund (0101) Facilities Fund \$34,500

INDEPENDENT CONTRACTOR AGREEMENT(S) - BUSINESS SERVICES

- Monjaras & Wismeyer Group, Inc. Approve Independent Contract Agreement to provide ergonomic consulting, evaluation, and services to Risk Management and Human Resources for the 2021-22 school year.

Insurance Workers' Comp Fund (6768) \$15,000

INDEPENDENT CONTRACTOR AGREEMENTS - EDUCATIONAL SERVICES

1. Dreams for Schools
Provider of training and classroom instruction for coding services as part of the After School Education and Safety (ASES) program for students at Rio Vista, Ruby Drive, Topaz, and Tynes Elementary Schools, April 19, 2021 - May 28, 2021; budgeted After School Education and Safety (ASES) grant funds, NTE: \$13,700.
2. HIN Experience, LLC
Presenter of virtual grade-level positive behavior student assemblies for Linda Vista Elementary School, April 9, 2021 - June 10, 2021; budgeted low-performing student block grant funds, NTE: \$1,000.
3. Nina Meireding, MS JD
Provider of negotiation and mediation training for staff, April 9, 2021 - June 30, 2021; budgeted special education categorical funds, NTE: \$18,000.
4. Karen O. Natoci
Provider of virtual training services for special education speech language pathologists (SLPs) and teachers, March 9, 2021 - June 30, 2021; budgeted special education funds, NTE: \$2,500.
5. Ultra Fun Run
Provider of services for virtual jog-a-thon for Wagner Elementary School, March 10, 2021 - June 1, 2021; no cost to the district.
6. Hollar Speech and Language
Provider of speech assessment services for special education students, February 15, 2021 - June 30, 2021; budgeted special education funds, NTE: \$3,500.
7. Houlihan, Patricia K.
Provider of Deafblind Intervener/Specialized Consultant services for George Key student from February 15, 2021 - June 30, 2021; budgeted special education funds, NTE \$3,500.
8. JLM Psychological Services, Inc.
Provider of psychological assessment services for special education students, February 15, 2021 - June 30, 2021; budgeted special education funds, NTE: \$6,500.
9. Lynch Ambulance
Provider of medical services monitoring COVID-19 vaccines to patients, February 13, 2021 - June 30, 2021; budgeted learning loss funds, NTE: \$150 per hour.
10. Tasha Arneson dba TRC4Success
Provider of wraparound counseling services for special education students, February 5, 2021 - June 30, 2021; budgeted special education funds, NTE: \$15,000.
11. Ultra Fun Run
Provider of services for virtual jog-a-thon for Glenknoll Elementary School, February 22, 2021 - June 1, 2021; no cost to the district.

GIFTS

1. Check for \$50.00 from Mr. and Mrs. Grosse to be used for science materials and supplies for El Dorado High School.
2. Check for \$100.00 from Schweitzer Engineering Laboratories to be used for STEM lab materials and supplies for Fairmont Elementary School.
3. Check for \$1,000.00 from California Foundation to be used for student literacy materials and supplies for Fairmont Elementary School.
4. Check for \$200.00 from The Blackbaud Giving Fund to be used for materials and supplies for Travis Ranch School.
5. Check for \$500.00 from Lynn and Craig Childress to be used for materials and supplies for Travis Ranch School.
6. Checks totaling \$1,431.54 from Van Buren PTA to be used for recess equipment for Van Buren Elementary School.

CLASSIFIED HUMAN RESOURCES REPORT

<u>Resignation</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Tammy Brubaker	SPED Aide II	George Key	02/26/21
Enrique Cano	Instructional Aide	Elementary PE	02/26/21
Destiny Conwi	Elem Lib/Media Tech	Rio Vista	02/26/21
Mallorie Ducazau	Child Care Tchr I	Rose Drive	02/19/21
Arthur Garcia	SPED Aide II	Mabel Paine	03/12/21
David Gutierrez	SPED Aide I	Valencia	02/09/21
Barbara Kang-Finnegan	SPED Aide I	Rio Vista	03/05/21
Jonathan Lodahl	SPED Aide II	YLMS	02/26/21
Joana Marquez-Lara	Child Care Teacher I	Wagner	02/16/21
Catherine McAndrew	Child Care Teacher I	Sierra Vista	02/12/21
Samuel Noiija	SPED Aide II	El Dorado	02/11/21
Grace Pa	Comp Instr Specialist	Lakeview	02/03/21
Kristy Reil	SPED Aide II	Wagner	02/25/21
Brenda Savedra	Secretary II	Ed Services	02/15/21
Helen West	Comp Instr Spec	Rio Vista	03/08/21

<u>Medical Layoff</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Pedro Rivera	Bus Driver	Transportation	02/06/21

<u>Deceased</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Peter Perez	Instructional Aide Music	Valencia	02/05/21

Leave of Absence

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Effective</u>
Heidi Allen	SPED Aide II	Travis Ranch	FMLA	02/17/21-02/28/21
Cynthia Bergo	SPED Aide II	Venture Acdmy	Discretionary	02/15/21-03/12/21
Amy Chang	SPED Aide I	Travis Ranch	Educational	03/01/21-05/14/21
Heather Cook	Elem Lib/Media Tech	Travis Ranch	FMLA	02/02/21-03/20/21
Heather Cook	Elem Lib/Media Tech	Travis Ranch	Discretionary	03/21/21-05/04/21
Edna DeLeon	SPED Aide II	Topaz	Educational	03/01/21-05/14/21
Anna Jacob	Noon Duty Spvsr	Rose Drive	Discretionary	01/27/21-03/21/21
Zenobia Kadhom	SPED Aide II	George Key	Discretionary	03/02/21-03/12/21
Amanda Monteverde	SPED Aide III	YLHS	Educational	03/01/21-05/14/21

Change of Status

<u>Employee</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Trinidad Robles	Bus Driver	Heavy Equip Mech	02/02/21
Yessenia Torres	Bil Sr Clerk	Bil Clerk	02/01/21

Out of Class

<u>Employee</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Jessica Loya	Nutr Svs Worker	Satellite Kitch Lead	01/19/21-03/15/21

<u>Employ</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Stacy Calderon	SPED Aide II	Wagner	01/28/21
Zachary Casas	SPED Aide I	Esperanza	02/09/21
Abundio Garcia	Night Custodian	Glenknoll	01/28/21
Dominic Lawrence	SPED Aide I	El Dorado	02/11/21
Priscilla Leichter	Academy Tutor	Expanded Lrng	01/29/21
Aimee Lopez	Conf. Clerk	Human Resources	03/01/21-06/30/21
Jessica Loya	Nutr Svs Worker	Nutrition Svs	01/19/21

<u>Employ (cont'd)</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Lea Lubinski	SPED Aide III	Fairmont	01/21/21
Shevawn Maule	SPED Aide II	Lakeview	02/22/21
Janessa Nuttall	SPED Aide II	Van Buren	02/16/21
Melanie Piercy	SPED Aide II	YLMS	02/18/21
Kirsten Presson	SPED Aide I	Woodsboro	02/01/21
Jennifer Reed	Health Clerk	Health Svs	02/02/21
Yadira Rodriguez	SPED Aide II	Lakeview	02/22/21
Cynthia Shepard	Bus Attendant	Transportation	01/11/21
Rachel Sims	SPED Aide II Spec	George Key	02/16/21
Athena Sizoo	SPED Aide I	Esperanza	02/01/21
McKenzie Thurman	SPED Aide II	El Dorado	02/11/21
McKencie Turman	SPED Aide II	El Dorado	02/11/21
Matthew Vega	SPED Aide II	Mabel Paine	02/01/21
Henry Villagrana	Heavy Equip Mech	Transportation	02/22/21
Katelin Welch	SPED Aide I	Ruby Drive	02/02/21

<u>Substitutes</u>	<u>Position</u>	<u>Site</u>	<u>Effective</u>
Kelly Barr-Hansen	Clerk I	Glenknoll	01/25/21-06/17/21
Noah Campbell	Health Clerk	Health Svs	02/03/21-06/18/21
Veronica Castillo	Clerk I	Topaz	02/16/21-06/18/21
Mauro Cervantes	Custodian	Custodial Svs	02/09/21-06/30/21
Annabella Chang	Clerk I	Topaz	02/16/21-06/18/21
Rebecca Cruz	SPED Aide I, II, III	SPED	09/01/20-06/18/21
Myrna Cuevas	Academy Tutor	Expanded Lrng	02/01/21-06/17/21
Yessica DePorter	Interpreter	SPED	02/01/21-02/15/21
Catrina Eazell	SPED Aide I, II	SPED	09/01/20-06/18/21
Gladys Fetter	Lead Academy Tutor	Tynes	02/16/21-06/17/21
Lisa Friedman	Clerk I	Topaz	02/16/21-06/18/21
Anarosa Gomez	Bil School Secretary	Topaz	02/11/21-06/18/21
Sara Gonzalez	Health Clerk	Health Svs	02/03/21-06/18/21
Gina Jackson	SPED Aide I, II	SPED	02/16/21-06/18/21
Michael Lilly	Custodian	Custodial	02/01/21-06/30/21
Alejandro Marquez	Lib Media Tech	Ed Services	02/03/21-06/30/21
Alejandro Marquez	SPED Aide I, II	SPED	01/15/21-06/18/21
Brooke Mercado	SPED Aide I, II	SPED	01/20/21-06/18/21
Heather Murphy	Receptionist	Human Resources	02/12/21-06/30/21
Cade Nicholl	SPED Aide I, II	SPED	02/01/21-06/18/21
Kirsten Presson	SPED Aide I, II	SPED	01/20/21-06/18/21
Karyn Qsar	Clerk I	Glenknoll	01/25/21-06/17/21
Karyn Qsar	Clerk I, Secretary	Bryant Ranch	01/28/21-06/30/21
Jose Ramirez	Lib/Media Tech	Ed Services	02/19/21-06/30/21
Jennifer Randall	Secretary II	BVVA	09/01/20-06/17/21
Caroline Sewell	Clerk I	Kraemer	02/09/21-06/17/21
Suzanne Smith	Clerk III	Kraemer	02/01/21-06/17/21
Jenna Takamoto	Health Clerk	Health Svs	02/03/21-06/18/21
Elizabeth Woodling	Receptionist	Human Resources	02/12/21-06/30/21

<u>Short Term</u>	<u>NTE Hrs</u>	<u>Reason</u>	<u>Site</u>	<u>Effective</u>
Lindsey Aguilar	6	First Aid Training	George Key	01/11/21-03/15/21
Anissa Alcaraz	96	Student Support	Tynes	01/11/21-03/05/21
Joshua Amparan	50	Student Support	Wagner	02/09/21-06/18/21
Judith Andrisano	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Magdalena Avalos	100	Student Bus Support	SPED	01/04/21-06/25/21

<u>Short Term (Cont'd)</u>	<u>NTE Hrs</u>	<u>Reason</u>	<u>Site</u>	<u>Effective</u>
Diana Ayala-Saavedra	110	AVID Tutoring	Valencia	02/02/21-06/17/21
Odalys Barahona	65	Student Support	El Dorado	01/19/21-04/30/21
Elizabeth Bruner	24	AVID Tutoring	El Dorado	01/16/21-03/15/21
Sandra Cabrera Gomez	100	Student Bus Support	SPED	01/04/21-06/25/21
Noah Campbell	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Lauren Castro	150	AVID Tutoring	Ed Services	02/01/21-05/28/21
Mauro Cervantes	56	Custodian Training	Custodial Svcs	02/09/21-02/28/21
Annabella Chang	4	Clerical Training	BYMS	01/29/21-01/29/21
Clifford Cooper	100	Student Bus Support	SPED	01/04/21-06/25/21
Darlene DeLeon	8	AVID Training	Ed Services	02/16/21-04/15/21
Darlene DeLeon	28	AVID Tutoring	Kraemer	01/25/21-03/12/21
Sheri Dettloff	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Delaina Dunn	100	Student Bus Support	SPED	01/04/21-06/25/21
Catrina Eazell	150	ELPAC Testing	Ed Services	02/01/21-05/28/21
Adriana Ferrari	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Lisa Friedman	45	Book Distribution	YLHS	01/04/21-06/18/21
Pamela Gagnon	40	Student Support	Tuffree	02/09/21-06/18/21
Pamela Gagnon	100	Student Bus Support	SPED	01/04/21-06/25/21
Anarosa Gomez	150	ELPAC Prep	Ed Services	01/27/21-05/28/21
Camille Gonzalez	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Sara Gonzalez	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Kathy Gregory	1	Student Supvsn	Mabel Paine	11/30/20-06/17/21
Rachel Guerra	100	Student Bus Support	SPED	01/04/21-06/25/21
Fabiola Guerra	35	Student Support	Tynes	12/07/20-03/26/21
Stacey Harrell	60	Materials Distribution	Woodsboro	01/04/21-06/17/21
Andrew Hernandez	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Andrew Hernandez	1	Student Bus Support	SPED	12/07/20-12/18/20
Karla Hernandez	150	AVID Tutoring	Ed Services	02/03/21-05/28/21
Sonia Herrington	6	First Aid Training	George Key	01/11/21-03/15/21
Katie Ibrahim	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Julie Imai	4	Clerical Training	BYMS	01/29/21-01/29/21
Zenobia Kadhom	6	First Aid Training	George Key	01/11/21-03/15/21
Fei Kanoholani	2	Translation Svcs	Fairmont	02/01/21-05/28/21
Joanna Keating Velasco	6	First Aid Training	George Key	01/11/21-03/15/21
Kristin Kile	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Priscilla Leichter	40	Student Supervision	Expanded Lrng	01/29/21-06/17/21
Robert Lemos	150	Warehouse Support	Warehouse	02/01/21-04/30/21
Traci Leuck	1	Student Supvsn	Mabel Paine	11/30/20-06/17/21
Michael Lilly	48	Custodial Training	Custodial Svcs	02/01/21-02/09/21
Evniki Lister	10	Student Bus Support	SPED	02/08/21-06/18/21
Yusa Liu	150	Speech Support	SPED	02/02/21-06/18/21
Kevin Lopez	120	AVID Tutoring	Kraemer	01/16/21-03/15/21
Frank Manriquez	98	Student Support	Esperanza	02/01/21-03/26/21
Alejandro Marquez	100	Student Bus Support	SPED	01/04/21-06/25/21
Ana Martinez	72	AVID Tutoring	Tuffree	02/16/21-06/17/21
Beatriz Marroquin	150	ELPAC Prep	Ed Services	01/27/21-05/28/21
Ana Martinez	8	AVID Training	Ed Services	02/16/21-04/15/21
Robin McCormick	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Lorely Meza	250	Health Clerk	Health Svcs	01/01/21-06/18/21
Janessa Nutall	100	Student Bus Support	SPED	01/04/21-06/25/21
Bianca Pasillas	100	Student Bus Support	SPED	01/04/21-06/25/21
Judy Patino	4	Translation Svcs	BYMS	02/19/21-06/18/21
Sonia Perez	100	Student Bus Support	SPED	01/04/21-06/25/21

<u>Short Term (Cont'd)</u>	<u>NTE Hrs</u>	<u>Reason</u>	<u>Site</u>	<u>Effective</u>
Elisabeth Pilgrim	250	Health Clerk	Health Svs	01/01/21-06/18/21
Nicole Polasky	176	ELPAC Testing	Ed Services	02/01/21-05/28/21
Thomas Pulido	8	AVID Training	Ed Services	02/16/21-04/15/21
Thomas Pulido	40	AVID Tutoring	Esperanza	02/10/21-06/11/21
Caitlyn Rayburn	100	Student Bus Support	SPED	01/04/21-06/25/21
Jennifer Reed	1	Student Supvsn	Mabel Paine	11/30/20-06/17/21
Elizabeth Rivera	100	Student Bus Support	SPED	01/04/21-06/25/21
Andrea Rivera	120	AVID Tutoring	Kraemer	01/16/21-03/15/21
Janet Rizo	115	AVID Tutoring	Valencia	01/11/21-06/17/21
Janet Rizo	40	AVID Tutoring	YLMS	02/04/21-06/17/21
Amanda Rodriguez	40	AVID Tutoring	YLMS	02/11/21-06/17/21
Amanda Rodriguez	8	AVID Training	Ed Services	02/16/21-04/15/21
Amanda Rodriguez	70	AVID Tutoring	Valencia	02/10/21-06/17/21
Joseph Rojas Granja	5	Student Support	El Dorado	01/19/21-04/30/21
Akane Sanchez	16	AVID Tutoring	El Dorado	01/16/21-03/15/21
Martina Sandoval	150	ELPAC Testing	Ed Services	01/27/21-05/28/21
Miguel Sandoval	80	AVID Tutoring	El Dorado	01/18/21-06/11/21
Darlene Schrieber	90	Materials Distribution	Woodsboro	01/04/21-06/17/21
Letha Selby	100	Student Bus Support	SPED	01/04/21-06/25/21
Michelle Sellers	100	Student Bus Support	SPED	01/04/21-06/25/21
Janice Simmons	250	Health Clerk	Health Svs	01/01/21-06/18/21
Tosha Spencer	100	Student Bus Support	SPED	01/04/21-06/25/21
Michelle Spoonhower	6	First Aid Training	George Key	01/11/21-03/15/21
Danae Tagaloa	65	Student Support	El Dorado	01/19/21-04/30/21
Amy Takamoto	250	Health Clerk	Health Svs	01/01/21-06/18/21
Jenna Takamoto	250	Health Clerk	Health Svs	01/01/21-06/18/21
Jenna Takamoto	12	Health Clerk Training	Health Svs	02/03/21-03/31/21
Anna Liza Tannehill	100	Student Bus Support	SPED	01/04/21-06/25/21
Ramiro Vitela	100	Student Bus Support	SPED	01/04/21-06/25/21
Austin Weber	63	Student Support	Alternative Ed	01/25/21-06/01/21
Lucy Wheaton	100	Student Bus Support	SPED	01/04/21-06/25/21
Michelle Yurina	6	First Aid Training	George Key	01/11/21-03/15/21
Yanming Zhang	6	First Aid Training	George Key	01/11/21-03/15/21

District Funded Co-Curricular Assignments

<u>Employee</u>	<u>Assignment</u>	<u>Site</u>	<u>NTE Amount</u>	<u>Effective</u>
Bradley Ambriz	Football	El Dorado	\$1000	12/14/20-03/12/21
Karlyn Arcienega	Girls Water Polo	YLHS	\$2557	01/27/21-03/19/21
Vidal Arista	Cross Country	YLHS	\$3069	12/26/20-03/05/21
Griffin Barnes	Baseball	Esperanza	\$2812	03/19/21-05/28/21
Donald Chadez	Track & Field	Esperanza	\$2812	03/20/21-05/29/21
Galen Diaz	Boys Swim	Esperanza	\$3580	03/13/21-05/22/21
Kyle Enos	Track & Field	Esperanza	\$2812	03/20/21-05/29/21
Lincoln Faletoi	Football	El Dorado	\$2557	12/14/20-03/12/21
Mauricio Gomez Lopez	Academic Coach	Valencia	\$1046	02/01/21-06/17/21
Daniel Hart	Girls Volleyball	YLHS	\$1279	12/19/20-02/20/21
Christian Holiday	Wrestling	Esperanza	\$3580	03/05/21-05/15/21
Jessica Kaer	Girls Water Polo	YLHS	\$3069	12/19/20-02/20/21
Carl Matthews	Boys Water Polo	YLHS	\$3069	12/21/20-02/20/21
Allysa Maurer	Colorguard	YLMS	\$2148	01/11/21-06/17/21
Joey Montalvo	Girls Soccer	Valencia	\$2557	12/01/20-02/28/21
Jacob Newport	Lacrosse	Esperanza	\$3581	03/12/21-05/22/21
Ryan Nichols	Football	El Dorado	\$1000	12/14/20-03/12/21

District Funded Co-Curricular Assignments (Cont'd)

<u>Employee</u>	<u>Assignment</u>	<u>Site</u>	<u>NTE Amount</u>	<u>Effective</u>
Annette Nielson	Girls Swim	Esperanza	\$3580	03/13/21-05/22/21
Alejandra Nunez	Girls Soccer	Valencia	\$3580	12/01/20-02/28/21
William Ray	Football	YLHS	\$3324	12/14/20-03/01/21
Jason Secoda	Baseball	Esperanza	\$3836	03/19/21-05/28/21
Edward Tunstall	Softball	Esperanza	\$3836	03/19/21-05/22/21

Booster Funded Co-Curricular Assignments

<u>Employee</u>	<u>Assignment</u>	<u>Site</u>	<u>NTE Amount</u>	<u>Effective</u>
Tucker Amidon	Boys Lacrosse	YLHS	\$1000	12/26/20-02/26/21
Jason Bittner	Dance	Esperanza	\$1450	01/04/21-06/25/21
Eugene Day	Track	YLHS	\$2812	10/01/20-12/18/20
Brandon Day	Baseball	Esperanza	\$750	12/01/20-02/28/21
Fred DePalma	Football	YLHS	\$3000	12/14/20-03/01/21
Aimee Gallagher	Vocal	TRMS	\$3980	02/01/21-06/17/21
Tanner Hauptert	Boys Lacrosse	El Dorado	\$800	09/01/20-01/31/21
Khrystine Lopez	JV Cheer	El Dorado	\$459	01/07/21-06/30/21
David Lowry	Colorguard	Kraemer	\$2249	11/01/20-06/17/21
Justin McHale	Baseball	Esperanza	\$750	12/01/20-02/28/21
Jacob Newport	Lacrosse	Esperanza	\$1526	12/01/20-02/28/21
Margaret Reddick	Pepsters	YLHS	\$3600	02/01/21-06/17/21
Grace Redmond	Colorguard	BYMS	\$3055	02/01/21-06/18/21
Grace Redmond	Colorguard	BYMS	\$1295	12/01/20-01/29/21
Richard Shube	Pepsters	YLHS	\$3600	02/01/21-06/17/21
Chang Yue	Orchestra	Esperanza	\$600	01/04/21-06/25/21

School Psychologist Interns, NTE \$7500, 8/13/20-06/10/21

Alec Burrola
 Madalyn Jackson-Sullivan
 Rachel Krupsky
 Paulina Villalobos
 Lizeth Moreira
 Angel Gonzalez
 Yesenia Lopez

Child Care Program: Child Care Teacher I and Short-term Support Staff: All sites, Short Term: NTE 250 Hrs., Substitute, NTE 8 Hrs/Day., All Sites; Eff 07/01/20-06/30/21

Employee
 Susan Gaglia
 Zakkai Geisick
 Zakir Jalali
 Taylor Mendez

Noon Duty Supervisor; Substitute Noon Duty Supervisor; Short-term/Training: NTE 250 Hrs; 08/27/20-06/18/21

<u>Employee</u>	<u>Site</u>
Angelica Lara	Morse
Traci Leuck	Mabel Paine
Lilliana Ochoa	Ed Services
Maria Pelaez	Rose Drive
Christopher Rivera	Ed Services

CERTIFICATED HUMAN RESOURCES REPORTRetirement

<u>Employee</u>	<u>Site</u>	<u>Position</u>	<u>Effective</u>
Debra Ayala	Golden	Teacher	06/19/21
Elizabeth Brooks	Rio Vista	Teacher	06/19/21
Karen Brown	Woodsboro	Teacher	06/19/21
Theresa Hindman	El Dorado	Teacher	06/19/21
Deborah Myers	Glenknoll	Teacher	06/19/21
Anita Schuber	Fairmont	Teacher	06/19/21
Patricia Simmons	Morse	Teacher	02/04/21

Resignation

<u>Employee</u>	<u>Site</u>	<u>Position</u>	<u>Effective</u>
Cindy Carrasco	Ruby Drive	Teacher	06/12/20
Jon-Michael Cho	Mabel Paine	Teacher	06/18/21
Marie Cimborra	Rose Drive	Speech/Lang Spec	06/18/21
Katyanne Downing	Lakeview	Teacher	02/26/21
Sara Johnson	YLMS	Teacher	06/18/21
Evelyn Solarczyk-Riyhani	YLMS	Teacher	06/18/21
Timothy Vrooman	El Dorado	Teacher	06/18/21

Change of Status

<u>Employee</u>	<u>Site</u>	<u>From</u>	<u>To</u>	<u>Effective</u>
Rosemarie Demonte	Exec Svs	Nurse, 100%	Nurse, 89%	02/19/21
Erika Mayer	Tuffree	Teacher, 86%	Teacher, 100%	08/27/20

Leaves of Absence

<u>Employee</u>	<u>Position</u>	<u>Site</u>	<u>Reason</u>	<u>Effective</u>
Jon-Michael Cho	Teacher	Mabel Paine	Medical	03/02/21-03/09/21
Rachael Collins	Teacher	Kraemer	PDL/Child Bonding	02/22/21-06/18/21
Stacy Farkas	Teacher	Melrose	Medical	02/22/21-06/18/21
Hillary Finnegan	Speech Therapist	Travis MS	PDL/Child Bonding	03/11/21-06/18/21
Erin Kilbarger	Teacher	Glenknoll	Medical	02/28/21-03/31/21
Katelyn Leiva	Teacher	Morse	PDL/Child Bonding	02/03/21-05/17/21
Katelyn Long	Teacher	Travis Ranch	PDL/Child Bonding	03/18/21-06/18/21
Susan McCormack-Metcalf	Teacher	YLHS	Medical	02/11/21-02/23/21
Kimberly Montoya	Speech Therapist	El Dorado	Medical	02/16/21-04/15/21
Mavis Nam	Teacher	YLHS	Unpaid Leave	02/26/21-06/18/21
Genevieve Olson	Teacher	Lakeview	Medical	02/11/21-03/12/21
Elizabeth Solyom	Teacher	Glenview	Medical	02/22/21-03/01/21

Employ

<u>Teacher</u>	<u>Subject</u>	<u>Site</u>	<u>Status</u>	<u>Effective</u>
Stephanie Root	Elementary	Morse	Temp	02/05/21
Amy Woodrum	Special Education	George Key	Temp	12/01/21
Jane Yoon	Foreign Language	YLHS	Temp	01/19/21

Assignment Authorization

<u>Employee</u>	<u>Site</u>	<u>Subject</u>	<u>Education Code</u>
Daniel Ortega	Valencia HS	Athletics	44258.7(b)

Extra Periods

<u>Employee</u>	<u>Site</u>	<u>Subject</u>	<u>Increase Contract</u>	<u>Effective</u>
Brady Bilhartz	Valencia	Science Olympiad	1/6(shared by 5)	02/01/21-06/18/21
Donald Bladow	El Dorado	Credit Recovery	1/6	02/01/21-06/18/21
Richard Cadra	YLHS	Credit Recovery	1/6	02/01/21-06/18/21
Linda Crossno	Valencia	Science Olympiad	1/6(shared by 5)	02/01/21-06/18/21
Linda Leonard	Valencia	Science Olympiad	1/6(shared by 5)	02/01/21-06/18/21
Gabrielle Stephenson	YLHS	Credit Recovery	1/6	02/01/21-06/18/21
Gregory Walls	YLHS	Science Olympiad	1/6	02/01/21-06/18/21
James Womack	Valencia	Science Olympiad	1/6(shared by 5)	02/01/21-06/18/21
Joselyn Young	Valencia	Science Olympiad	1/6(shared by 5)	02/01/21-06/18/21

Extra Duty Assignments

<u>Employee</u>	<u>Site</u>	<u>Extra Duty</u>	<u>Hrly Rate</u>	<u>Hours</u>	<u>Effective</u>
Tamara Beeuwsaert	Ed Svs	Admin Support	Per Diem	30/Day	01/19/21-03/01/21
Zoe Bonfield	Fairmont	ELD Instruction	\$27	30	01/11/21-06/17/21
Sunshine Cavaluzzi	El Dorado	Prof Development	\$25	40	02/01/21-06/11/21
Jaclyn Chavez	YLHS	Algebra Exam	\$25	2	01/29/21-02/26/21
John Deacy	Golden	Staff Development	\$25	20	01/04/21-01/29/21
Chris Herzfeld	Valencia	Admin Support	Per Diem	45/Day	02/02/21-04/02/21
Nicole Hopp	Van Buren	Sub Support	\$25	95	02/01/21-06/18/21
Tami LaMagna	Woodsboro	Morning Duty	\$25	90	01/13/21-06/17/21
Shan Lawson	El Dorado	OC PE Mtg	\$25	3	02/22/21-02/22/21
Lia Marentes	Spec Ed	Assessment Support	Per Diem	1	12/04/20-03/01/21
Kristin Mc Donald	Golden	Admin Support	Per Diem	30/Day	01/08/21-02/19/21
Brian Nguyen	Golden	After School Prg	\$27	48	01/11/21-02/26/21
		Prep	\$25	8	
Leanabeth Plunkett	Ed Svs	Kinder Assessment	\$27	14	01/04/21-02/28/21
Lauren Simmons	Ed Svs	Alg 2 Sem 2 Pacing	\$25	2	01/25/21-06/11/21
Kamelia Slankard	Spec Ed	Assessment Support	\$25	150	01/04/21-06/17/21
Leonard Takahashi	Valencia	Testing Support	\$25	50	02/15/21-06/18/21
Heather Trueman	Valencia	Algebra Exam	\$25	2	01/29/21-02/26/21
Keri Walters	Esperanza	OC PE Mtg	\$25	3	02/22/21-02/22/21

Educational Services, Alg 1 Sem 2 Pacing, \$25/Hr., NTE 2 Hrs., 01/25/21-06/11/21

Melissa Chavez
Susan Rotkosky

Educational Services, CAASPP Coordinator, \$25/Hr., 01/29/21-06/11/21

<u>Employee</u>	<u>NTE Hours</u>
Jackie Deano	8
Erin Kilbarger	8

Educational Services, CTE Teacher Network, \$25/Hr., NTE 1 Hr., 12/01/20-06/30/21

Rod Boaz
Brian Johnson
Susan Sawyer
Grace Stanton
Mark Switzer

Educational Services, Directing Change Coordination, \$25/Hr., NTE 37 Hrs., 02/09/21-06/18/21

<u>Employee</u>	<u>Site</u>
Susan Sawyer	Esperanza
Mark Switzer	El Dorado

Educational Services, Hourly ELD/RTI Instruction, \$27/Hr., 02/01/21-05/31/21

<u>Employee</u>	<u>NTE Hours</u>	<u>Site</u>
Liliana Reyes	350	Tynes
Jennifer Kanell	350	Tynes

Educational Services, Facilitate Student Study Team Process and Training, \$25/Hr., NTE 25 Hrs., 08/27/20-06/18/21

Caitlin McMaster
April Treece

Educational Services, Living Earth Leadership, \$25/Hr., NTE 5 Hrs., 02/09/21-06/11/21

Brady Bilhartz
Britney Brown
Sharon Farrell
Lisa Gersbacher
Jesse Gomez
Leina Howard
Kressler Nguyen-Valdez
Kathryn Oberle

Educational Services, Physical Education Leadership Network Professional Dev., \$25/Hr., NTE 3 Hrs., 02/22/21

Brian Shay
Dianne Torres

Educational Services, Preppy K Assessments, \$27/Hr., NTE 15 Hrs., 02/15/21-06/30/21

Kandice Ames
Angelina Avila-Perez
Lisette Garcia

Educational Services, Science Pilot Prof Dev., \$25/Hr., NTE 2 Hrs., 02/03/21

Cari Briggs
Holly Carpenter
Jeffrey Christiansen
Katie Cortes
Marie Dodson
Ashlee Duncan
Rachael Gallagher
Ann Marie Libo-On
Sage Newman
Stephen Trapp
Terrance Wroblewski

Educational Services, State Mandated 2021 ELPAC Testing, \$25/Hr., NTE 150 Hrs., 02/05/21-05/28/21

Gail Spear
Debra Storing

Glenview, Data Team Mtg/PLC's, \$25/Hr., NTE 11 Hrs., 09/01/20-06/17/21

Antonia Finn
 Michelle Flenniken
 Toby Foster
 James Novek
 Norma Perez
 Molly Skane
 Grace Sohn
 Elizabeth Solyom
 Kimberly Wisnia
 Laura Yeamen
 Vanessa Zamorategui

Travis Ranch MS, After School Development, \$25/Hr., NTE 8 Hrs., 01/04/21-06/10/21

Lisa Amini-Hanlon
 Matthew Sitar
 Emily Taylor

Travis Ranch MS, GATE Parent Night, \$25/Hr., NTE 1 Hr., 02/16/21

David Gillette
 Amie Newberry
 Eric Plunkett

Wagner, EL Student Support, \$27/Hr., NTE 11 Hrs., 01/29/21-06/11/21

Stacy Hoffman
 Carrie Pipkin
 Diane Seitz
 Madeleine Silva

Yorba Linda MS, Department Lead Planning, \$25/Hr., NTE 10 Hrs., 02/09/21-06/18/21

Leslie Alexander
 Nicole Davison
 Jacqueline Jenkins
 Jeremy Kelly
 William Lin
 Noelle Martinson
 Jessica Morrison
 Minerva Pedrola
 Lyndsey Smith
 Steven Steichen

Stipends

<u>Employee</u>	<u>Site</u>	<u>Duty</u>	<u>NTE Amount</u>	<u>Effective</u>
Jessie Norris	Spec Ed	ASHA Certificate	\$750	08/27/20-06/18/21
Kim Voge	Buena Vista	Admin Designee	\$1790	10/01/20-06/18/21

District Funded Co-Curricular Assignments

<u>Stipends</u>	<u>Site</u>	<u>Co-Curricular Assignment</u>	<u>NTE Amount</u>	<u>Effective</u>
Jon Aed	YLHS	Football	\$4296	12/14/20-03/12/21
Jeff Bailey	YLHS	Hd Football	\$5575	12/14/20-03/12/21
Rebecca Bonet	Valencia	Science Olympiad	\$1074	02/01/21-06/18/21
Gary Bowers	YLHS	Football	\$3324	12/14/20-03/01/21

District Funded Co-Curricular Assignments (Cont'd)

<u>Stipends</u>	<u>Site</u>	<u>Co-Curricular Assignment</u>	<u>NTE Amount</u>	<u>Effective</u>
Allison Burns	Valencia	Hd Girls Basketball	\$3580	12/01/20-02/28/21
Carlos Castellanos	Esperanza	Hd Track & Field	\$3836	03/20/21-05/29/21
Jaclyn Chavez	YLHS	Hd Girls Volleyball	\$4296	12/19/20-02/20/21
Melissa Chavez	El Dorado	Hd Girls Golf	\$3069	03/20/21-05/29/21
Harry Dolen	Esperanza	Track & Field	\$2812	03/20/21-05/29/21
John Domen	YLHS	Football	\$3324	12/14/20-03/01/21
Wayne Elmore	Esperanza	Boys Golf	\$2557	03/20/21-05/28/21
Barrett Gardner	Valencia	Hd Boys Soccer	\$4552	12/01/20-02/28/21
Leina Howard	Valencia	Science Olympiad	\$248	02/01/21-06/18/21
John King	Esperanza	Hd Girls Soccer	\$3580	02/27/21-05/08/21
Linda Leonard	Valencia	Science Olympiad	\$536	02/01/21-06/18/21
Sergio Narez	Valencia	Science Olympiad	\$495	02/01/21-06/18/21
Pat O'Donnell	El Dorado	Girls Golf	\$2557	03/20/21-05/29/21
David Quintero	Valencia	Hd Boys Wrestling	\$3830	12/01/20-02/28/21
Thomas Storing	YLHS	Football	\$3324	12/14/20-03/01/21
Leonard Takahashi	Valencia	Boys Soccer	\$2557	12/01/20-02/28/21
Brian Wolf	El Dorado	Football	\$972	12/14/20-02/12/21

Booster Funded Co-Curricular Assignments

<u>Stipends</u>	<u>Site</u>	<u>Co-Curricular Assignment</u>	<u>NTE Amount</u>	<u>Effective</u>
Brian Fortenbaugh	YLHS	Football	\$200	12/14/20-03/01/21
Nick Gerasimou	YLHS	Football	\$500	12/14/20-03/01/21
Rolfe Nasr	El Dorado	Girls Golf	\$1500	03/20/21-05/29/21
Michael Schreiber	YLHS	Hd Boys Lacrosse	\$1500	12/26/20-02/27/21

Substitute Teachers, 2020-2021 SY

Darcy Calvillo
 Wayne Denunzio
 Ashley Does
 Kimberlee Evelo
 Glen Fain
 Kate Gibson
 David Gutierrez
 Tiffany Irvine
 Mckenzie Jackson
 Janice Krohn
 Krista Kugler
 Clarisse Linao
 Attie Lundrum
 Elizabeth Nguyen
 David Pederson
 Rene Peralta
 Camille Piccinino
 Diana Power
 Denise Rousseau
 Victoria Serrano
 Gail Spear
 David Spindler

**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO
ALL EXPELLED STUDENTS IN ORANGE COUNTY
2021-2024**

General Provisions

As required by Education Code section 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2021-22, 2022-23 and 2023-24. The current plan has been adopted by the governing board of each school district in Orange County and the Orange County Board of Education. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a county community school pursuant to subdivision (c) of Education Code Section 1981, or a juvenile court school, as described in Section 48645.1, or a community day school pursuant to Article 3, (commencing with Section 48660 of Chapter 4 of Part 27 of the Education Code

All expelled students shall be referred to an educational placement that is 1) appropriately prepared to accommodate students who exhibit discipline problems; 2) not situated at a comprehensive middle, junior, or senior high school, or at any elementary school, and 3) not housed at the school site attended by the student at the time of the offense (E.C. section 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives, local control accountability plans and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

Educational Alternatives for Expelled Students

The governing board of each school district will determine which educational alternatives are appropriate and available pursuant to Education Code section 48916.1. Educational alternatives throughout Orange County for students recommended for expulsion include, but are not limited to the following options:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. section 48660].
4. Expulsion with subsequent transfer to another district subject to acceptance by the district of proposed enrollment [E.C. section 48915.1].

5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].

A specific referral to a district community day school or county community school is made by the school district with recommendations from the district discipline review board, School Attendance Review Board (SARB), or by another established district referral process as required by statute.

The school district of residence maintains the responsibility for developing a rehabilitation plan for expelled students and referring students to an appropriate educational setting. Expelled students who complete their rehabilitation plan obligations are reviewed by the district for possible return to district of residence programs. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan for readmission may continue to be referred to an appropriate educational setting within another district alternative program, district community day school program, or the Orange County Department of Education ACCESS program.

Charter School Requirements and Expulsion

Charter schools develop their own policies and procedures regarding student expulsion and student dismissal subject to the requirements of Education Code Section 47605(c)(5)(J). They are not required to follow Education Code section 48900 et seq. as the basis of their discipline or expulsion policy, although by regulation petitioners must demonstrate familiarity with these provisions. Charter schools have the option to adopt their chartering district's policy and procedures in regard to expulsion.

A student who is expelled from a charter school may return to the school district of residence. As set forth in Education Code Section 47605(e)(3), if a pupil subject to compulsory full-time education pursuant to Education Code section 48200 is expelled or leaves a charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Once the school district has documentation of the expulsion order, the provisions of Education Code sections 48915.1 and 48915.2 to determine whether or not the pupil may enroll in a district school or must be referred to a county community school or district community day school (EC section 48915.2).

Expelled Students Who Commit Subsequent Violation(s)

The placement of expelled students who commit subsequent expellable violations will be placed in one of the following options:

- If the student commits a subsequent violation of Education Code section 48900 and following, the student may be referred to another district alternative program or to the Orange County Department of Education.
- If the expelled student commits another violation of the Education Code while enrolled in the Orange County Department of Education ACCESS program, the student will be placed at another community school site within the Access Areas or transferred to another Access Area operated by the Orange County Department of Education, in accordance with Orange County Department of Education Policy and Procedures.

Expelled Students Who Fail District Community Day School

An expelled student who fails his/her placement in a district community day school program may be placed in one of the following options:

- Other existing district educational alternatives.
- Orange County Department of Education, ACCESS program or a program operated by the Orange County Department of Education Division of Special Education Services.
- Non-Public School (NPS) placements for students with disabilities may be considered by school districts if the IEP team determines an NPS is appropriate.

Special Education Students

Students eligible under the Individuals with Disabilities Act (IDEA) may be referred to the Orange County Department of Education pursuant to the Individualized Education Program (IEP) process outlined in Education Code section 48915.5 and Orange County Department of Education procedures. Students eligible under Section 504 of the Rehabilitation Act of 1973 may also be referred to the Orange County Department of Education program in accordance with Section 504 procedures. School districts must take into consideration the contents of the student's IEP when making placement recommendations. Any change in placement requires the school district to convene an IEP meeting. The IEP team identifies a special education program and related services appropriate for the student. Placement options may include district, special education local plan area (SELPA), or county-operated programs.

- If the district refers an expelled student to the Orange County Department of Education, the district shall convene an IEP meeting prior to the referral to jointly identify an appropriate special education program and related services. A representative from the Orange County Department of Education shall participate in the IEP meeting. The district or Orange County Department of Education may provide special education services in accordance with the student's IEP.
- When the IEP cannot be implemented within the Orange County Department of Education, the district of residence is responsible for providing a Free and Appropriate Public Education (FAPE) within the continuum of program options identified in its SELPA local plan.
- The Orange County Department of Education may also provide an interim alternative educational setting while a school district locates an educational placement for students eligible under the IDEA (not excluding county options). [34 C.F.R. section 300.530(g)]

Orange County Department of Education Options

Orange County Department of Education Options

The Orange County Department of Education is committed to providing a spectrum of educational options for students expelled from Orange County school districts. Educational options are provided through the Division of Alternative Education, known as Alternative, Community, and Correctional Education Schools and Services (ACCESS), a Western Association of Schools and Colleges-accredited (WASC) program, and the Division of Special Education Services. The Orange County Department of Education's mission is to ensure that all students are equipped with the competencies they need to thrive

in the 21st Century. In addition, ACCESS's mission is to care for, teach, and inspire all students to discover their potential, develop their character, and maximize their learning so they may become successful contributors to society.

The policy of each individual school district affects how the Orange County Department of Education will meet the needs of that particular school district. Some districts use the Orange County Department of Education programs as educational options for those students expelled under Education Code section 48900. The Orange County Department of Education also works with Orange County school districts to provide information and data in support of local control accountability plan goals and priorities, including but not limited to pupil engagement, school climate and pupil outcomes.

The Orange County Department of Education Division of Special Education Services provides special education programs and services to individuals with exceptional needs requiring intensive educational services. Referrals to the Division of Special Education Services shall be made in accordance with current procedures.

The ACCESS program provides options for expelled youth at over 45 sites contained within 7 Areas located throughout the county. Regional options may include:

- Classroom instruction serving grades 9-12, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Classroom instruction serving grades 6-8, delivered daily for 240-270 minutes aligned with the State Frameworks/Standards.
- Contracted learning/independent study programs for students who elect, with parent/teacher approval, not to participate in daily classroom instructional programs. These contracted learning/independent study programs require students to complete a minimum of 20 hours per week of educational product. For students with disabilities, this would be considered and discussed at an IEP meeting.
- Parent directed home instruction independent study programs through the Community Home Education Program (CHEP) serving students in transitional kindergarten (TK) through grade 8 and Pacific Coast High School, a University of California (UC) approved and National Collegiate Athletic Association-accredited program serving students in grades 9-12. For students with disabilities this would be considered and discussed during an IEP meeting.

Referral Process to the Orange County Department of Education Alternative Community Correctional Education Schools and Services (ACCESS)

ACCESS Administrators regularly meet with school district representatives and agency partners to collaborate and coordinate placement of expelled students. Regional meetings of the Child Welfare and Attendance Administrators as well as district Student Attendance Review Board members provide an avenue for district and Orange County Department of Education representatives to discuss potential placement challenges, explore regional options and address the needs of expelled students.

Referrals to the Orange County Department of Education ACCESS program may be made directly to the Access Areas listed below. Referrals of students eligible under the IDEA shall be made through the IEP process and in accordance with ACCESS Special Education Procedures.

An Individual Learning Plan (ILP) will be developed for expelled students referred to ACCESS. Part of this plan includes a goal of assisting the student with meeting the requirements stated in the district rehabilitation plan to facilitate returning the student to the school district of residence at completion of the district expulsion. A Supplemental Referral Form and a Return to District Form were developed with the support of District Student Services Administrator's feedback in order to improve communication. Districts will use the "Supplemental Referral Form" to highlight unique needs of students, interventions in place, and rehabilitation plans for students. When returning to the district of residence, ACCESS will use the Return to District form to communicate student progress on the district rehabilitation plan as well as share important contact information in the case that questions may arise.

ACCESS and the Orange County school districts have resolved the difficulty for students returning to their district of residence following their expulsion period in regard to completing the required courses prior to graduation, which was a Gap in Service in the previous triennial countywide plan 2018-2021.

ACCESS and school district programs have implemented online programs that provide "a-g" approved courses as well as credit recovery options and electives, including career technical education. These programs have expanded the options available to expelled and returning students seeking to satisfy the "a-g" requirements or other college-preparatory courses. ACCESS continues to provide professional development to teachers to effectively utilize their on-line program. In addition, Pacific Coast High School (Administrative Area 5) offers a full range of college-preparatory courses satisfying the "a-g" requirements. *GradPoint*, the online course option with "a-g" approved courses utilized by ACCESS, satisfies the subject requirements for admission into the University of California and California State University Systems.

ACCESS Administrative Areas

AREA	ADDRESS	CONTACT INFORMATION	STAFF CONTACT
Area 1 - South County	15872 Harbor Blvd. Fountain Valley, CA 92708	(714) 245-6535 (714) 966-1685 fax	Ken Ko KKo@ocde.us
Area 2 - Mid-County	505 N. Euclid St., Ste. 500 Anaheim, CA 92801	(714) 245-6795 (714)781-5891 fax	Chris Alfieri CAlfieri@ocde.us
Area 3 - North County	1277 S. Lyon St., Suite 501 Santa Ana, CA 92705	(714) 245-6680 (714) 731-7269 fax	Vern Burton VBurton@ocde.us
Area 4 - Juvenile Court Schools*	331 City Drive South Orange, CA 92868	(714) 935-7651 (714) 935-6339 fax	Kirk Anderson KAnderson3@ocde.us
Area 5 - Pacific Coast High School, Community Home Educational Program (CHEP), Skyview	14262 Franklin Ave. Suite 100 Tustin, CA 92780	(714) 245-6500 (714) 508-0215 fax	Machele Kilgore MKilgore@ocde.us

Area 6 – Sunburst Academy	4022 Saratoga Ave., Bldg. 25 Los Alamitos, CA 92702	(714) 796-8780 (714) 662-8770 fax	Dinah Ismail DIsmail@ocde.us
Area 7 – College and Career Preparatory Academy	1669 E. Wilshire Ave., Suite 605 Santa Ana, CA 92705	(714) 796-8795 (714) 547-8674	Dave Connor DConner@ocde.us

**Juvenile Court Institutions/Juvenile Court Schools Placement are made through the Juvenile Justice Department*

ACCESS Student Services

DEPARTMENT/OFFICE	ADDRESS	CONTACT INFORMATION	STAFF CONTACT
Student Support Services and Special Education	1715 E. Wilshire Ave., Suite 706 Santa Ana, CA 92705	(714) 647-2596 (714) 796-8811 fax	Lynn Garrett LynnGarrett@ocde.us
Title I	1735 E. Wilshire Ave., Suites 801 & 802 Santa Ana, CA 92705	(714) 836-0301 (714) 836-1920 fax	Lisa Lanier LLanier@ocde.us
Assessment Center	1715 E. Wilshire Ave., Suite 706 Santa Ana, CA 92705	(714) 835-2776 (714) 835-3861 fax	Jane Doney JDoney@ocde.us
Attendance and Records	1669 E. Wilshire Ave., Suite 601 Santa Ana, CA 92705	(714) 547-9972 (714) 547-2344 fax	Sharon Lakin SLakin@ocde.us
Educational Programs and Services	1669 E. Wilshire Ave., Suite 608 Santa Ana, CA 92705	(714) 647-2593 (714) 957-0736 fax	Katy Ramezani KRamezani@ocde.us
District Partnerships and Operations	1669 E. Wilshire Ave., Suite 603 Santa Ana, CA 92705	(714) 245-6404 (714) 547-2344 fax	Dennis Cole DCole@ocde.us
Foster Youth Services Coordinating Program	OCDE/FYSCP, C/O OC SSA/CFS 800 N. Eckhoff Street, Bldg. 124 Orange, CA 92868	(714) 668-7830 (714) 662-8753 fax	Raina K. Lee Rlee@ocde.us

<p style="text-align: center;">Summary of Gaps in Education Services to Expelled Students and Strategies for Filling Those Gaps</p>
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Previously identified gaps have been examined and considerable improvement has been made through a collaborative process between the 27 Orange County School Districts and the Orange County Department of Education. The 27 School Districts in Orange County and the Orange County Department of Education have committed themselves to an ongoing process to resolve the remaining identified gaps.

Service Gap 1: Expelled Students in Grades K-5

While there are several California Education Code sections that prohibit the expulsion of students in lower grades for various offenses, a student in grade K-3 can be expelled for commission of any of the other offenses. Specifically, Ed. Code section 48900(k) prohibits the expulsion of any student for disruption/defiance and Ed Code 48900.2 prohibits the expulsion of a student in K-3 for sexual harassment. Ed Code 48900.3 (hate violence) and 48900.4 (harassment, threats, or intimidation) pertain only to students in grades 4-12. As identified mainly by elementary school and smaller districts, students in grades K-5 who are expelled do not have as many educational options available as do expelled youth in grades 6-12. In some instances, it has been difficult to place elementary school students who are expelled, especially at the K-4 level. The number of community day schools at the elementary school grade level is very limited.

Progress from 2018

A common practice for students expelled in grades K-5 is for the school district to suspend the expulsion order and refer the student to another school within the district. School districts also may collaborate with each other to facilitate enrollment of an expelled elementary school student into a school in a different school district, when appropriate. School districts continue to have the option of referring expelled students to Skyview Elementary and Middle School, an Orange County Department of Education ACCESS program serving grades K-8. Skyview is a community elementary/middle school program designed to meet the needs of all at-promise children and offers community support programs for both the students and their families.

Ongoing Strategies for Addressing This Gap

Students in grades K-5 who are expelled, may be served through the following school district or Orange County Department of Education alternative education programs:

- Transfers within the home district which may include district community day school.
- Skyview Elementary and Middle School, located in the city of Orange, is operated by the OCDE ACCESS program and serves students in grades K-8.
- Students in grade 5, on a case-by-case basis, may be referred to other ACCESS school sites depending upon class composition at the time of referral.

The Orange County Department of Education continues to review the ongoing need for an elementary level regionalized community school program to serve elementary-aged students who may be expelled from their school district. Over the past five years, the number of expulsions for Orange County students in grades K-6, as reported to *DataQuest*, are as follows:

Year	K-3	4-6
2014-15	0	7
2015-16	0	7
2016-17	0	10
2017-18	0	9
2018-19	0	9

Orange County school districts continue to support one another and offer alternative placement options whenever possible, taking students who were expelled for non-mandatory expellable offenses especially in larger districts with community day school options or special classrooms on their sites. School districts are also expanding interventions through a Multi-Tiered System of Support framework with evidence-based programs such as Positive Behavior Intervention and Supports, Restorative Practice, Mindfulness Practice, Trauma-Informed Care Perspective and Resources, and Social and Emotional Learning resulting in reduction of expulsions at the elementary grade level. In addition, the tiered interventions and strategies of the Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) processes are being implemented as preventative/early warning measures to reduce the number of suspensions and expulsion through a strength-based approach focusing on students' behavior (academic, attendance, social-emotional) challenges and family support.

Challenges to Addressing This Gap

- The location of the Skyview Elementary and Middle School site in proximity to the district of residence may pose a challenge to student attendance.
- In order to attend Skyview or other schools in neighboring school districts, students may require transportation. However, neither the districts or ACCESS provide transportation which is a challenge for some students to attend schools outside of the boundaries of the district of residence.
- The low number of elementary students in grades K-5 who need alternative placements due to expulsions continue to make it impractical and cost-inhibitive to sustain operation of multiple school sites and programs throughout the county.

Service Gap 2: Limited Special Education Placements in ACCESS

The Orange County Department of Education is committed to expanded program options for students with exceptional needs that have been expelled from school district programs. As identified through communications with SELPA and District-Special Education Directors, programs for emotionally disturbed and dual diagnosis (Emotionally Disturbed and Developmentally Delayed) students have been

developed in some school districts as well as the OCDE Special Schools program. In addition, ACCESS continues to evaluate its Special Education services to provide a continuum of placement options. When a student's unique needs cannot be accommodated through existing OCDE program alternatives, the district of residence will continue to facilitate placement to meet the unique needs of individual students through district and non-public agency/non-public school (NPS) placements.

Progress from 2018

Orange County School Districts have continued to expand efforts to provide services to students within their attendance area reducing the need for referrals to ACCESS and the OCDE Special Schools program. The Orange County School Districts and OCDE will provide ongoing monitoring of the need for additional Special Education services for expelled students. The ACCESS program is prepared to respond to increased demands as conditions warrant in the future.

Programs for Students with intensive Mental Health needs:

- ACCESS has been able to expand the number of licensed mental health clinicians over the past several years. This has allowed for increased support during the school day while students are on campus. Continued expansion of programs for students with intensive mental health and behavioral needs is contingent upon the location of school sites that can accommodate such programs and sufficient enrollment to maintain such programs. Additional training in various behavior management strategies for both general education and special education teachers can support the increased needs of students being enrolled with mental health and behavioral needs.

Programs to Expand Continued Services for Special Education Students:

- Expanding program options for special education students continue to be evaluated through OCDE, Orange County SELPA Directors and Orange County School Districts.

ACCESS will continue to utilize its Director of Student Services as well as Special Education Administrative Liaisons/Coordinators to facilitate participation in district IEP team meetings when a referral for an expelled student is made to ACCESS. In addition, ACCESS has continued to increase its special education staff including a focus to address the increased mental health needs for students with disabilities. ACCESS is able to provide intensive counseling services by licensed mental health professionals who have been trained in Trauma Informed Care and Restorative Practice. Small group therapy programs have also been developed to address issues that impact social functioning within the classroom and community, such as social skills, anger management and various coping skill strategies.

All ACCESS mental health clinicians will continue to receive training in the most current research-based training in various therapeutic therapies to address the changing needs of our students.

Ongoing Strategies for Addressing This Gap

School districts continue to create, expand, and have success with community day school programs for expelled students with special needs as an option to county operated and non-public school placements. ACCESS provides an inclusive educational setting with students mainstreamed into general educational programs. Placement at non-public schools (NPS) continues to be an option for school districts as well. In addition, districts are utilizing various flexible scheduling opportunities along with alternative education options to meet IEP goals, provide related services, and fulfill the requirements of the rehabilitation plan.

Challenges to Addressing This Gap

- Establishing a regionalized program in an alternative school setting that can be operated and maintained based on an unpredictable number of student referrals as well as transportation barriers pose ongoing challenges. These challenges impact the sustainability of regionalized special education programs operated by OCDE. Although some school districts have expressed a need for a self-contained special day class (SDC) for students with emotional and/or behavior disorders, this has not been sustainable for OCDE due to the minimal number of students being referred. Challenges to addressing Service Gap #1 may also have been a contributing factor to the limited number of referrals for establishing such a program.
 - One area of continued concern expressed by some school districts is the ability of the ACCESS program to provide a Free Appropriate Public Education (FAPE) given its inclusive practices and independent study model. Based on the smaller class sizes in ACCESS and the individualized instructional model through contracted learning, the structure of the school day differs from a traditional school schedule and often requires modification of the IEP.
 - Another area of concern has been the combined programming of middle school and high school programs. There is a desire to provide separate classes/programs for middle school students to better address their unique developmental and social-emotional needs, however the low numbers of referrals/enrollment of middle school students make it difficult to maintain separate programs.

Service Gap 3: Rehabilitation Failures

Based on a recent survey of Orange County School Districts, concerns about students failing to satisfy school district rehabilitation plans during the expulsion period were expressed in combination with general concerns about student transition as they reenter the district. On occasion, students do not meet the provisions of the expulsion rehabilitation plan and fall behind in their academic studies. In these cases, such students are at high risk of not completing their necessary credits and are at a higher risk of dropping out of school.

Progress from 2018

Over the past three years, OCDE has continued discussions with the Orange County School Districts to identify systematic approaches to facilitate the regular transfer of the rehabilitation plan upon referral of an expelled student, as well as identify community resources available to support students in meeting their district rehabilitation plan requirements.

Regional Administrative Areas help to promote communication between the districts and the county community schools, and ACCESS directors, coordinators, principals and assistant principals attend county Student Services meetings to facilitate ongoing communication. In addition, the ACCESS Student Attendance Review Board (SARB) process has been coordinated more efficiently and ACCESS utilizes one of its staff members in truancy court to make sure students attend school and are connected to community resources.

Ongoing Strategies for Addressing This Gap

Districts will be asked to provide ACCESS a copy of the rehabilitation plan when referring an expelled student. ACCESS staff will review the rehabilitation plan with the student and, as appropriate, the student's parents, and will assist the student in completing his/her plan requirements. Orange County School Districts and ACCESS have implemented the use of a supplemental referral form when students are referred to an ACCESS program. This form includes specific information about a student's needs as well as progress and action items needed to complete the rehabilitation plan requirements. School staff will continue to monitor student achievement toward rehabilitation plan requirements throughout the term of expulsion while educational services are provided by ACCESS or private agencies. For students struggling to meet rehabilitation plan requirements, the student consultation team process may be considered to provide additional support. Continued, two-way communication and collaboration with school district personnel will continue to be a priority. Enhanced communication promotes student success and early intervention when students are not meeting the terms of the rehabilitation plan. In addition, communication is vital between the districts and ACCESS regarding the status of students who are returning to the district. When returning to the district, ACCESS staff will continue to use the Student Transition form to communicate information on student's completion of the rehabilitation plan.

Districts have expanded their programs and services to support expelled students by hiring additional staff and assigning specific duties to staff to monitor the completion of the student's rehabilitation plan and to communicate/collaborate with ACCESS and other programs. In addition, to meet the academic needs of the students and to ensure that they acquire the necessary credits to meet the graduation requirements, districts have expanded their instructional programs to include enhanced Summer School and after-school programs, district online instruction, and tutoring support for expelled students. Furthermore, upon re-entry to the district, students will continue to be closely monitored and supported by school staff through the creation of a behavior contract, needs assessment survey, and the opportunity for alternative placement at a different school site within the district.

OCDE will continue to explore with districts how to utilize and expand existing collaborations to ensure student success with completion of the rehabilitation plan. This includes the use of community non-profits and private programs to assist in carrying out individual student rehabilitation plans.

Challenges to Addressing This Gap

- A challenge continues to be communication between the districts and ACCESS in ensuring that the district's rehabilitation plan is completed by the student. In some cases, districts do not directly share the student's rehabilitation plan with ACCESS in a timely manner or at all, thus leaving this task to parents and students to provide.
- There continues to be a need to identify additional intervention services for students to meet the specific requirements of their rehabilitation plans especially when involving mental health services.

Service Gap 4: Mental Health Services

Orange County School Districts are seeing an increased need for mental health services and a shortage of affordable and accessible options for students.

Progress from 2018

The Orange County Department of Education will continue to work to promote school and community partnerships and professional development to address the mental health needs of students. The development of Local Control Accountability Plans gives greater attention to the mental health needs of students and the county office will assist districts as they strive to find ways to address the social emotional needs of their students and support the “whole child.” This is one of OCDE’s strategic initiatives articulated in its 2016 -2019 Strategic Plan. OCDE, which heads the California SUMS (Scale Up Multi-Tiered System of Support) initiative, continues to provide technical assistance to many Orange County School Districts in the areas of Academic, Behavioral, and Social and Emotional support. OCDE continues to share-out local resources through network meetings and listservs. The ACCESS program will continue to work with districts to identify and assist expelled students who have mental health needs and whose family needs resources to care for the whole child. To this end, ACCESS has a number of mental health clinicians. ACCESS will continue to provide more intensive counseling services by licensed mental health professionals who have been trained in **Trauma Informed Care** and Restorative Practice. In addition, ACCESS mental health clinicians are trained in **Trauma Focused Therapy**. The Orange County SELPAs, school districts and OCDE continue to assess any gaps resulting from changes in the funding structures to ensure the availability of appropriate mental health services for both general education and special education students expelled from school.

Ongoing Strategies for Addressing this Gap

OCDE was awarded the **Mental Health Student Services Act (MHSSA) Grant** in partnership with OCHCA through August 31, 2024, with the purpose to strengthen mental health partnerships between county mental health or behavioral health departments, community-based organizations, and Orange County school districts in order to increase access to mental health services and remove barriers to better serve our students and families in their mental health needs. Expected outcomes related specifically to serving and supporting expelled students are as follow:

- Improve timely access to accessing services.
- Reduce barriers to needed services.
- Increase linkages to mental health services for districts.
- Increase training on mental health topics to educators, administrators, parents/families, and students.
- Improve awareness and understanding of mental health topics and knowledge of how to navigate services.
- Reduce negative student outcomes (e.g., chronic sadness, thoughts of suicide, suicide rates, chronic absenteeism, school failure, etc.).

To accomplish these goals as a Community of Practice, the grant provides funding for seven (7) Regional Mental Health Coordinators (RMHC).

To decrease the student to mental health staff ratio and increase students’ access to services, districts have continued to hire more counselors, therapists, psychologists, social workers, clinicians/specialists, administrators/coordinators and increase the number of partnerships with community agencies to expand student access to mental health services, crisis response services, and special education services. Some

districts have shifted the duties and responsibilities of existing staff to include mental health support services and community coordination/partnerships for mental health services for students. Districts have placed particular focus on at-risk students, low socio-economic students, Homeless and Foster Youth, LGBTQIA students, and students with irregular school attendance.

Furthermore, districts have participated in Trauma-Informed Care and Education, Trauma Focused Therapy, Social-Emotional Learning (SEL) competencies and Diversity, Equity, and Inclusion (DEI) trainings provided by OCDE in addition to contracting with community agencies to provide similar training to counselors and teacher/staff training within the district. OCDE and Orange County school districts will continue to collaborate about the districts' needs for additional student mental health training and technical assistance with implementing behavior supports and strategies. To implement Positive Behavior Intervention and Supports (PBIS) strategies schoolwide, some districts have established School Climate Lead Teachers and Teams at each school site to enhance the collaboration and coordination of the multi-tiered framework of support.

Challenges to Addressing This Gap

- The distribution of community mental health resources and services, specifically mentorship services, are not equitably dispersed or available throughout the communities within the Orange County school districts.

<p style="text-align: center;">COUNTYWIDE BEHAVIOR INTERVENTIONS AND BEST PRACTICES TO PREVENT SUSPENSIONS AND EXPULSIONS</p>
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Orange County schools seek to minimize the number of expulsions by establishing prevention and early intervention practices. School districts pursue a variety of strategies in an effort to educate students and establish a safe and caring climate to prevent student misconduct. When warranted, disciplinary measures are implemented consistent with district policies and procedures to ensure fair and consistent disciplinary measures. These efforts will continue to prevent any disproportionate representation of minority students recommended for expulsion.

Expulsions occur when student and campus safety is threatened or when other means of correction have not been successful. Districts engage in a number of preventive and proactive strategies including but not limited to the following:

- Adult Mentoring of Students
- After School Programs
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Alternate Suspension Classrooms (ATS)
- Annual Notice of Parent Rights and Responsibilities
- Anti-bullying Programs

- Any of the alternatives described in Section 48900.6 related to community service
- Athletic Drug Testing
- Automated Telephone Notifications
- Behavior Skills Group
- Brief Intervention Counseling (Substance Abuse Counseling)
- Canine Solutions for Contraband Canine School visits
- Character Counts
- Check-in, Check-out
- Classroom Management training for administrators and teachers
- Clifton Strengths Finder
- Come Walk In My Shoes (abilities awareness)
- Community Partnership
- Conferences between school personnel, the pupil's parent or guardian, and the pupil.
- Conflict Mediators/Conflict Resolution Services
- Coordinated Approach to Children's Health (CATCH)
- Crisis Response Network (CRN)
- Enrollment in programs for teaching prosocial behavior or anger management
- Every 15 Minute Program
- Friday Night Live
- Gang Resistance Intervention Partnership (GRIP)
- Grad Night Activities
- Homework Clubs
- In-school Suspensions
- Juvenile Alcohol and Drug Education (JADE), PRYDE Program, Outreach Concern, Straight Talk, Western Youth Services and Other Community Counseling Partnerships
- Kindness Assemblies
- Link Crew
- Mindfulness practice/implementation of Mindful Mondays
- Multi-Tiered System of Support Framework (MTSS Continuum of Support)
- Online Classes and Credit Recovery Opportunities
- Other Means of Correction (OMC) and early intervention training for administrators and teachers
- Parent Meetings and Information Nights
- Peace Week (Anti-bullying week)

- Peer Assistance League (PAL)
- Peer Court
- Police Cadet Programs
- Positive Behavior Intervention and Supports
- Random Acts of Kindness
- Red Ribbon Week
- Referrals for comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- Restorative Practices
- Safety Task Force
- Saturday School
- School-based Trauma-Informed Care Perspective and Resources training for school personnel
- School Attendance Review Board (SARB)
- School Attendance Review Team (SART)
- School counseling website with online counseling for self- and peer-referral services
- School Signs and Notices
- Social Emotional Learning (SEL) Curriculum vetted CASEL such as Second Step and Sanford Harmony
- Stanford Tobacco Prevention Toolkit
- Student Behavior Contracts
- Student Clubs and Organizations
- Student Safety Plans
- Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents
- Successful Mind for School, Work, and Life
- Text-A-Tip
- Thrively (as an interests/strengths assessment and career explorer curriculum)
- TUPE/DATE activities
- Tutoring
- Universal Design for Learning

- Violence Prevention Curricula
- Violence Prevention Education Services
- WEB (Where Everybody Belongs)

Additional proactive and preventative strategies to address student disciplinary incidences in light of Distance and Hybrid Learning:

- Care and Support Hotlines to share need-based district and community resources
- Distance Learning for credit recovery for students to meet the academic objectives of the Rehabilitation Plan
- District virtual calming rooms with multifaceted approaches to reduce stress, improve mood, and assist with academic functioning by addressing social emotional barriers
- Online Needs Surveys for staff, students and families
- Teletherapy or phone sessions for social-emotional support and stress reduction for students
- Virtual small group counseling sessions for students

**PLAN FOR PROVIDING EDUCATIONAL SERVICES TO ALL
EXPELLED STUDENTS IN PLACENTIA-YORBA LINDA UNIFIED
SCHOOL DISTRICT**

As required by Education Code 48926, the Orange County Superintendent of Schools has developed an expulsion plan in conjunction with the Superintendents of the school districts in Orange County. The plan provides for educational services to all expelled students in the county for school years 2021-2022, 2022-2023, and 2023-2024. A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program and establishes the criteria for return to the Placentia-Yorba Linda Unified School District. All educational alternatives provided by Orange County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs; all have the potential to affect the educational alternatives available to the student during the period of expulsion. Students expelled for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any district-operated program during the period of expulsion unless it is a community day school (E.C. 48915.2).

The District policies related to Expulsion are BP 5114.3 and AR 5114.3.

Placentia-Yorba Linda Unified School District Prevention Activities

As indicated in the Orange County Expulsion plan, the options available to Placentia-Yorba Linda Unified School District after an expulsion decision include, but are not limited to the following:

1. Expulsion, suspended order, with placement on the same school campus [E.C. section 48917 (a)].
2. Expulsion, suspended order, with placement on a different school campus within the district [E.C. section 48917 (a)].
3. Expulsion with referral to a district community day school program, if available [E.C. section 48660].

4. Expulsion with subsequent transfer to another district subject to acceptance by the district of proposed enrollment [E.C. section 48915.1].
5. Expulsion with referral to the Orange County Department of Education, Division of Alternative, Community and Correctional Education Schools and Services (ACCESS) [E.C. section 1981].
6. Expulsion with referral to a Non-public school, if Special Education services cannot be met at ACCESS, and the IEP team determines that it is the appropriate placement.
In lieu of expulsion considerations will be given when safety and/or other means of correction are deemed warranted.

Actual referral to a district alternative suspension/expulsion classroom or county community school is made by the PLACENTIA YORBA LINDA UNIFIED School District governing board with recommendations from the Site Guidance Team, School Attendance Review Board (SARB), or District Student Study Team. District activities relating to the prevention of suspensions and expulsions are outlined in the following chart:

Title of Activity	Description of Activity	Grade Level
Alternative to Suspension Class	District class for students to access instruction and provide restorative practices and social emotional instructional intervention	9-12
Other Means of Correction Class	On-site suspension alternative with guidance counseling	9-12
GEAR UP elective	Intervention program for at-risk students to work on life skills and college and career readiness	7-12
HOUSE Program	Transitional program for at-risk students	9
Positive Behavioral Support (PBIS)	Districtwide behavior management program	TK-12
Student Study Teams	School site teams determine interventions and resolutions for at-risk students	TK-12
Restorative Practices	Strategies which help students to take action to apologize and recompense for misbehavior	TK-12
Behavior Assemblies	Explanation of school rules and policies to students	TK-12
Freshman Focus	Cluster freshmen to lessen unease regarding transition to high school	9
Attendance Programs	Incentives to encourage regular attendance	TK-12
School Attendance Review Team	School Site level team that addresses issues and offers support for students who are chronically absent	TK-12
School Attendance Review Board (SARB)	District board including collaborative partners from social services, law enforcement, district attorney's office, OCDE and community partners. Intervenes when students have attendance issues.	K-12
Site Guidance Meetings	Family meeting to address behavior infractions with school site and district staff	K-12
SOAR	Middle School program for connecting students to school and teaching social skills	7-8
Red Ribbon Week	School activities to prevent substance abuse	TK-12
GOALS	Afterschool program promoting health, athletics and positive behavior	7-8
ASES	Afterschool program which gives students positive afterschool time and tutoring	3-6

School Counseling Intervention	Individual or group counseling support by district counselors and psychologists	K-12
Outreach Concern Counseling Services	Contracted agency counselors work with students and their families on academic, social and emotional issues	K-6
Parent Notification and Rights	Start of the year communication regarding policies and code of conduct expected of students	TK-12
Parent University	Parent classes are offered throughout the school year in areas such as Parenting Support, Student Safety, Cybersafety to provide information and resources to parents to help them support their children in achieving academic and personal success.	TK-12

RESOURCES/REFERENCES PAGE--

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100]

(Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001]

(Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 27. PUPILS [48000 - 49703]

(Part 27 enacted by Stats. 1976, Ch. 1010.)

CHAPTER 6. Pupil Rights and Responsibilities [48900 - 49051]

(Chapter 6 enacted by Stats. 1976, Ch. 1010.)

ARTICLE 1. Suspension or Expulsion [48900 - 48927]

(Article 1 repealed and added by Stats. 1983, Ch. 498, Sec. 91.)

48926.

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

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

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

(Added by Stats. 1995, Ch. 974, Sec. 8. Effective January 1, 1996. Operative July 1, 1996, by Sec. 9 of Ch. 974, which was amended by Stats. 1996, Ch. 937.)

Program Summary: [Program Summary - Countywide Plans for Expelled Students \(CA Dept of Education\)](#)
[Countywide Plans for Expelled Students - Educational Options \(CA Dept of Education\)](#)

2021 Countywide Plans for Provision of Educational Services to Expelled Students: [Countywide Plans for Expelled Students - SSPI Tony Thurman](#)

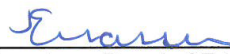
Placentia-Yorba Linda Unified School District				
2020-21 Second Interim Report				
Summary of Facts and Assumptions				
Assumptions		2020-21	2021-22	2022-23
COLA		0.00%	3.84%	1.28%
Local Revenue (Taxes)		\$143,005,995	\$143,005,995	143,005,995
EPA Entitlement Percentage		36.47%	36.47%	36.47%
Enrollment*		24,085	23,765	23,565
Unduplicated Count		11,384	10,032	9,948
Unduplicated 3-Year Average Percentage		42.26%	43.04%	44.03%
ADA Percentage		N/A	96.50%	96.50%
ADA				
Grade K-3		6,797.55	6,483.12	6,428.38
Grade 4-6		5,383.29	5,134.33	5,090.99
Grade 7-8		3,699.03	3,528.12	3,498.36
Grade 9-12		8,101.20	7,726.86	7,661.69
TOTAL		23,981.07	22,872.43	22,679.42
ADA for County Office of Education (COE) Programs		556.34	556.34	556.34
Total District ADA Including COE Programs		24,537.41	23,428.77	23,235.76
Target Funding Per ADA				
Grade K-3				
Base Grant		7,702	7,998	8,100
Grade Span Adjustment		801	832	842
Total Base Funding		8,503	8,830	8,942
Supplemental		719	760	787
Total Funding K-3		9,222	9,590	9,729
Grade 4-6				
Base Grant		7,818	8,118	8,222
Total Base Funding		7,818	8,118	8,222
Supplemental		661	699	724
Total Funding 4-6		8,479	8,817	8,946
Grade 7-8				
Base Grant		8,050	8,359	8,466
Total Base Funding		8,050	8,359	8,466
Supplemental		680	720	746
Total Funding 7-8		8,730	9,079	9,212
*Includes 25% of expanded Preppy Kindergarten students				

Assumptions	2020-21	2021-22	2022-23
Grade 9-12			
Base	9,329	9,687	9,811
Grade Span Adjustment	243	252	255
Total Base Funding	9,572	9,939	10,066
Supplemental	809	856	886
Total Funding 9-12	10,381	10,795	10,952
LCFF Total Revenues	231,937,713	240,285,762	232,825,833
Expenditures Adjusted for Consumer Price Index (CPI)	1.44%	1.57%	1.82%
Step & Column Certificated	1.50%	1.50%	1.50%
Step & Longevity Classified	1.00%	1.00%	1.00%
Instructional Days	185	185	185
Contribution to Restricted Programs	32,436,229	35,736,025	37,701,020
Health & Welfare Increase	2.30%	6.00%	6.00%
Payroll Expense Rates:			
State Teachers' Retirement System (STRS)	16.15%	15.92%	18.00%
Public Employee Retirement System (PERS)	20.70%	23.00%	26.30%
Social Security (OASDI)	6.20%	6.20%	6.20%
Medicare	1.45%	1.45%	1.45%
Unemployment Insurance	0.05%	0.05%	0.05%
Worker's Compensation	1.30%	1.30%	1.30%

Placentia-Yorba Linda Unified School District			
2020-21 Combined Second Interim Budget and Multi-Year Projections			
Description:	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
REVENUES	Second Interim	Projection	Projection
LCFF Sources	\$231,937,713	\$240,285,762	\$232,825,833
Federal Revenues	\$26,198,640	9,459,017	9,459,017
Other State Revenues	\$40,282,931	37,201,051	37,140,729
Other Local Revenues	\$3,188,124	3,196,410	3,228,587
Total Revenues	\$301,607,408	\$290,142,240	\$282,654,166
EXPENDITURES			
Certificated Salaries	\$125,225,074	\$121,889,081	\$122,356,877
Classified Salaries	43,676,325	43,392,981	43,744,673
Employee Benefits	78,040,577	79,199,112	84,700,313
Books and Supplies	23,344,231	12,512,963	10,082,477
Services. Other Operating Expenses	21,300,952	20,320,587	21,171,128
Capital Outlay	3,393,810	1,270,940	970,940
Other Outgo	7,895,406	8,023,843	8,110,498
Direct Support/Indirect Costs	(449,882)	(449,882)	(449,882)
Total Expenditures	\$302,426,493	\$286,159,625	\$290,687,024
Excess of Expenditures Over Revenues	(\$819,085)	\$3,982,615	(\$8,032,858)

Description:	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
	Second Interim	Projection	Projection
Other Finance Sources/Uses			
Interfund Transfers			
Interfund Transfers In	\$0	\$500,000	\$500,000
Interfund Transfers Out	\$6,288,725	\$2,288,725	\$2,288,725
Contributions Restricted Programs	\$32,436,229	\$35,736,025	\$37,701,020
Total, Other Financing Sources/Uses	(\$6,288,725)	(\$1,788,725)	(\$1,788,725)
Increase or (Decrease) in Fund Balance	(\$7,107,810)	\$2,193,890	(\$9,821,583)
Fund Balance, Reserves:			
Beginning Balance (Unrestricted & Restricted)	\$61,707,890	\$54,600,080	\$56,793,970
Ending Balance (Unrestricted & Restricted)	\$54,600,080	\$56,793,970	\$46,972,387
Components of Ending Balance:			
Revolving Cash	\$169,000	\$169,000	\$169,000
Stores	\$145,807	\$145,807	\$145,807
Reserve for Restricted Balance	\$8,371,144	\$8,333,144	\$7,837,696
Reserve for Future Deficits	\$30,478,368	\$33,723,601	\$24,171,096
Designated for Econ. Uncertainties	\$15,435,761	\$14,422,418	\$14,648,788
Unappropriated Reserve Balance %	5.00%	5.00%	5.00%

The Secretary of the Board of Education does hereby certify that the foregoing is a full, true, and correct copy of the Board minutes duly passed and adopted by said Board at the regular meeting held on April 13, 2021.


Secretary, Board of Education

Date: April 14, 2021