



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

## **GOVERNING BOARD MEETING**

**September 23, 2020**

***Professional Development Building, Boardroom  
1680 David E. Cook Way, Clovis, California***

**5:30 P.M. – CLOSED SESSION**

**6:30 P.M. – PUBLIC SESSION**

This meeting of the Governing Board of Clovis Unified School District is livestreamed and may be accessed at <https://www.youtube.com/user/clovisusd/feed>. Pursuant to Executive Order N-29-20 issued by Governor Gavin Newsom on March 17, 2020, any or all Board Members and members of the public may attend board meetings by telephone. Members of the public who wish to provide public comments are requested to complete a public presentation form, which may be accessed at <https://www.cusd.com/RequestforPublicPresentation.aspx>. Please submit all such requests before 6:45 p.m. on the day of this Board meeting.

All public comments relating to a public hearing are to be made during the public hearing. Those comments on items that are on the agenda are to be made when the item is called by the Board President. Those comments on matters that are not on the agenda are to be made during the Public Presentation. All public comments are limited to three minutes per speaker. For those members of the public who request to provide public comments via telephone, a District staff member will call the speaker. For those public members who wish to attend the meeting and/or make public comments in person, the board meeting room indicated above is open. However, the Board may limit the number of persons in the board meeting room at any time pursuant to guidance from public health officials.

### **Regular Meeting AGENDA**

*Additional information regarding this agenda may be viewed through the District's website at <https://www.cusd.com/BoardMeetingsAgendasArchives.aspx>*

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 327-9100. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1450 Herndon Avenue, Clovis, California.

An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student board member, or employees are required to attend or participate in the invocation.

## **INVOCATION**

- A. CALL TO ORDER**
- B. ROLL CALL**

**C. CLOSED SESSION**

1. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
3. CONFERENCE WITH LABOR NEGOTIATORS (Education Code §54957.6) Agency Negotiator – Eimear O'Farrell, Ed.D., Supt. Negotiating Parties – Contracted Emps., Cert. Mgmt., Cert. Teachers, Class. Emps., Class. Mgmt. & Ops. Unit (Represented by CSEA Clovis Chapter 250)
4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant Exposure to Litigation Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9 – 3 Potential Cases
5. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)

**D. RECONVENE FOR PUBLIC SESSION**

**E. PLEDGE OF ALLEGIANCE**

**F. SUPERINTENDENT'S REPORT**

**G. RECOGNITION OF VISITORS**

**H. APPROVAL OF MINUTES**

1. September 9, 2020, Regular Governing Board Meeting Minutes  
Approve the minutes of the September 9, 2020, regular Governing Board meeting, as submitted.

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

**I. ADOPTION OF AGENDA**

**J. STUDENT REPRESENTATIVE REPORT**

**K. STAFF REPORTS**

1. Cultural Proficiency Report  
Staff will provide a Cultural Proficiency report that updates members of the Governing Board on the work being done by the District and school sites on Clovis Unified's Cultural Proficiency System.

**L. PUBLIC PRESENTATIONS**

*This time is reserved for individuals who may wish to address the Board regarding a matter that is not included on the agenda. Presentations are limited to three minutes per individual. Please note that because the items brought up by the public during this time are not on the agenda, the Governing Board may not discuss or act upon such items.*

**M. CLOSED SESSION MOTIONS**

**N. CONSENT**

1. Conference Requests  
Approve the Conference Requests, as submitted.
2. Fundraiser Requests  
Approve the Fundraiser Requests, as submitted.

3. Student Trip Requests  
Approve the Student Trip Requests, as submitted.
4. Voluntary Community Recreation Programs  
Approve the Voluntary Community Recreation Programs, as submitted.
5. Ratification of Purchase Orders, District Contracts and Check Register  
Ratify Purchase Orders, District Contracts, and Warrants numbered 618648 through 619184.
6. Change Orders  
Approve the Change Orders, as submitted.
7. Notices of Completion  
Adopt the Notices of Completion, as submitted.

## **O. ACTION**

*In general (unless otherwise noted), these items were seen for Information at the prior Board meeting and will be voted on at this meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

1. Staff Report and Discussion Regarding Continuing Actions in Response to COVID-19, and Authorization to Submit Waiver Application for In-Person Instruction for Elementary Schools, Grades TK – 6  
In recognition of the Board's desire to bring back students and staff who wish to return safely to in-person instruction, authorize the Superintendent to submit a waiver application to the Fresno County health officer for approval for the District to provide in-person instruction for students in grades transitional kindergarten through 6<sup>th</sup> grades.
2. Schedule the Annual Public Hearing on Sufficiency of Textbooks and Instructional Materials  
Schedule the annual Public Hearing related to the Pupil Textbook and Instructional Materials Program, as required by Education Code Section 60119, to occur on Wednesday, October 7, 2020, at 6:45 p.m. at 1680 David E. Cook Way, Clovis.
3. Annual Agreement with Educational Resource Consultants for Grant Writing and Research  
Authorize the Superintendent or designee to enter into an agreement with Educational Resource Consultants (ERC) for the purpose of grant writing and research, as submitted.
4. California Classified School Employee Grant 2020-21  
Authorize the Superintendent or designee to accept Grant Award C4 and Grant Award C333, Classified School Employee Grant from the California Commission on Teacher Credentialing, as submitted.
5. Annual English Learners Master Plan Revision  
Authorize the Superintendent or designee to approve the revised Clovis Unified Master Plan – A Guide to Services for English Learners, as submitted.
6. Adopt the Learning Continuity and Attendance Plan for CUSD  
Adopt the Learning Continuity and Attendance Plan for Clovis Unified School District for the 2020-21 school year, as submitted.
7. Adopt the Learning Continuity and Attendance Plan for Clovis Online School  
Adopt the Learning Continuity and Attendance Plan for Clovis Online School for the 2020-21 school year, as submitted.
8. Student Board Member Position Elimination and Transition to Multiple Student Representatives  
Transition to allow for a greater number of District students to attend and present at Board meetings by eliminating the Student Board Member position.
9. Adopt Amended and New Board Policies: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans ; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws

Adopt amended and new board policies in the following policy sets: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws.

10. Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401  
Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401.

## **P. INFORMATION**

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1. Resolution No. 3782 - Annual Sufficiency of Textbooks and Instructional Materials  
Adopt Resolution No. 3782 authorizing the Superintendent or designee to certify compliance with Education Code Section 60119 - Sufficient Textbooks and Instructional Materials.

## **Q. BOARD MEMBER REPORTS**

## **R. ADJOURNMENT**



**CONTACT PERSON:** Karen Randall

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the minutes of the September 9, 2020, regular Governing Board meeting, as submitted.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Minutes September 9, 2020, Regular Governing Board Meeting	9/14/2020	Backup Material

**REVISIONS:**



**CLOVIS UNIFIED SCHOOL DISTRICT**  
1450 Herndon Avenue • Clovis, California 93611-0599

## **GOVERNING BOARD MEETING**

### **MINUTES**

**September 9, 2020**

***Professional Development Building, Boardroom  
1680 David E. Cook Way, Clovis, California***

**5:30 P.M. – CLOSED SESSION**

**6:30 P.M. – PUBLIC SESSION**

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## **INVOCATION**

Board Member Hugh Awtrey led the invocation.

**A. CALL TO ORDER**

Board President Christopher Casado called the regular Governing Board meeting to order at 5:35 p.m.

**B. ROLL CALL**

Board Members Present:

Christopher Casado, President  
Tiffany Stoker Madsen, Vice-President  
Susan K. Hatmaker, Clerk, arrived at 6:00 p.m.  
Hugh Awtrey, Member  
Steven G. Fogg, M.D., Member  
Ginny L. Hovsepian, Member  
Elizabeth "Betsy" Sandoval, Member

District Administrators Present:

Eimear O'Farrell, Ed.D., Superintendent  
Norm Anderson, Deputy Superintendent  
Maiya Yang, General Counsel  
Robyn Castillo, Ed.D., Associate Superintendent  
Corrine Folmer, Associate Superintendent  
Barry Jager, Associate Superintendent  
Michael Johnston, Associate Superintendent  
Karen Randall, Administrative Specialist

President Casado asked if anyone present wished to address the Board relative to items that would be considered in Closed Session. At 5:36 p.m., the Governing Board adjourned to Closed Session to discuss the following matters:

**C. CLOSED SESSION**

1. APPOINTMENT/EMPLOYMENT OF INDIVIDUALS IN POSITIONS LISTED IN BOARD POLICY EXHIBITS NO. 6401, 6402, 6403, 6404, 6405 AND 6407 (Gov't. Code §54957)
2. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/SUSPENSION (Gov't. Code §54957)
3. CONFERENCE WITH LABOR NEGOTIATORS (Education Code §54957.6) Agency Negotiator – Eimear O'Farrell, Ed.D., Supt. Negotiating Parties – Contracted Emps., Cert. Mgmt., Cert. Teachers, Class. Emps., Class. Mgmt. & Ops. Unit (Represented by CSEA Clovis Chapter 250)
4. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – Significant Exposure to Litigation Pursuant to Subdivision (d)(2) of Gov't. Code §54956.9 – 1 Potential Case
5. STUDENT DISCIPLINE AND OTHER CONFIDENTIAL STUDENT MATTERS (Education Code §48900 et seq. and §35146)

**D. RECONVENE FOR PUBLIC SESSION**

President Casado reconvened the public meeting at 6:43 p.m.

#### **E. PLEDGE OF ALLEGIANCE**

President Casado asked Board Member Susan Hatmaker to lead the Board members and meeting attendees in the Pledge of Allegiance.

#### **F. SUPERINTENDENT'S REPORT**

#### **G. RECOGNITION OF VISITORS**

Board President Casado welcomed the visitors present and explained the procedure for addressing the Board via online forms and telephone calls.

#### **H. APPROVAL OF MINUTES**

1. August 26, 2020, Regular Governing Board Meeting and September 2, 2020 Special Governing Board Meeting Minutes

Approved the minutes of the August 26, 2020, regular Governing Board meeting, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

Approved the minutes of the September 2, 2020, special Governing Board meeting, as submitted

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

*(Action to add to or delete items from any portion of the agenda or to discuss any consent agenda items must be taken PRIOR to adoption of the agenda.)*

#### **I. ADOPTION OF AGENDA**

Adopted the September 9, 2020, Governing Board meeting agenda, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

#### **J. SPECIAL PRESENTATIONS**

1. Introduction of Student Representatives at 2020-21 Board Meetings  
Five Student Representatives, representing all of Clovis Unified's comprehensive high schools, were introduced to the Governing Board members through a video. The Student Representatives will alternate attending Board meetings during the 2020-21 school year.

#### **K. PUBLIC HEARINGS**

1. Public Hearing on the Learning Continuity and Attendance Plan (LCAP)  
A Public Hearing related to the Learning Continuity and Attendance Plan (LCAP) was conducted during the September 9, 2020, Board meeting at 7:50 p.m. There were no speakers present at the meeting.
2. Public Hearing on the Learning Continuity and Attendance Plan (LCAP) for Clovis Online School  
A Public Hearing was conducted related to the Learning Continuity and Attendance Plan (LCAP)

for Clovis Online School during the September 9, 2020, Board meeting at 7:51 p.m. There were no speakers present at the meeting.

## **L. PUBLIC PRESENTATIONS**

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## **M. CLOSED SESSION MOTIONS**

Approved routine Personnel Matters, as submitted.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

## **N. CONSENT**

### **1. Conference Requests**

Approved the Conference Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **2. Fundraiser Requests**

Approved the Fundraiser Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **3. Student Trip Requests**

Approved the Student Trip Requests, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **4. Voluntary Community Recreation Programs**

Approved the Voluntary Community Recreation Programs, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **5. Ratification of Purchase Orders, District Contracts and Check Register**

Ratified Purchase Orders, District Contracts, and Warrants numbered 617633 through 618647.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

### **6. Change Orders**

Approved the Change Orders, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg,

Hatmaker, Hovsepian, Sandoval, Stoker Madsen

7. Notice of Completion

Adopted the Notice of Completion, as submitted.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**O. ACTION**

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1. Resolution No. 3781 – Annual Budget Transfers 2019-20

Adopted Resolution No. 3781 authorizing budget transfers for the 2019-20 fiscal year for funds operated by the District.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

2. Annual 2019-20 Financial Report

Accepted the 2019-20 Annual Financial Report, as submitted.

Motion: Approve, Moved By Board Member Tiffany Stoker Madsen, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

3. Resolution No. 3773 – Annual Recalculated 2019-20 Gann Limit Appropriation and Estimated 2020-21 Gann Limit Appropriation

Adopted Resolution No. 3773 to recalculate the 2019-20 Gann Limit Appropriation and estimate the 2020-21 Gann Limit Appropriation.

Motion: Approve, Moved By Board Member Ginny Hovsepian, Seconded by Board Member Betsy Sandoval. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

4. Career Technical Education Service Agreement with California Teaching Fellows Foundation

Authorized the Superintendent or designee to accept and execute a service agreement with California Teaching Fellows Foundation (CTFF) for the 2020-21 school year, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Ginny Hovsepian. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

5. Nominations to California School Boards Association Directors-at-Large, Asian/Pacific Islander and/or Hispanic

The Board did not elect to nominate Directors-at-Large, Asian/Pacific Islander and/or Hispanic, to California School Boards Association (CSBA) and, therefore, no action was taken.

6. Annual Fresno County School Trustees Association Dues for 2020-21

Authorized payment of annual membership dues in the amount of \$300 to the Fresno County School Trustees Association for the 2020-21 school year.

Motion: Approve, Moved By Board Member Betsy Sandoval, Seconded by Board Member Steven Fogg. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**7. Provisional Internship Permit**

Approved the Provisional Internship Permit for the recommended teaching candidate, as submitted.

Motion: Approve, Moved By Board Member Steven Fogg, Seconded by Board Member Tiffany Stoker Madsen. Passed. 7-0. Board Members voting Ayes: Awtrey, Casado, Fogg, Hatmaker, Hovsepian, Sandoval, Stoker Madsen

**P. INFORMATION**

*Unless otherwise noted, these items are on the agenda to provide time for Board members to review prior to taking action on the items at the next Board meeting. Agenda items titled "Annual" are recurring items submitted to the Board for approval yearly.*

- 1. Annual Agreement with Educational Resource Consultants for Grant Writing and Research**  
Authorize the Superintendent or designee to enter into an agreement with Educational Resource Consultants (ERC) for the purpose of grant writing and research, as submitted.
- 2. California Classified School Employee Grant 2020-21**  
Authorize the Superintendent or designee to accept Grant Award C4 and Grant Award C333, Classified School Employee Grant from the California Commission on Teacher Credentialing, as submitted.
- 3. Annual English Learners Master Plan Revision**  
Authorize the Superintendent or designee to approve the revised Clovis Unified Master Plan – A Guide to Services for English Learners, as submitted.
- 4. Adopt the Learning Continuity and Attendance Plan for CUSD**  
Adopt the Learning Continuity and Attendance Plan for Clovis Unified School District for the 2020-21 school year, as submitted.
- 5. Adopt the Learning Continuity and Attendance Plan for Clovis Online School**  
Adopt the Learning Continuity and Attendance Plan for Clovis Online School for the 2020-21 school year, as submitted.
- 6. Award of Bid - Construction**  
Recommendation for Bid No. 2829 – CUSD Electric Bus Charging Facility Site Improvements will be brought to the Governing Board for Action at a future meeting.
- 7. Student Board Member Position Elimination and Transition to Multiple Student Representatives**  
Transition to allow for a greater number of District students to attend and present at Board meetings by eliminating the Student Board Member position.
- 8. Adopt Amended and New Board Policies: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans ; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws**  
Adopt amended and new board policies in the following policy sets: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws.
- 9. Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401**  
Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401.

**Q. BOARD MEMBER REPORTS**

**R. ADJOURNMENT**

With no further business before the Governing Board, President Casado adjourned the meeting at 8:50 p.m.

RESPECTFULLY SUBMITTED:

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Clerk

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Secretary



**CONTACT PERSON:** Norm Anderson

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Staff will provide a Cultural Proficiency report that updates members of the Governing Board on the work being done by the District and school sites on Clovis Unified's Cultural Proficiency System.

**DISCUSSION:**

**FISCAL IMPACT/FUNDING SOURCE:**

**REVISIONS:**

**CONTACT PERSON:** Corrine Folmer

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the Conference Requests, as submitted.

**DISCUSSION:**

A list of the Conference Requests submitted for Board approval is attached. If students do not return to onsite learning, the conference requests will be cancelled.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Conference Requests	9/14/2020	Backup Material

**REVISIONS:**

**Conference Requests**  
**Wednesday, September 23, 2020**

<b>Departure</b>	<b>Return</b>	<b>Attendee</b>	<b>Site/Dept</b>	<b>Account</b>	<b>Conference Name</b>	<b>Conference Location</b>	<b>Purpose for Attending</b>
10/16/2020	10/18/2020	John McGough	Aquatics	Aquatics	USA Swimming Open Water Championship	Las Vegas, NV	Supervise and coach athletes during swimming event
10/16/2020	10/18/2020	Daveen Macsata	Aquatics	Aquatics	USA Swimming Open Water Championship	Las Vegas, NV	Supervise and coach athletes during swimming event
10/16/2020	10/18/2020	Gary Ota	Aquatics	Aquatics	USA Swimming Open Water Championship	Las Vegas, NV	Supervise and coach athletes during swimming event

**CONTACT PERSON:** Corrine Folmer

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the Fundraiser Requests, as submitted.

**DISCUSSION:**

A list of the Fundraiser Requests submitted for Board approval is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Fundraiser Requests	9/15/2020	Backup Material

**REVISIONS:**

**Fundraiser Requests  
September 23, 2020**

<b>Start</b>	<b>End</b>	<b>Site</b>	<b>Advisor</b>	<b>Organization</b>	<b>Description</b>	<b>Fund</b>	<b>Vendor</b>
9/24/2020	6/4/2021	District Office	Principals	District Wide	Relief for Local Fires	Associated Student Body	None
9/24/2020	6/4/2021	Reagan Elem	Pam Hoffhous, Scott Torosian	ASB	Online Gift/Catalog Item Sales	Associated Student Body	Southwestern Fundraising
9/24/2020	6/4/2021	BHS	Jasara Gillette	Girls Soccer	Family Restaurant Night*	Foundation Booster Organization	Luna's Pizzeria & Italian Restaurant
9/24/2020	10/23/2020	BHS	Jasara Gillette	Girls Soccer	Spirit Wear/Spirit Packs	Foundation Booster Organization	Artworkz
9/24/2020	6/11/2021	CHS	Danny Bravo	Band	Various "A-thons" (i.e. Jog-A-Thons, Basketball Shoot-A-Thons)	Foundation Booster Organization	None
9/24/2020	10/5/2020	BHS	Nick Alexander	Aquatics	Online Auction	Foundation Booster Organization	Oriental Trading Company
9/24/2020	6/11/2021	CWHS	Hailey Bonds	Activities	Drive/ through pick-up *	Associated Student Body	Bobby Salazar's, Chick-fil-A, Chipotle Mexican Grill, DiCicco's Italian Restaurant, Field House Restaurant, Habit Burger Grill, Papi's Mex Grill, Pieology Pizzeria, PressBox, Ark Mediterranean Grill, Cool Hand Luke's, Corner Bakery, Lazy Dog Restaurant And Bar, Casa Corona, Rubio's Coastal Grill, Mad Duck Craft Brewing Co, Five Guys, Antonio's Mexican Restaurant, Ten Tavern, Burgerim, The Hanger, Batter Up, The Point
9/24/2020	6/4/2021	Miramonte Elem	Laura Hart	PTC	Donations to Program	Parent Teacher Club	None

*\*In compliance with Board Policy 8402*

**Fundraiser Requests  
September 23, 2020**

9/24/2020	6/4/2021	CNEC	Bryan Juinio	Tennis	Online Donations	Foundation Booster Organization	Snap! Raise Fundraising , Blast Fundraising, GoFundMe
9/24/2020	6/4/2021	CNEC	Bryan Juinio	Tennis	Online Donations	Foundation Booster Organization	Snap! Raise Fundraising , Blast Fundraising, GoFundMe
9/24/2020	6/4/2021	CNEC	Bryan Juinio	Tennis	Family Restaurant Night*	Foundation Booster Organization	California Pizza Kitchen, Chipotle Mexican Grill, Jamba Juice, McDonald's, Panda Express
9/24/2020	6/4/2021	CNEC	Bryan Juinio	Tennis	Online Donations	Foundation Booster Organization	Snap! Raise Fundraising , Blast Fundraising, GoFundMe
9/24/2020	6/4/2021	CNEC	Rob Streeter	Girls Basketball	Various "A-thons" (i.e. Jog-A- Thons, Basketball Shoot-A- Thons)	Foundation Booster Organization	None
9/24/2020	6/4/2021	CNEC	Michael Jacot	Football	Online Donations	Foundation Booster Organization	Snap! Raise Fundraising
9/24/2020	4/30/2021	Pinedale Elem	Megan Corrao	ASB	Miscellaneous gift/catalog items sold*	Associated Student Body	Believe Kids
9/24/2020	6/4/2021	Riverview Elem	Natasha McCullough	ASB	Yearbook Sales	Associated Student Body	Larson Brothers Photography, Pictavo
9/24/2020	6/4/2021	Garfield Elem	PTC Board	PTC	Student Photos/Posters	Parent Teacher Club	Dumont Printing
9/28/2020	7/31/2021	BHS	Sarah Tozlian	Activities	Online Donations	Foundation Booster Organization	ReadySetFUNd
9/28/2020	10/30/2020	Nelson Elem	Dickie McBrien	ASB	Book Fair	Associated Student Body	Scholastic Book Fair, Follett Books
9/28/2020	5/31/2021	Nelson Elem	Anisha Mayberry	ASB	Muffins with Mom*	Associated Student Body	Save Mart Supermarkets, Campus Catering

*\*In compliance with Board Policy 8402*

**Fundraiser Requests  
September 23, 2020**

9/29/2020	6/4/2021	BHS	John Lack	Band	Family Restaurant Night*	Foundation Booster Organization	Chipotle Mexican Grill
10/1/2020	10/30/2020	Nelson Elem	Anisha Mayberry	ASB	Donuts with Dad*	Associated Student Body	Judy's Donuts, Campus Catering
10/1/2020	5/31/2021	Nelson Elem	Robin Berberian	PTC	Movie Nights*	Parent Teacher Club	Costco, Sam's Club, Smart & Final
10/5/2020	6/4/2021	Reagan Elem	Elizabeth Fields, Amber	PTC	Family Restaurant Night*	Parent Teacher Club	Belmont Country Club
10/8/2020	5/28/2021	Ft Washington Elem	Christina Gomez	PTC	Online Donations	Parent Teacher Club	ReadySetFUNd
10/12/2020	6/4/2021	Nelson Elem	Elizabeth Chavarria	PTC	Candy Grams*	Parent Teacher Club	Costco, Sam's Club, Smart & Final
2/1/2021	3/26/2021	Reagan Elem	Elizabeth Fields, Marie Pentelute, Kristina Appleby, Meghan Alanis, Lauren Adams	PTC	Carnivals*	Parent Teacher Club	Guadalajara Restaurant, Kona Ice, Chuys Tacos Y Taquizas, Mattie's Wood Fired Pizza, Square Heart Shops, Marco's Pizza, California Jumping, Guido's Martial Arts, KuniSama, Goody's Mini-Donuts, Massage by Adawn, Matilda Jane, SJV Quilt Guild, Sweet Treats, Crafty Wood To You, Young Living Essentials, Ooooby Fresno, Heavenly Freeze, JTJ Designs, Ma & Pa Kettle Corn
2/1/2021	3/31/2021	Nelson Elem	Dickie McBrien	ASB	Book Fair	Associated Student Body	Scholastic Book Fair, Follett Books
2/1/2021	3/31/2021	Nelson Elem	Monica Brewer	ASB	Yearbook Sales	Associated Student Body	Larson Brothers Photography
2/1/2021	3/31/2021	Nelson Elem	Anisha Mayberry	ASB	Spirit Wear/Spirit Packs	Associated Student Body	Rush Advertising, Ink It Stitch It Custom Apparel

*\*In compliance with Board Policy 8402*

**Fundraiser Requests  
September 23, 2020**

2/8/2021	5/31/2021	Nelson Elem	Robin Berberian	PTC	Food Truck*	Parent Teacher Club	Guadalajara Restaurant, Kona Ice, Taco Boy's
3/1/2021	5/31/2021	Nelson Elem	Robin Berberian	PTC	Family Restaurant Night*	Parent Teacher Club	Chick-fil-A, Chipotle Mexican Grill, McDonald's

*\*In compliance with Board Policy 8402*



**CONTACT PERSON:** Corrine Folmer

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the Student Trip Requests, as submitted.

**DISCUSSION:**

Attached are the Student Trip Requests submitted for Board approval. If students do not return to onsite learning, the student trip requests will be cancelled.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Student Trip Requests	9/14/2020	Backup Material

**REVISIONS:**

# Clovis Unified School District

Wednesday, September 23, 2020

Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69217	AQUA Clovis Dive Club	10/16/2020 06:00 AM	10/18/2020 09:00 PM	AQUA-Van-BrdApp	Las Vegas, NV	20
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69232	CCUR Cen Cal Boys Volleyball	10/16/2020 12:00 PM	10/18/2020 11:00 PM	CCUR-NONE-BrdApp	Anaheim, CA	25
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69005	BHS Cross Country	12/02/2020 08:00 AM	12/06/2020 08:00 PM	BHS-NONE-BrdApp	Portland, OR	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69008	BHS Track and Field	01/15/2021 06:00 AM	01/17/2021 10:00 PM	BHS/ATH-0500-Van-BrdApp	Reno, NV	6
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69242	BHS Cross Country	01/16/2021 09:00 AM	01/17/2021 01:30 PM	BHS/ATH-0500-CharterBus-BrdApp	Norco, CA	52
Trip ID	Trip Name	Start Time	Return Time	Account:	Destination	Passengers
69247	BHS Girls Volleyball	01/22/2021 07:00 AM	01/24/2021 12:00 PM	BHS/ATH-0500-Van-BrdApp	San Luis Obispo, CA	18

**CONTACT PERSON:** Corrine Folmer

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the Voluntary Community Recreation Programs, as submitted.

**DISCUSSION:**

The Clovis Community Sports and Recreation Department provides and operates noneducational, athletic and recreation programs and activities for the access and enjoyment of Clovis and surrounding communities. Such noneducational, recreational programs and activities are not part of the District's curricular, extracurricular, or co-curricular educational programs, and are entirely separate and distinct from the District's educational program. The department's recreational offerings are available to all age-appropriate participants in Clovis, Fresno and surrounding communities, whether or not such participants are enrolled in the District's educational program, and students enrolled in the District's educational program are never required to participate in the Department's noneducational, recreational programs or activities. The proposed costs listed below are to attend the camp/clinic and may not include additional items such as spirit packs, shirts, jerseys, etc. The additional items will be provided at cost with no profit for the program. All additional items will be specifically identified in the flyers to the community.

Clovis Community Sports and Recreation Department  
Bear Fall Football Camp  
Buchanan High School  
Date: September 24 – October 22, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Boys Water Polo Fall Camp  
Buchanan High School  
Date: September 24 – October 29, 2020  
Grade: 3-12  
Cost: \$60.00 per participant

Clovis Community Sports and Recreation Department  
Clovis Girls Water Polo Fall Camp  
Clark Intermediate School  
Date: September 24 – November 19, 2020  
Grade: 7-8  
Cost: \$60.00 per participant

Clovis Community Sports and Recreation Department  
Girls Grass Volleyball Clinic  
Clovis North High School  
Date: September 24 – November 27, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation  
Fall Football Camp 2020  
Clovis High School  
Date: September 24 – December 4, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Volleyball Workouts / Open Gym Session 2  
Buchanan High School  
Date: September 24 – December 8, 2020  
Grade: 7-12  
Cost: \$75.00 per participant

Clovis Community Sports and Recreation Department  
Intermediate Girls Water Polo Swim Conditioning  
Kastner Intermediate School  
Date: September 24 – December 12, 2020  
Grade: 7-8  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Girls Water Polo Swim Conditioning  
Kastner Intermediate School  
Date: September 24 – December 12, 2020  
Grade: 9-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Girls Soccer Fall Camp  
Buchanan High School  
Date: September 24 – December 13, 2020  
Grade: 7-12  
Cost: \$25.00 per participant

Community Sports and Recreation Department  
East County Fall Junior High Baseball Academy  
Clovis East High School  
Date: September 25 – November 30, 2020  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
East County Fall High School Baseball Academy  
Clovis East High School  
Date: September 25 – November 30, 2020  
Grade: 9-12  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Wrestling Pre-Season Conditioning Camp  
Clovis High School  
Date: September 25 – December 2, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Boys Volleyball Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Girls Golf Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Gymnastics Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Girls Tennis Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Girls Volleyball Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department

Wolfpack Boys Soccer Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Girls Soccer Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolf Den Wrestling Academy Elementary  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: K-6  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolf Den Wrestling Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Badminton Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Track Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Cross Country Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Academy

Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
East County Baseball Academy  
Clovis East High School  
Date: September 25, 2020 – June 30, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Softball Academy  
Clovis East High School  
Date: September 25, 2020 – July 1, 2021  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning – Frosh Session 1  
Clovis East High School  
Date: September 28 – October 9, 2020  
Grade: 9  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp – Junior Varsity Session 1  
Clovis East High School  
Date: September 28 – October 9, 2020  
Grade: 9-10  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp – Varsity Session 1  
Clovis East High School  
Date: September 28 – October 9, 2020  
Grade: 10-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Bronco Girls Tennis Fall Camp  
Clovis North High School  
Date: September 28 – October 16, 2020  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Broncos Boys Tennis Fall Camp Session 1  
Clovis North High School

Date: September 28 – October 16, 2020  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Frosh Fall Camp  
Clovis East High School  
Date: September 28 – October 30, 2020  
Grade: 9  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Junior Varsity Fall Camp  
Clovis East High School  
Date: September 28 – October 30, 2020  
Grade: 9-10  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Varsity Fall Camp  
Clovis East High School  
Date: September 28 – October 30, 2020  
Grade: 10-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Boys Water Polo Camp – Fall 2020  
Clark Intermediate School  
Date: September 28 – November 19, 2020  
Grade: 7-8  
Cost: \$60.00 per participant

Clovis Community Sports and Recreation Department  
CUSD Select Camp  
Buchanan High School  
Date: October 1 – December 1, 2020  
Grade: K-8  
Cost: \$50.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Softball Fall Ball  
Clovis East High School  
Date: October 4 – December 15, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Fall 2020 Future Broncos Boys & Girls Tennis  
Clovis North High School  
Date: October 5-14, 2020



Grade: K-6  
Cost: \$20.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Junior High School Boys Water Polo Fall Advanced Camp  
Clovis East High School  
Date: October 6 – November 27, 2020  
Grade: 7-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack High School Boys Water Polo Fall Advanced Camp  
Clovis East High School  
Date: October 6 – November 27, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp – Frosh Session 2  
Clovis East High School  
Date: October 12 – October 23, 2020  
Grade: 9  
Cost: \$0

Clovis Community Sports and Recreation Department.  
Wolfpack Football Elite Conditioning Camp Junior Varsity – Session 2  
Clovis East High School  
Date: October 12 – October 23, 2020  
Grade: 9-10  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Varsity – Session 2  
Clovis East High School  
Date: October 12 – October 23, 2020  
Grade: 10-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack High School Boys Water Polo Fall Conditioning Camp  
Clovis East High School  
Date: October 16 – November 6, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Junior High Boys Water Polo Fall Conditioning Camp  
Clovis East High School  
Date: October 16 – November 6, 2020  
Grade: 7-8

Cost: \$0

Clovis Community Sports and Recreation Department  
Girls Winter Water Polo High School  
Clovis East High School  
Date: October 19 – December 18, 2020  
Grade: 9-12  
Cost: \$70.00 per participant

Clovis Community Sports and Recreation Department  
Girls Tennis Fall Clinic  
Buchanan High School  
Date: October 19 – November 18, 2020  
Grade: 7-12  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Boys Tennis Fall Clinic  
Buchanan High School  
Date: October 20 – November 19, 2020  
Grade: 7-12  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Frosh – Session 3  
Clovis East High School  
Date: October 26 – November 6, 2020  
Grade: 9  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Junior Varsity – Session 3  
Clovis East High School  
Date: October 26 – November 6, 2020  
Grade: 9-10  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Varsity – Session 3  
Clovis East High School  
Date: October 26 – November 6, 2020  
Grade: 10-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Broncos Girls Tennis Fall Camp – Session 2  
Clovis North High School  
Date: November 2 – November 20, 2020  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Broncos Boys Tennis Fall Camp – Session 2  
Clovis North High School  
Date: November 2 – November 20, 2020  
Grade: 7-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Frosh – Session 4  
Clovis East High School  
Date: November 9 – November 20, 2020  
Grade: 9  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Junior Varsity – Session 4  
Clovis East High School  
Date: November 9 – November 20, 2020  
Grade: 9-10  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Football Elite Conditioning Camp Varsity – Session 4  
Clovis East High School  
Date: November 9 – November 20, 2020  
Grade: 10-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Bronco Intermediate School Girls Tennis Fall Camp  
Clovis North High School  
Date: November 10 – November 20, 2020  
Grade: 7-8  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Bronco Intermediate School Boys Tennis Fall Camp  
Clovis North High School  
Date: November 10 – November 20, 2020  
Grade: 7-8  
Cost: \$35.00 per participant

Clovis Community Sports and Recreation Department  
Wolfpack Junior High School Boys Water Polo Fall Conditioning Camp  
Clovis East High School  
Date: November 16 – November 27, 2020  
Grade: 7-8  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack High School Boys Water Polo Fall Conditioning Camp  
Clovis East High School  
Date: November 16 – November 27, 2020  
Grade: 9-12  
Cost: \$0

Clovis Community Sports and Recreation Department  
Wolfpack Softball Elementary. Feeder School Tournament  
Clovis East High School  
Date: February 12, 2021  
Grade: 4-6  
Cost: \$0

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Ratify Purchase Orders, District Contracts, and Warrants numbered 618648 through 619184.

**DISCUSSION:**

District Administration recommends ratification of the Purchase Orders and District Contracts for the period of August 26, 2020-September 8, 2020, as well as the Warrant register for August 26, 2020-September 3, 2020. This information is available for review in the Purchasing and Accounting departments. Questions may be directed to the Business Services Department at 559-327-9127.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
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**REVISIONS:**

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Approve the Change Orders, as submitted.

**DISCUSSION:**

Change Order Number	Contract/Bid Number	Project Type	Site(s)	DSA Number
02-FINAL	2800/PE-08	Modernization – 2020	Pinedale Elementary School	02-117188
03-FINAL	2793	CTE Modernization – 2020	Clovis North High School	02-117428
03-FINAL	2800/PE-06	Modernization – 2020	Pinedale Elementary School	02-117188

**FISCAL IMPACT/FUNDING SOURCE:**

As noted in the attachment.

**ATTACHMENTS:**

Description	Upload Date	Type
Change Orders	9/10/2020	Backup Material

**REVISIONS:**

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**Contract Change Order No. 02-FINAL**

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**Project** Pinedale Elementary Modernization - 2020**Date** 9/9/2020**DSA FILE#/DSA AP#** 10-27/117188**Contract / Bid No.** PE-08 (Contract 3200576)Page 1 of 1

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CI No.	Description	Amount	Budget Code
0062	Replacement Damper & Ductwork	\$1,154.00	A&E Omission

Description: Cost to remove and replace installed damper with a new three directional damper, route and connect additional ductwork, and have the equipment controlled as required.

Requested by: District. \$1,154.00 to be added to the contract.

Reason for change: A&E Omission. A duct damper is needed in this room for proper air distribution.

CI No.	Description	Amount	Budget Code
0064	Prep & Weld Galvanized Downspout	\$658.00	A&E Omission

Description: Cost to prep and weld galvanized downspout required for proper roof drainage located where the new building meets the existing building.

Requested by: District. \$658.00 to be added to the contract.

Reason for change: A&E omission. Needed for adequate roof drainage.

CI No.	Description	Amount	Budget Code
0065	New EMS Controls Equipment & Programming	\$4,106.00	District Change

Description: Cost to provide and install additional EMS Controls equipment and programming to replace existing faulty controls equipment.

Requested by: District. \$4,106.00 to be added to the contract.

Reason for change: District added. Some of the existing EMS components were not operating properly. This replacement was not in the original scope.

<b>Original Contract</b>	\$277,700.00
<b>Previous CCOs</b>	(\$8,769.00)
<b>This CCO</b>	\$5,918.00
<b>Total Contract</b>	<b>\$274,849.00</b>

The revised contract amount is a decrease of 5.29% from the original contract amount.

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**Contract Change Order No. 03-FINAL**

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**Project** Clovis North High School - CTE I/C&T - 2020**Date** 9/9/2020**DSA FILE#/DSA AP#** 10-27/117428**Contract / Bid No.** CNCTE-07 (Contract 3200560)Page 1 of 1

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CI No.	Description	Amount	Budget Code
0066	Irrigation and Landscape Allowance Credit	(\$2,000.00)	District Change

Description: Irrigation and Landscape Allowance that was not used.

Requested by: District. (\$2,000.00) credit to be added to the contract.

Reason for change: Credit for unused allowance.

<b>Original Contract</b>	\$74,060.00
<b>Previous CCOs</b>	(\$8,885.00)
<b>This CCO</b>	(\$2,000.00)
<b>Total Contract</b>	<b>\$63,175.00</b>

The revised contract amount is a decrease of 14.70% of the original contract amount.



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**Contract Change Order No. 03-FINAL**

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**Project** Pinedale Elementary Modernization - 2020**Date** 9/9/2020**DSA FILE#/DSA AP#** 10-27/117188**Contract / Bid No.** PE-06 (Contract 3200574)Page 1 of 1

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CI No.	Description	Amount	Budget Code
0063	Support Framing for Bug Screen Mounting	\$1,100.00	District Change

Description: Cost to have stainless steel framing channels made and installed to serve as support and create a sealed envelope to the new bug screens.

Requested by: District. \$1,100.00 to be added to the contract.

Reason for change: District added. Original design had the screens mounted to the outside. It was decided that mounting on the interior was best to avoid vandalism.

<b>Original Contract</b>	\$722,308.00
<b>Previous CCOs</b>	\$2,554.00
<b>This CCO</b>	\$1,100.00
<b>Total Contract</b>	<b>\$725,962.00</b>

The revised contract amount is an increase of 0.51% from the original contract amount.

**CONTACT PERSON:** Michael Johnston

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Adopt the Notices of Completion, as submitted.

**DISCUSSION:**

Bid Number	Project/Site(s)	Company	DSA Number
2793/CNCTE-01	Clovis North High School CTE - 2020	AS Dezin Inc. dba Asphalt Design by Juan Gomez 4061 W. Belmont Avenue Fresno, CA 93722	02-117428
2793/CNCTE-02	Clovis North High School CTE - 2020	CENCAL Services 3299 S. Cedar Ave. Fresno, CA 93725	02-117428
2793/CNCTE-03	Clovis North High School CTE - 2020	Fresno Fab-tech, Inc. 1035 K Street Sanger, CA 93657	02-117428
2793/CNCTE-04	Clovis North High School CTE - 2020	Bruce K. Hall Construction, Inc. 3849 N. Ann Fresno, CA 93727	02-117428
2793/CNCTE-05	Clovis North High School CTE - 2020	Coast Building Products 1600 Raley Blvd., Suite #60 West Sacramento, CA 95691	02-117428
2793/CNCTE-06	Clovis North High School CTE - 2020	Graham Prewett, Inc. 2773 N. Business Park Ave., #102 Fresno, CA 93727	02-117428
2793/CNCTE-07	Clovis North High School CTE - 2020	Sunset Landscapes, Inc 2614 N. Armstrong Avenue Fresno, CA 93747	02-117428
2793/CNCTE-08	Clovis North High School CTE - 2020	GC Builders 3003 N. Monroe Fresno, CA 93723	02-117428
2793/CNCTE-09	Clovis North High School CTE - 2020	Wm. B. Saleh 1364 N Jackson Center Fresno, CA 93703-4605	02-117428
2793/CNCTE-	Clovis North High School	Jerico Fire Protection 1380 N. Hulbert Avenue	02-117428

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**

**Title:** Staff Report and Discussion Regarding Continuing Actions in Response to COVID-19, and Authorization to Submit Waiver Application for In-Person Instruction for Elementary Schools, Grades TK – 6

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**CONTACT PERSON:** Eimear OFarrell

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

In recognition of the Board's desire to bring back students and staff who wish to return safely to in-person instruction, authorize the Superintendent to submit a waiver application to the Fresno County health officer for approval for the District to provide in-person instruction for students in grades transitional kindergarten through 6<sup>th</sup> grades.

**DISCUSSION:**

Staff will present a report regarding continuing actions in response to COVID, after which there will be an opportunity for Board discussion. In addition, the Board will be considering authorizing the Superintendent to submit a waiver application for in-person instruction for elementary schools.

As a result of the COVID-19 pandemic, state and local mandates and guidelines prohibit school districts in a county that is on the state monitoring list for COVID-19 from providing in-person instruction to students. The exception is where a school district has applied for and obtained a waiver from the county health officer to provide in-person instruction for students in transitional kindergarten (TK) through 6<sup>th</sup> grades.

Because Fresno County is currently on the state monitoring list, the District is not allowed to provide in-person instruction for students. To provide opportunities for those students who are in TK through 6<sup>th</sup> grades and who wish to receive in-person instruction, staff recommends that the Board authorize the Superintendent to prepare and submit an application to the Fresno County health officer to allow the District to provide in-person instruction for students in grades TK-6.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**REVISIONS:**

None.

**Title:** Schedule the Annual Public Hearing on Sufficiency of Textbooks and Instructional Materials

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**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:**

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Schedule the annual Public Hearing related to the Pupil Textbook and Instructional Materials Program, as required by Education Code Section 60119, to occur on Wednesday, October 7, 2020, at 6:45 p.m. at 1680 David E. Cook Way, Clovis.

**DISCUSSION:**

Education Code Section 60119 requires that the Governing Board conduct a Public Hearing and consider a resolution regarding the sufficiency of textbook and instructional materials in the District.

The Public Hearing notice will be posted at the following locations:

- CUSD Professional Development Building, 1680 David E. Cook Way, Clovis
- CUSD Professional Learning Center, 362 N. Clovis Ave., Clovis
- CUSD District Office, 1450 Herndon Ave., Clovis
- CART, 2555 Clovis Ave., Clovis
- CUSD's website at [www.cusd.com](http://www.cusd.com)

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Notice of Public Hearing	8/19/2020	Backup Material

**REVISIONS:**

## NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Governing Board of the Clovis Unified School District will hold a public hearing and consider a resolution making findings regarding the sufficiency of instructional materials.

The public hearing and the resolution will consider the findings required by Education Code 60119 regarding the sufficiency of instructional materials and whether each student has sufficient textbooks and instructional materials.

The Governing Board will hold the public hearing and consider adoption of the resolution at its October 7, 2020 Board meeting. The meeting will be held at 6:45 p.m. in the Board Meeting Room located in the Professional Development Building, 1680 David E. Cook Way, Clovis, California.

For further information, please contact Dr. Debbie Parra, Assistant Superintendent, Curriculum, Instruction and Accountability, 1450 Herndon Avenue, Clovis, California 93611-0599; Ph: (559) 327-9352; Fax: (559) 327-9363; Email: [debbieparra@cusd.com](mailto:debbieparra@cusd.com)

**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to enter into an agreement with Educational Resource Consultants (ERC) for the purpose of grant writing and research, as submitted.

**DISCUSSION:**

Aim 1 of Clovis Unified's Strategic Plan is to "Maximize Achievement for ALL Students," with a goal to provide a high-quality educational system for all students focusing on mind, body and spirit utilizing active learning, high academic rigor and systematic intervention to ensure college and career readiness. One way Clovis Unified accomplishes this goal is by leveraging opportunities to participate in research-based best practices. Funding to participate in action research is often offered through local, State and Federal grant programs. For example, Clovis Unified has received many grants over the past five years to support areas such as mathematics instruction, teacher preparation programs and Career Technical Education.

Grant opportunities arise throughout the year and often have a short timeline for development and application. The approval of an annual agreement with ERC for the purpose of grant writing and research on behalf of Clovis Unified will improve the efficiency of planning and communication for both the Curriculum, Instruction and Accountability and Business Services departments.

**FISCAL IMPACT/FUNDING SOURCE:**

Since fall of the 2018-19 school year, Clovis Unified School District contracted ERC to write 12 grant proposals, 11 of these 12 proposals being awarded for a total of \$16,386,583. During this period, Clovis Unified paid \$84,460 for ERC grant writing services, which means that for every dollar Clovis Unified invested in ERC grant writing, the district received a return on investment of \$194. Total fees paid for grant writing were less than 0.52% of the total grant dollars funded.

Funding is provided entirely through the Curriculum, Instruction and Accountability budget, not to exceed \$50,000 for the 2020-21 school year.

**REVISIONS:**

**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to accept Grant Award C4 and Grant Award C333, Classified School Employee Grant from the California Commission on Teacher Credentialing, as submitted.

**DISCUSSION:**

Classified employee grants are designed to support classified employees in obtaining a teaching credential in the areas of special education, math and science. In partnership with CSU Fresno, classified employees receive monetary support for tuition, books and reimbursement for required testing. In addition, classified employees receive support with registration, professional learning opportunities. Upon successful completion participants agree to work in Clovis Unified for a minimum of 3 years if offered a contract.

**FISCAL IMPACT/FUNDING SOURCE:**

Grant Award C4 - \$100,000

Grant Award C333 - \$80,000

Of the \$180,000 grant dollars, \$158,625 will be used to enter into an agreement with Fresno State's Kremen School of Education to support CUSD classified employees.

**REVISIONS:**



**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Authorize the Superintendent or designee to approve the revised Clovis Unified Master Plan – A Guide to Services for English Learners, as submitted.

**DISCUSSION:**

Pursuant to Education Code 62002.5, districts are required to develop and regularly revise the Master Plan that outlines and addresses the specific educational needs of limited English speaking students. In spring 2020, the Clovis Unified Master Plan was revised to address and meet all current guidelines, elements required by law, and existing services offered by the District.

The plan was reviewed and revised by a team comprised of individuals from across Clovis Unified representing various departments, District-level parent committees and site representatives who possess an expertise in the area of English Learners. Throughout the 2020-21 school year, the documents will be presented and reviewed by the District English Learner Advisory Committee (DELAC), School Site Councils (SSC) and English Language Advisory Committees (ELAC).

The revised CUSD Master Plan incorporates District and State program revisions including new Title III requirements and revisions adopted by the State Board of Education including, but not limited to, the following:

- Title III Annual Measurable Achievement Objectives, I, II and III
- Pupil Identification, Parent Notification and Instructional Services Placement
- English Language Development (ELD) Materials, Supplies, Program Design: Designated and Integrated ELD
- English Learner Teacher Authorizations, Staff Requirements
- Professional Development
- Program Evaluation and Student Monitoring
- Parent Notification and District Advisory Councils
- English Language Proficiency Assessment for California (ELPAC)
- Criteria for English Learner Reclassification and Four-Year Progress Monitoring
- Private School Consultations
- English Learners with Special Needs
- State and Federal Funding

Copies of the 2020-21 CUSD Master Plan – A Guide to Services for English Learners are available for review in the Department of Supplemental Services and will be available at each school site.

**FISCAL IMPACT/FUNDING SOURCE:**

No fiscal impact.

**REVISIONS:**

**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Adopt the Learning Continuity and Attendance Plan for Clovis Unified School District for the 2020-21 school year, as submitted.

**DISCUSSION:**

Senate Bill (SB) 98 established that the Local Control and Accountability Plan and annual update are not required for the 2020-21 school year. In its place is the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local education agency (LEA) level for how student learning continuity will be addressed during the COVID-19 pandemic in the 2020-21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB98 and can be found in Section 43509. Clovis Unified's 2020-21 Learning Continuity and Attendance Plan will be provided to the Governing Board prior to the September 23, 2020, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
LCAP	9/18/2020	Backup Material

**REVISIONS:**

Learning Continuity and Attendance Plan  
Clovis Unified School District  
2020-21 School Year



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# Learning Continuity and Attendance Plan (2020-21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Unified School District	Eimear O'Farrell, Ed.D., Superintendent	559-327-9000

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

This Learning Continuity and Attendance Plan (Learning Continuity Plan) represents all schools within Clovis Unified School District. There are currently 49 schools and more than 42,000 students. Our district demographics are: Hispanic (39%), White (36%), Asian (15%), Multiple Ethnicities (4%), African American (3%) and Other (3%). Students participating in the Free/Reduced-Price Meal Program is 43.5%. Our EL population is 4.4%, Foster Youth is .45% and Unhoused Students is .04%.

49 Schools and More Than  
42,000 Students

The first effects of the COVID pandemic on CUSD schools took place in March 2020, when schools were required to transfer over the course of a weekend to distance learning models. This was a new experience for most of our students and our staff in the district. The district responded to the change by ensuring students had access to a device. Teachers used Zoom and Google Classroom to meet with students in small groups or as a class. Independent study packets were used for students who lacked access to technology or who preferred that method of instruction. Packets were dropped off and picked up in socially distanced settings. Teachers began to participate in local and national trainings to hone their skills of dealing with students in a distance learning model. They learned about creating effective distance learning classrooms, strategies that were effective in this modality, ways to reduce learning loss, and effective techniques to accelerate student learning.

With COVID-19, due to closures of businesses, loss of jobs, and loss of familiarity, came a lot of stress on the family and on the students. Being mindful of issues, CUSD

has worked to provide therapeutic support to our students. School counselors, transition team members, administrators, and teachers have received training in supporting the social emotional learning of the students and dealing with trauma in young lives. Schools reached out to families during the crisis to ensure that students had the things they needed to succeed in schooling and supported them where possible with consideration for needs that extended beyond the classroom and school. Schools used creative forms of communication, including text blasts, phone calls, emails, websites, and phone apps to keep parents and students connected during these unprecedented times. Meals were provided to students at select locations throughout the district. Although we've had to start the new year using distance methods, it is our hope that we can return to traditional methods of instruction for the students who want to return. To prepare for this return, schools have had to transition into new ways of conducting business. They have had to build creative schedules, in order to meet social distance guidelines. They have structured classrooms to support social distancing. Personal Protective Equipment (PPE) has been purchased for all the sites to ensure the protection of staff and students when they return to class.

When campuses open, the traditional schooling will be available to all students/parents who want to participate. Students were given choice to return to

45% of Parents Chose  
Distance Learning and 55%  
Chose the Traditional Model

traditional schooling when schools reopen or to remain on distance learning. This summer, a survey of parents demonstrated that 45% chose to continue as distance learning students when campuses reopen and 55% to return to the traditional schooling

model. We have staffed appropriately for the different learning models to meet the needs of the different options offered by CUSD. These options will continue to be offered if COVID-19 continues to be a threat.

The district received additional state and federal funding as a result of COVID-19, including Learning Loss Mitigation funds. These funds can be used to address learning loss or to accelerate progress to close learning gaps, extend the instructional school year or add instructional minutes, provide additional academic services for pupils, or provide integrated pupil supports to address other barriers to learning. Expenditures are detailed throughout the plan. To support in-person instructional offerings, the district has purchased Personal Protective Equipment (PPE) and sanitization products. These products are designed to reduce exposure risks for COVID-19. Several expenditures were made to support the transition to distance learning for all students at the beginning of the year and for students opting to extend distance learning opportunities. Current CUSD curriculum was modified and

purchases were made for music instruction to support the online modality. A Zoom subscription was purchased so students could engage with teachers in a synchronous environment. Access to technology was needed for all students and the district provided laptops and hotspots to students with needs. This multi-million dollar purchase provided the support necessary for all students to succeed. To address learning loss, CUSD purchased i-Ready for ELA. This interactive online learning environment provides support for assessment and instruction and can be student driven. For parents requesting a flexible online option, CUSD purchased online curriculum, Edgenuity and Accelerated Education, where students benefit from a personalized system of teaching and learning. Mental health and socio-emotional well-being is a concern for our students. To meet student needs in this area, the district provided professional development and support, and curriculum for implementation of the “Positivity Project” and “Character Strong.” These programs support students with increased services in social emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Learning Continuity Plan is a living document that will expand and be modified as we learn more about best practices, gather feedback from stakeholders, and build systems to support the accelerated growth opportunities for our students. As we start the year out in a distance learning format and transition to a traditional model, we will seek out the input of a variety of internal and external groups to support our goal of doing what’s right for students and maximizing achievement for ALL students.

We Seek the Input of a Variety  
of Stakeholders

The district communicated plans for reopening schools in four town hall meetings. The district’s 2020-21 Plan for Re-opening Schools was presented to parents and was available to parents in English, Hmong, Punjabi, Spanish, and Vietnamese. These plans are available online or parents can request paper versions of the plan via direct access to the district office or individual school sites. Input on the plan was available to all parents in their preferred language through phone calls or via appointment.

When we transitioned to distance learning in March 2020, we began to collect feedback from all parties. Traditional meetings transitioned to online formats to maintain continuity of sharing information to stakeholders and to gather feedback from them. Teachers and students were at the forefront of this process. The teachers



had regular contact with their students and gathered feedback from them on what was working and what needed to be improved in distance learning. The student feedback was taken by the teacher to staff meeting with the administration. This information was relayed to district administrators in regularly scheduled meetings. The feedback from students and teachers has been our most profound feedback and has provided a wealth of information for CUSD to develop the most equitable and quality programs for our students.

Teachers and staff at the school sites participated in regular staff meetings at their sites. Staff shared best practices and techniques for handling distance learning but also shared feedback on the benefits of these practices on student learning. CUSD values site-based autonomy and the feedback gathered at these local meetings was used to structure a school system that is optimal for their specific learning community.

The district maintained the regular meeting schedule for different events that allowed for gathering feedback, although in an online environment. The district held District English Learner Advisory Committee (DELAC), District Advisory Council (DAC) and district migrant meetings. Translation services were offered to parents so that they could be actively involved and available to share their feedback. The Learning Continuity and Attendance Plan was shared to the DELAC and DAC committees in the first week of September 2020. Feedback was gathered from these meetings and a response to questions/comments was provided by the superintendent. Regularly scheduled board meetings were held by the CUSD Governing Board. These meetings are made available to parents in person with social-distanced guidelines or via the district's YouTube channel. Parents are encouraged to participate in the discussions dealing with learning continuity or can make general statements to the Governing Board. Using technology is not required as parents can attend the Governing Board meetings in person or may telephone in their feedback. Parents can provide written comments via email, forms on the district website, or by mailing them or dropping them off at the district office or any school site. There has been a growing interest in Governing Board meetings and more parents have tuned in and participated with feedback than we traditionally see in our meetings. A public hearing was held on September 9<sup>th</sup> to gather feedback on the Learning Continuity and Attendance Plan.

Our stakeholders were meaningfully engaged in providing feedback throughout the spring and summer of 2020. Parents participated in two different surveys concerning distance learning formats, the reopening of schools, areas of need, and services provided our students. Parents responded to

Parent Surveys Generated  
Over 700 Pages of Feedback

given questions but were asked to provide insight in the form of comments to inform the district of their views. Hmong and Spanish versions of the survey were made available for parents who primarily speak these languages. Parents could have requested paper versions of the surveys or could have the opportunity to take the survey over the phone. One survey produced over 700 pages of written comments. The results of the surveys and the comments were reviewed by the Reopening Schools Committee in the district. Eighty-eight staff members from across district roles participated in the review of the data and comments. Teachers were also surveyed during the summer and provided knowledge of their expertise on distance learning and reopening of schools. Their feedback was used in the Reopening Schools Committee and to develop this plan.

Students were surveyed in August 2020. They were specifically asked about their experiences with distance learning, how it affected them in the Spring 2020 and their wishes for reopening school in Fall 2020. Their feedback was reviewed by the developers of the plan and consideration was given to their input and thoughts.

Our site administrators gathered in August 2020 to discuss the plan. They provided feedback based on input from their individual stakeholders and assisted in the development of the plan. Many of their comments centered on distance learning modalities, in-person instruction, learning loss associated with distance learning, and educating and supporting our unduplicated student population and students with exceptional needs.

Clovis Unified partnered with outside agencies including the Fresno County Department of Public Health and Fresno County Office of Education. These partners supported us during the transition to distance learning. They will be key to the reopening of the schools and to support the social emotional needs of our students and ensure the safe return of students. Their support in these areas helped the district formulate plans to ensure the success of ALL students.

Clovis Unified Partnered  
Closely with Outside Agencies

[A description of the options provided for remote participation in public meetings and public hearings.]

Knowing that not all parents have regular access to the internet, alternate options were provided to parents to participate in the hearing held on September 9, 2020. The Learning Continuity and Attendance Plan was adopted by the CUSD Governing

Board at their meeting on September 23, 2020. Parents had the option to attend the hearing in person or could make a phone call to make comments to the CUSD Governing Board. Parents and stakeholders were given the option to email, postal mail, or call in comments during the posting of the plan on the district's website prior to the hearing. Parents were notified of their right to provide input via a posting on the district website and hearing publications made at various locations in the district. Parents could request translation services for the night of the board meeting. Parents were also notified of their access to the Governing Board at District Advisory Council and District English Learner Advisory Committee meetings. Parents are informed about Governing Board meetings through school site communication via the district app, email, newsletters, and text messages. The Learning Continuity Plan is made available to all parents without internet access by receiving paper copies of the plan either at the district office or at individual school sites.

[A summary of the feedback provided by specific stakeholder groups.]

It is interesting to note the feedback from the student surveys. Students reported that 34% felt that distance learning was effective or very effective in the spring and 43% of

Parent, Student, and Teacher Surveys Provided Rich Data to Inform the Development of the Plan

the students gave it a neutral rating. 38% felt that they learned enough or learned a lot during the spring in the model that was presented and 53% felt they learned some. Some of the things that they felt were effective included the Zoom meetings that the teachers conducted and recorded, the use of Google Classroom

for organization and assignment completion, and the high degree of contact the teachers had with the students. Some things they felt needed more work included learning digitally and not being present on campus for one-to-one interactions with teachers and peers. They were most hopeful that distance learning in the fall would include more live lessons taught by the teacher using Zoom, the use of breakout rooms during instruction so that students can collaborate with their peers, prerecorded videos for students to access on their own, and consistent contact with the teacher outside of classroom instruction. Initial reactions of students when instruction began this year was that teachers seem more prepared for distance learning and provide students quality lessons, helping their understanding.

Teachers surveyed overwhelmingly preferred having their students in as traditional of a format as possible during the fall semester. The results were 55% wanting traditional, 35% requesting some form of hybrid model, and 10% requesting online modalities. The comments from teachers in both surveys and meetings, included a

concern for safety, PPE, and proper hygiene procedures for a return to school. Many were interested in maintaining a block schedule either when they return or during distance learning modality. The numbers of students in the classroom was a concern in order to maintain a safe distance. Staff members expressed a desire to receive more training and support for distance learning strategies, technology-enhanced instruction, and support for social emotional learning. Technology issues created a barrier for some staff members and having training and specific support for these issues was requested. The support provided by Curriculum & Instruction was timely and relevant for their needs, including unique ways to use our district-adopted materials in distance learning formats.

Teachers, administrators, classified staff, local bargaining units, and Faculty Senate were involved in the process of developing the plan. These personnel participated in the Reopening School Committee and were integral in developing plans for both in-person and distance learning modalities. Consideration was made for safety of students and staff and groups emphasized safety as a requirement for all. Input was gathered about the purchase of personal protective equipment (PPE), about plans for connecting with students during a pandemic, and the role of support staff in the implementation of the plan. Classified staff gave input on their roles and ways that they could best support staff and students with attendance, engagement, and instruction in whatever modality schools function under.

Principals are the leaders of the school sites and were direct mediums for gathering feedback from a variety of stakeholders, including students, parents, teachers, and other personnel. The principals gathered with their Area Superintendents and completed surveys about the development of the Learning Continuity Plan. Principals also served as committee members of the Reopening Schools Committee and had input on the document “[2020-21 School Reopening Plan.](#)”

Principals, the Site Leaders,  
Worked with Various  
Stakeholders to Gather  
Feedback

Principals shared information gained from the individual staff meetings held with staff during the spring and summer of 2020. In the open-ended survey, the principals shared their plans for remote learning, in-person instruction, support for learning loss associated with the effects of the pandemic, and ideas for supporting the social emotional well-being of students. The comments were gathered, and an affinity diagram was created to organize the input provided by the principals into the development of the plan.

CUSD worked extensively with parents throughout the spring and summer of 2020. In the Return to School survey, 27,152 surveys were completed by parents. The survey was offered to parents in their preferred language and was available to complete in paper format for those parents who do not have access to the internet. In that survey conducted in June 2020, 55% of the parents wanted a traditional model for the return to school with 45% requesting an online modality. When given a choice between a hybrid model and a fully online model, 77% of the parents chose the hybrid model. There was overwhelming support to return to traditional or near traditional modalities for instruction. The parents were concerned about learning loss from the distance learning format. Parents stated in the survey that using the model where most instruction is handled asynchronously placed the burden of teaching their children on them. There was some uncertainty with the role of the parent in supporting their students in online learning. Parents stated that communication is important, and schools need to clearly communicate to students and parents their expectations, assignment information, and any announcements that impact the family. Families appreciate the meal service and access to nutrition that the Food Services Department provided to our students this spring and summer.

Conversations with county health officials has helped the school district on ways to open schools, prepare for the students' return, and to engage families in available resources. The County Department of Public Health has collaborated with CUSD to provide information and advice for the schools to support the well-being of our students as well as to provide a safe learning environment upon return to campus.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

With input from all stakeholders and on advisement from Fresno County Department of Public Health, CUSD has made it a priority to reopen campuses with traditional offerings to students and families wishing to return. The decision to open schools, based on the feedback of relevant stakeholders, was made by the CUSD Governing

Board at their July 2020 meeting. Two days after the board meeting, Fresno County was placed on the COVID-19 watch list by Governor Gavin Newsom and all schools in the county were required to start the year in a distance learning format. The District immediately shared their plan for distance learning with the community. Knowing that 55% of the parents and a

Stakeholder Engagement  
Directly Influenced the  
Development of the Learning  
Continuity Plan

majority of the staff wanted to reopen, The District plans to return to a traditional in-person model once Fresno County meets the reopening threshold. Parents who wish for their child to remain with distance learning will still have that option.

The CUSD Technology Department in conjunction with the Curriculum & Instruction Department have provided trainings and resources for staff, students, and parents in response to survey data indicating technology as a barrier to teaching and learning. Technology support has been expanded to immediately relieve teachers and students of the burden of technology issues.

To meet the issue of parents being burdened by the requirement to support their children in asynchronous environments, the district has switched to a more synchronous system where teachers will have direct and live contact with their students every day of the week. The district purchased a Zoom license and teachers and support personnel will utilize Zoom for their daily contact and for direct instruction. Teachers will plan for engaging activities to take place during their synchronous lessons. Teachers will also use Google Classroom to organize the online classroom, reducing the need for students to access multiple platforms to access content and curriculum. Teachers will provide feedback through Google Classroom and through Q, the district's SIS. Students will use the district-adopted curriculum and textbooks will be distributed using social distancing guidelines during the first week of school.

Site administration, teachers, and support staff have organized schedules for each of the sites that guarantee access to the teacher and to the curriculum each day that school is in session. The Reopening Schools Committee developed the instructional schedules. The flexible online option uses Zoom for teacher-student and peer interaction and uses Edgenuity as the instructional platform. This decision was made in direct response to the students' request that they have more direct access to their teachers in live formats and is a requirement of SB 98. In elementary, the students will have multiple learning blocks each day and students are supported by the teachers and support staff. Secondary schools participate in block schedules where students have extended learning opportunities with the teacher four days per week. One day per week will be dedicated to meeting with all periods across the day. Schools will use a variety of methods to increase communication with students and parents including using app notifications, text messages, and email contacts to reach out to the community. Schools intend to provide extra-curricular

Site Administration, Teachers, and Support Staff Provided Feedback for the Reopening of Schools
--

activities to students using a virtual platform. The hope is to continue to offer connectedness to the school campus while students are away.

CUSD has provided professional development opportunities for teachers during the summer and during institute week to combat teachers' concern of not being adequately prepared for distance learning. Professional development was being hosted by both the site and through the district. Online classes dealing directly with effective distance learning strategies were offered. Teachers also received training in social emotional learning strategies and helping students cope with trauma during a pandemic. The district offered support separately for new teachers to the district, offering them a welcome to the district along with offering them courses to be successful in distance learning modalities. This training was offered the week before institute week, so new teachers could participate with their peers upon the return of the regular work schedule.

Not all students will be returning to campus upon reopening, with 45% stating that they prefer to remain on distance learning formats. The reduced number of students at school will allow for more social distancing both in the classroom and in common areas of the campuses. Adequate PPE was purchased by the district and will be distributed to classrooms, allowing for safe barriers to be in place to protect teachers and students from COVID-19.

Learning loss is a concern because students experienced a disruption in the spring of 2020. Learning loss will be covered in the Learning Loss section of this plan. Please see that section for supports offered to students. To support learning loss, teachers will use diagnostic assessments, reteaching, and accelerated teaching during distance learning. Both quantity of instructional time and the methods used during regular instruction will support learning loss that happened because of the pandemic.

Continuing to offer support for mental health was a concern from many of the involved stakeholders. To respond to this concern, the district has provided additional training for the social emotional well-being of the students. Support for students will include assistance with student coping strategies, engagement, and student motivation. The comprehensive plan is described in a latter section of the plan. Please refer to that section for more details for how CUSD is supporting the overall well-being of our students.

Supporting Mental Health is a  
Concern for Many  
Stakeholders



# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At its July CUSD Governing Board Meeting, the board authorized the re-opening of the campuses with consideration for protecting students and staff from COVID-19. Although the plans to reopen were put on hold because of Fresno County's placement on the COVID-19 watch list, the plans remain operational. CUSD will follow the lead of the Governor's Office along with direction from the Fresno County Department of Public Health related to in-person instruction. The plans to offer in-person instruction have been developed cooperatively with input from a variety of stakeholders and support from community organizations. CUSD recognizes that not all parents feel comfortable sending their children back to in-person instruction, as roughly 45% stated that they preferred online-only options.

The return to in-person instruction will happen with a reduced capacity. Not only will this allow for more safety measures to be implemented, it will allow for teachers to target students both in meeting their instructional needs and dealing with learning loss but also in supporting their social emotional needs. This targeted approach will help support individual students who struggled with learning through distance learning formats. Teachers will provide intervention for students and students will have access to all the support personnel and programs available on campus.

CUSD's focus and commitment to re-opening campuses safely and resuming in-person instruction are supported by the following 10 steps in the [Return to School Health and Safety Plan](#):

**Our Starting Point**-CUSD developed its in-person plan collaboratively with input from all stakeholders and direction from state and county agencies. The plan was developed under the mantra of founding superintendent, Dr. Floyd Buchanan, that "Education revolves around teamwork and trust." The team, involving approximately 100 staff members, developed the plan as follows: closely studied health and safety guidance from numerous sources; sought and analyzed

Clovis Unified Developed a 10 Step Plan for Reopening Schools for the 2020-21 School Year



feedback from parents, students, and staff; remained attuned to the current status of COVID cases in our region; researched and developed instructional models that maintain quality of learning; and developed health and safety plans to reduce the spread of COVID-19. The plan was developed using the following guiding principles: commitment to safety and wellness, educational value of high-quality instruction delivered in an optimal learning environment, and maximize achievement for ALL students in Mind, Body, and Spirit, one of CUSD's three strategic aims.

**Instructional Options for Families**-Clovis Unified is committed to providing ALL students with a high-quality engaging educational experience. We know that the needs of families vary, so we are offering scheduled or flexible online options. Once Fresno

Parents Were Offered  
Different Instructional  
Options to Make the Best  
Choice for Their Child

County is removed from the watchlist, campuses can return to a traditional model. The traditional model is five days of in-person instruction: enhanced sanitation, scheduled ha, which will include: handwashing and hand sanitization, face covering required for all staff and students, maximizing physical distance, health

screening and contact tracing, and use of every available instructional space. The traditional model will feature the use of in-person instruction using standards-based and Clovis Unified curriculum with units of instruction developed and used by CUSD teachers. Students will benefit from face-to-face contact and have a lesson schedule paced by teachers. The benefits of an in-person model is that it is a traditional structured learning environment in a familiar in-person setting. In-person learning provides for social interaction and student collaboration. It creates routine for students with set daily schedules.

**Student and Staff Health**-The health and wellness of our students is a top priority as we return to school. Some things will look a bit different when students return to campuses as we layer in extra health, sanitizing and hygiene steps into the school day. Families and staff will be asked to conduct a health screening to self-evaluate for COVID symptoms. Students and staff should do a daily temperature check. Extra time will be built into the day for hand washing/sanitizing, and regular reminders about proper covering of coughs and sneezes. Systems are in place for contact tracing and isolation of symptomatic individuals if someone falls ill while on campus. Face coverings will be used by staff and student populations according to existing mandates related to face coverings. Deep cleaning, ventilation and sanitizing of facilities will follow California Department of Public Health and Centers for Disease Control protocols. We recognize that our students have been negatively impacted by the COVID pandemic and suspension of on-campus instruction, and a transition back to

school wouldn't be complete without expansive social-emotional supports. In Clovis Unified, whether selecting an online or traditional option, families will have access to an extensive network of supports including school psychologists and others there to support the child. Our district offers a Multi-tiered System of Support (MTSS) for social, emotional, and behavioral issues. Tier 1 is offered to all students at the classroom level. Tiers 2 & 3 are reserved for students with more intense needs. Supported by our district's Wellness Project, PBIS teams, mental health support providers, and behavior consultation teams, our schools provide a depth and breadth of support for some of our most at-risk youth. Many of the schools in our district offer "Second Step," "The Positivity Project," "Character Strong," and "Positive Behavior and Intervention Supports" (PBIS). The area Transition Teams work directly with our unduplicated students, helping them connect to school and helping to reduce any barriers to learning that may be in place.

**Campus Safety**-One of our core values is to provide safe, student-centered, world-class schools and facilities-and that won't change. In addition to extensive maintenance and cleaning practices already in place,

Clovis Unified is implementing health and safety actions at our campuses that were developed with guidance of local public health officials and the Centers for Disease control. At least twice daily, custodians will disinfect

Campus Safety is Always a  
Priority in CUSD

frequently touched hard surfaces and there will be daily extensive disinfecting and cleaning of classrooms, offices, and workspaces each evening. Our school sites include many buildings and areas for daily activities. Safety and social distance signage and daily health screening reminders will be posted in all buildings. Additional steps will be taken to encourage social distancing and hygiene practices. Directional flow designations for entry and exits in all building will be used on campuses as well as social distancing floor markers. School sites will restrict non-essential visitors and volunteers. School staff will limit the sharing of devices such as phones and copying machines. All playground equipment will be closed. Use of gyms and weight rooms are not permitted at this time. All facilities will be closed to outside groups during this time.

**Preschool & Before/After School Programs**-Preschool will be conducted virtually. The number enrolled will be dependent on the type of facility at the site. As we are allowed, before and after school programs will be offered for students enrolled in the traditional instructional model and will follow the same safety procedures as the regular school day. The number enrolled will be dependent on available space and classrooms at school sites.

**Co-Curricular Programs & Specialty Schools**-In Clovis Unified School District, co-curricular activities remain an important component of students' education. Modifications to how students participate in activities like sports, visual and performing arts, and career technological education enable students to continue these pursuits. At this time, in accordance to county regulations, athletic contests/games are not allowed in Clovis Unified School District. The CIF decision, along with guidance with the Fresno County Department of Public Health, will help in determining how CUSD will operate co-curriculars across the district. Sports participants and coaches are required to complete a self-assessment for the signs/symptoms of COVID-19 prior to reporting to the activity each day. Students will be grouped in pods no larger than 10 participants. These pods will not interact with other pods. There must be a minimum distance of 6 feet between each individual at all times. The Return to Play protocols only apply to after-school or before-school activities. We value visual and performing arts in Clovis Unified and every effort will be made to provide a meaningful experience for students. Due to aerosol studies, the Health Department has not allowed band and choir to meet in person. All in-person co-curricular activities, assemblies, rallies, field trips, and any school-wide gatherings related to the 2020-21 school year will be suspended until the County Health Officer deems them safe. Virtual assemblies, rallies, field trips and other similar activities may take place. Mass social gatherings of any kind are not permitted.

**School Meals**-Bagged meals aligned with the National School Breakfast and Lunch Program will be available to students. Staggered lunch times (elementary) and/or

School Meals Are Provided for  
Students During Distance  
Learning and In-Person  
Instruction

increased number of lunch periods (secondary) will be scheduled, as necessary. Students will eat in designated lunch areas outside, or in case of inclement weather, in classrooms, cafeterias, and other appropriate spaces. Social distancing will be maintained in all meal environments to the extent possible. Cafeteria cleaning

procedures will follow the enhanced cleaning protocols. In addition, if/when students eat in the cafeteria, surfaces will be cleaned in between each lunch period. Qualifying students will continue to receive free breakfast and lunch and summer seamless has been expanded into December. Students have the option of bringing their own meals to school.

**Transportation**-After thoroughly examining all options, it has been determined that substantially distancing students on our school buses is not possible. Therefore, each family residing beyond their school's established walking radius zone must choose whether they will utilize CUSD Transportation services. Parents who have chosen in-

person instruction for their children and choose not to utilize CUSD Transportation will need to make their own transportation arrangements. For those who do plan to utilize CUSD busing to and from school, we have established the following safety measures in order to reduce risk for bus drivers and riders: students are responsible for providing and wearing their own face coverings at all times while on the bus, students are required to sanitize their hands upon boarding the bus, students will fill the vehicle from back to front or as stops are assigned by the driver, social distancing will be utilized to the greatest extent possible while on the bus, windows on the buses will be open for as long as possible to maximize air flow, seating will be limited, disinfecting and cleaning will occur after each run, drivers will wear face coverings when loading and unloading students.

**A Healthy Workplace**-Clovis Unified is dedicated to keeping our 6,000+ employees properly equipped as we open schools for in-person instruction. Each day, a pop-up appears on each employee computer requiring the employee to self-screen for COVID symptoms and what to do if experiencing them. A wide range of protocols for the district, employees and visitors are in place. To help prevent the spread of COVID-19, CUSD employees are expected to: self-monitor health

Clovis Unified Provides All of  
Their 6,000+ Employees a  
Healthy Workplace

screening upon entry to facilities, utilize online tools for meetings and events, wear face covering in accordance with local and state directives, avoid group gatherings and practice social distancing, regularly clean and disinfect workstation and surfaces, stay home utilizing leave entitlements if ill, minimize close contact with others, practice proper hand hygiene, and maintain a clutter-free workstation to promote efficient and regular cleaning and disinfecting.

**Students with Special Needs**-Safety considerations and protocols have been established with the guidance of public health officials and medical experts to accommodate our special education students' return to campus for both students and employees. The following health and safety precautions will be implemented at the school site: school personnel will work closely with families of students who are immunocompromised regarding specific needs when returning to school; staff will be provided with face coverings which are most conducive to addressing specific student needs; staff will be provided with gloves as appropriate; staff requiring closer proximity for medical procedures will be provided additional PPE; services will be delivered with adherence to the wearing of facial coverings, social distancing as practicable, increased hand washing and sanitizing; daily health screening and temperature checks will be conducted by staff for students returning for assessments

and in-person services; and plexiglass shields will be utilized during student assessments.

When schools moved to distance learning in the spring of 2020, CUSD did its best to have fidelity to the core of instruction and curriculum, providing the students with the best possible access to continuous learning. We recognize, however, that students may not have engaged with opportunities to learn and that some students experienced some type of learning loss in the 2019-20 school year. CUSD has prepared to support these students upon return to in-person instructional offering. At the core of this will include a systematic cycle of assessment. All students participated in an initial screening that determined any learning gaps and deficiencies caused by learning loss. This initial screening provided teachers with information about the skill level of students as well as identifying students in need of additional intervention. The district

Students Needing Additional Assistance Are Supported Through a Multi-Tiered System of Support (MTSS)

utilizes i-Ready in mathematics and purchased i-Ready for ELA this year for our elementary students. i-Ready provides a robust diagnostic assessment and targets students' instruction based on these results. Students identified as needing support for learning loss will be provided additional time and support for learning. Core

instruction in the classroom will be supported by our Multi-Tiered System of Support (MTSS). Students participate in the various tiers and receive additional time and support for gaps in learning. As students move through the tiers, instruction becomes more focused and intense. Not only does i-Ready provide robust assessments but it provides targeted instruction with each student receiving a customized learning trajectory. This helps combat learning loss by providing students with "just right" instruction based on their unique needs. Schools will also offer interventions and learning help outside of the regular school day. CUSD has a robust formative and summative assessment system in place. Students take regular, formative assessments to gauge their learning at checkpoints in time. Teachers use formative assessments to inform their instruction and to develop in-class reteaching opportunities. These assessments for learning are effective tools to also help the students audit their own learning progress and to measure their understanding. The use of summative assessments helps determine what students "got it" when instruction has ended. CUSD participates in the state CAASPP system and students are held accountable to achievement of state content standards. The state test drives students to learn the necessary content and skills to demonstrate proficiency at the end of the year. It's a good way to measure for content understanding and to confirm that we have erased any learning loss that occurred this last year.

### Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Due to COVID-19, all classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided each site for use when close-proximity testing or services must be offered. All teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.	\$2,076,617	N
Due to COVID-19, on-site employees must be tested for COVID-19 upon returning to on-site learning. The district will provide the required tests for this testing to take place.	\$390,000	N

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

CUSD first experienced distance learning models when the schools moved to that modality on March 13, 2020. Distance learning came as a surprise to us in the spring, but our teachers and staffs jumped right in and provided the best instruction possible for our students. Teachers used Google Classroom to continue their management plan and to provide feedback to their students. Zoom was a new system for most teachers, but they quickly jumped on that system and used it to have face-to-face contact with their students. Independent study packets were created for students who did not have access to the

The District Was Prepared for Distance Learning in the Fall of 2020

required technology. Teachers followed up regularly with the students to keep them connected to the school and classroom. CUSD learned a lot from this distance learning model and that learning, along with feedback from relevant stakeholders, helped us create a plan for reopening schools in the Fall 2020. Our district learned that distance learning must be “content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.” ([Education Code Section 43503 \(b\) \(2\)](#)) Students require access to the full curriculum and instructional resources that ensure continuity of instruction. Students received their regularly assigned textbooks during the first week of school through socially distanced distribution at the school sites and care is taken to ensure the district is compliant with the Williams Act; the CUSD Governing Board will hold a public hearing of sufficiency of textbooks and materials by the eighth week of school. We ensured that students had internet access and a device capable of running the requisite software and paid for these items if the family needed it. Students also received school supplies, like pencils, paper and other supplies, such as clay and tools for ceramics students, color pages for anatomy, and world language workbook supplements, before school started. These were provided to all students free of charge.

In the Learning Continuity Plan, you will see two terms used to describe types of learning in distance modalities: synchronous and asynchronous. It’s important to define the terms for the reader of this plan.

- Synchronous Learning: Synchronous learning takes place in real-time, with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible. For synchronous learning via distance modality, our district uses Zoom.
- Asynchronous Learning: Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time. Students may participate in forums or groups online to carry on learning or to prepare for learning in synchronous formats. A Learning Management System (LMS) is often used to organize and support asynchronous learning. CUSD uses Google Classroom as an LMS system.

Clovis Unified School District utilized research-based distance learning principles in the development of their distance learning program for students. While many worry that distance learning is necessarily less effective than in-person learning, many studies

show that well-designed distance learning that has the features described below is often more effective than traditional in-classroom learning alone. Key elements of CUSD's distance learning methods, backed by research and the direction from the California Department of Education, include:

- A strategic combination of synchronous and asynchronous instruction. Combining synchronous activities where students meet regularly online with their classmates and teachers, with asynchronous activities where students think deeply and engage with the subject matter and other students independently are more effective than fully synchronous on-line courses. Synchronous time should be set for reasonable amounts of time, punctuated with other activities to avoid attention fatigue. Asynchronous time can provide an opportunity for students to gain exposure to concepts prior to engaging in synchronous time or as a follow up to dive more deeply into concepts that have been introduced through independent activities.
- Student control over how they engage with asynchronous instruction. Research shows that students do better when they can go at their own pace, on their own time, when they have some choice over the learning materials to use and the learning strategies that work best for them, and when materials are set-up to enable them to engage deeply and critically with course content by managing how they use videos or print materials.
- Frequent, direct, and meaningful interaction. The more interaction students have with other students, with their teachers, and with interactive content, the stronger the learning gains. Activities such as experiments, debates, data analysis, and group solving challenging applications together can serve to synthesize and extend student knowledge. Students can interact with peers and the teacher in multiple formats- whole group and small group discussion in synchronous instruction (for example in Zoom breakout rooms), chat rooms and discussion boards that may be synchronous or asynchronous, quick polls and votes followed by debate and discussion are all means to improve engagement and create positive effects on learning gains, as do interactive materials.
- Collaborative learning opportunities. Teachers can structure learning opportunities that encourage collaboration by accommodating flexible grouping options for completing work and by setting class norms for collaborative activities. Small groups can work on tasks together during synchronous time in breakout rooms and then return to share their ideas. Asynchronous can also be structured to offer opportunities for students to



collaborate and build learning together, for example, through discussion boards and providing peer feedback.

- Interactive materials. High-quality distance learning incorporates the use of interactive multimedia materials, typically during asynchronous learning.
- Assessment through formative feedback, reflection, and revision. Formative assessment is very important in online learning, and it promotes stronger learning when it provides feedback that allows students to reflect on and revise their work.
- Explicit teaching of self-management strategies. Students who receive instruction in self-regulation learning strategies perform better in online learning. Teachers can help students with tools that help them schedule their time, set goals, and evaluate their own work. They can also provide checklists that are readily available to students and parents that break out the steps for task completion to help them understand the scope of the work and the milestones they'll accomplish along the way.

CUSD always planned to offer distance learning options to all our families as surveys showed us that 45% of the parents were interested in this method of instruction for their return to school. Parents were offered two options when enrolling their students for the online format: scheduled virtual or flexible online. The scheduled virtual method is structured in this way:

- Starts the first day of school
- Parents will commit to a final option once face to face instruction resumes
- Students follow a school day schedule using technology and other instructional resources
- Instruction delivered in a real-time through Zoom by a Clovis Unified teacher
- Online at-home learning using Clovis Unified's adopted curriculum aligned to state standards
- Students can participate in co-curricular activities and athletics if they meet regular eligibility requirements

The flexible online method is structured in this way:

- Starts the first day of school
- Parents commit to this option for at least the first quarter of school for elementary students and the first semester for secondary.

Two Methods of Distance  
Learning Are Offered:  
Scheduled Virtual and Flexible  
Online

- Families establish their own learning schedule 24/7
- Clovis Unified teacher available for support from 8am-3:30pm weekdays
- Students are expected to log-on at least once per day with their CUSD teacher at a prearranged time for daily live interaction with their teacher and peers
- Curriculum is paced on a weekly basis by a Clovis Unified teacher
- Parents help facilitate the program
- Curriculum: Accelerated Education (TK-5<sup>th</sup>) & Edgenuity (6<sup>th</sup>-12<sup>th</sup>)
- Students can participate in school site co-curricular activities and athletics if they meet regular eligibility requirements

Some of our students may need to avail an independent study option during the 2020-2021 school year. Due to the nature of independent study programs and because of student situations and needs, some students may not be available for daily live interaction and/or daily instruction. An alternative plan for frequent live interaction to provide a comparable level of service and school connectedness has been developed and is available for students who participate the District's short-term or long-term independent study programs. Students will adhere to the District's independent study guidelines which include scheduled live interaction with teachers and other students. Short-term independent study is offered through our school sites on a limited basis for no more than two weeks. Long-term independent study programs are offered through our various alternative education programs for students meeting specific criteria. By approving this learning continuity and attendance plan, the District's Governing Board approves and authorizes the continuation of independent study with an alternative plan for scheduled live interactions with teachers and other students that may occur less frequently than on a daily basis.

For the 2020-21 school year, instructional time offered through distance learning may include synchronous and/or asynchronous instruction and is calculated based on the time value of assignments made by teachers in CUSD. CUSD is following the guidelines per Education Code, with grades 1-3 spending 240 required minutes each day.

Grade Level	Total Minimum Required Minutes Per Education Code
TK/K	180 minutes
1-3	230 minutes
4-5	240 minutes
6-8	240 minutes
9-12	240 minutes

In July 2020, Fresno County was placed on the COVID-19 watch list and schools all shifted to opening under a distance learning format. This meant that students who selected a traditional schooling option were now going to be students in the scheduled virtual format. All CUSD teachers were now virtual instructors and would open their classes in an online format.

As CUSD started the school year out in a distance learning format, it was important that we considered ways to: engage and support families and staff, the utilization of common tools, and the identification of success criteria. In order to ensure parents and staff felt comfortable and prepared to engage in distance learning, it was important to solicit feedback, understanding their experience over spring as well as offered multiple opportunities to discuss expectations and engage with technology in a low stakes setting. It was important to engage with parents in the language which is spoken in the home. It was important that we maintain consistency across grade-levels as it supports the success of students and families as they prepared to engage in distance learning. Consistent use of platforms allows parents with multiple children to learn and offer support in a focused area. Similarly, students with multiple teachers will have space to focus on content as opposed to navigating multiple digital platforms for learning. It is also important that CUSD schools review the past and current local data in order to identify metrics for success in the distance learning setting. Success criteria will clearly communicate the vision of CUSD regarding student performance and allows staff to monitor progress, to celebrate success, and identify needs early.

Our families and our teachers shared that students learned best in synchronized environments. For this reason, we have prioritized live instruction in our distance learning format. Elementary students will access their classrooms using Zoom and will have face-to-face instruction with their teachers five days per week. Elementary students will have 90-minute instructional blocks during the day where teachers can divide content areas up into instructional blocks to support student learning.

Secondary students will follow a period structure, meeting with their teachers two times in extended block periods. Time has been set aside each day at both the elementary and secondary levels for intervention and for SST, 504, and IEP meetings.

In distance learning format all students will receive instruction in both a synchronous

Distance Learning Instruction  
Meets the Guidelines  
Established by SB98

and asynchronous format and the type of instruction will be determined by the teacher in accordance with SB98. Instruction will be aligned to state content standards. Because the units of instruction are familiar

to our teachers, the learning curve regarding content and design will be very small. Teachers on Special Assignment in the district's Curriculum & Instruction Department spent the summer converting units, preparing lessons, aligning instruction to computer-enhanced models, and developing assessments that can be used in the distance learning world. Strategies were developed by our teams to support students with diverse needs. Students on IEPs and 504s will have their accommodations and modifications met and in alignment to their goals. ELD students will still receive 30 minutes of instruction in English per day and teachers will offer one-on-one and small group interventions for their students.

CUSD understands that in order to establish an effective distance learning plan, our staffs must be offered resources and ongoing support. The district developed instructional resources that were online-friendly, helping the teachers transition seamlessly to distance learning formats. Adopted textbooks with online resources were purchased to better connect teachers and students to the materials that are most familiar to them. The district purchased i-Ready for both math and ELA, which can be used as independent, goal-driven instruction by students in Transitional Kindergarten through 8<sup>th</sup> grades. Many CUSD teachers participated in professional development throughout the summer and the district offered several workshops upon their return in the Fall 2020. The Curriculum & Instruction Department will continue to offer resources, suggested ideas, and relevant instructional strategies on a weekly basis during distance learning to keep the staffs abreast of the most innovative strategies to utilize during these unprecedented times.

Parents have always been an integral component in our school system. They will continue to play that important role, but it has taken on a new dimension. With student learning taking place at home, having parents engaged is essential. We have expectations that parents will be engaged in their child's learning and we have prepared ways to help parents be successful. The CUSD Technology Department has prepared a website to be used by parents and students that can best help them prepare to use technology at the home and troubleshoot common problems. The website, complete with how-to guides and videos, is parent friendly and accessible from home. Parent communication has increased, as schools have reached out to parents throughout the summer and into the start of the school year. [CUSD's plan to reopen schools](#), including information on distance learning was presented in online town halls and made available to parents in English, Hmong, Spanish, Punjabi and Vietnamese. Established parent meetings at the sites and at the district will continue to be held during distance learning to present information and to gather feedback from parents

on the ways we can best serve our parents and our students to ensure the success of students during distance learning modalities

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be considered in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the district to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through our special day classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Special Education's partnership with the school sites is addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

### **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In March 2020, when it became necessary to transition to distance learning, CUSD began to assess technology and connectivity needs of its students. At that time, CUSD distributed many laptops to students in need. Some students opted to follow an independent study program and declined the use of

CUSD Ensures That ALL Students Have Access to Devices and Connectivity

district technology or had access to their own technology at home. In accordance with SB98, students will be required to participate in synchronous discussions on Zoom as well as be required to participate in online resources like Google Classroom and i-Ready. Students will be required to be in attendance from the first day of school and every day following.

CUSD has made many efforts to ensure students and families with unique needs have access to devices and connectivity. Special attention was made to students who did not have access to technology in the spring of 2020 and these students were contacted directly by the school to secure access to connectivity and devices for the fall of 2020. CUSD worked to ensure “access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.” ([Education Code Section 43503 \(b\)\(1\)](#)) In addition to gathering information during the annual registration process, individual schools reached out, paying attention to foster youth, unhoused students, English Learners, students with unique needs, and low-socioeconomic students. Our SSSA office conducted outreach for foster youth and unhoused students, using liaisons to ensure that students had the tools and equipment to be successful with distance learning. Additional computers and hotspots were provided to schools with high populations of students with unique needs, knowing that their needs would be greater. All materials, supplies, equipment, and connectivity have been provided to these students free of charge. Students are provided a website by our district Technology Department with relevant training on online systems students use in the distance learning format. Teachers provided student with training in the first few days of school. Students also have access to site and district help lines should connectivity be an issue. Safeguards are in place for students to remove any barriers to distance learning that may occur.

In the summer of 2020, parents were surveyed for their technology needs. Parents were surveyed in primary languages, including Hmong and Spanish. Parents without connectivity were given the opportunity to complete surveys that were printed for them and available at the district office or at individual school sites. Parents who didn't complete the re-registration survey were called by the school sites to gather necessary feedback to ensure that their child had what was required to be successful during the start of school. While most of the families indicated that they had technology and Wi-Fi access available, a large portion of students needed assistance with access. The survey found that 19,047 students required loaner laptops and 10,991 students required hotspots. Since hotspots can be used by multiple students in a household, they were assigned only to the oldest child in the house. Information

about technology needs was passed on to the school site and distribution was handled by the sites the week before school started.

Today, CUSD has 32,000 computers in the district inventory and 5,500 hotspots to meet the immediate needs of students. There are enough technology devices to

The District Has 32,000  
Computers in Inventory to  
Meet Student Demand

support student needs now and to have backups for when devices malfunction. So that there are no delays when students have additional needs, students can take their device to the school for an immediate swap. For students without transportation, schools used

personnel and resource officers to make home deliveries. Our Technology Department is always surveying needs, adjusting inventory, and monitoring existing hotspots for bandwidth capabilities. Our Technology Department maintains a web site with helpful tutorials and how-to guides. Most connectivity issues can be solved by referencing help there. Parents and students can also call a hotline to receive direct support from a technician on-site. The technician can remote into the device and solve just about any problem the student faces.

Students served through the district across the continuum of special education programs, including, but not limited to, special day classes, were contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Specialized equipment was made available free of charge for students with special needs and was checked out to the student at the school site. Technical support is provided as necessary to maximize instruction and access.

CUSD is ready for instruction at the school sites for when in-person learning resumes. There are sufficient quantities of computers at the sites to cover students who are returning to in-person instruction and those who are choosing to remain on distance learning modalities. CUSD will be prepared again for distribution if students are required at a future date to shelter at home and if in-person instruction is suspended.

### **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Clovis Unified School District currently has a student information system (SIS), Q. Attendance will be taken every period at the secondary level and throughout the day



at the elementary schools. In addition, teachers will track and report student engagement levels in the SIS. Student attendance and engagement levels will be reported regularly to site and district personnel, who will support the teacher with reengagement strategies and services. Teachers will maintain daily contact with their students through live instruction and using other methods including Google Classroom, Student

Teachers Track Not Only Participation but Also Student Engagement Levels

Connect, phone calls, texts, and emails. Student attendance and participation will also be monitored through online course participation and verification of daily assignment completion. Teachers will grade assignments and give students regular feedback on their engagement and work utilizing Q gradebook and Student Connect, a sub-component of our SIS, Q. All students will be assessed on the established district assessment calendar including formative, benchmark, and summative assessments. Teachers in grades K-8 will use the i-Ready system to track participation, measure work completion, and to offer students access to regular feedback for their work in progress for math and ELA.

Evaluating the time value of work completed during the distance learning portion of instruction is primarily the role of the credentialed teacher. Time value will be measured via participation in online lessons and in written, electronic assignments completed by the student. Teachers will utilize the units of instruction and course pacing guides that clarify and calibrate assignment completion.

## Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers are provided with support from our Technology Department and Curriculum & Instruction Department. The department provides helpful resources and how-to guides for the most common issues teachers face. Teachers can participate in real time professional development dealing with things like Zoom, Google Classroom, and i-Ready. Teachers also participated in professional development at the sites that provided specific information about technological support.

Due to the start of the school year in distance learning format, staff development has had to look different than it has in the past. All professional development was handled through online mediums, like Zoom. In the Spring of 2020, when we first



went to distance learning formats, school sites and district personnel provided training on best practices for supporting students in an online world. Things like how to run synchronous and asynchronous classrooms and using Google Classroom was offered. Teachers participated in professional learning throughout the summer on topics relevant to teaching online. The Curriculum & Instruction Department offers weekly newsletters with online sources, professional learning, and curriculum ideas to teachers throughout the district. The Technology Department devoted a web page to support educators in the systems they most likely will be using in distance learning.

In August 2020, teachers new to CUSD participated in “Welcome to CUSD.” These days are packed with professional learning

New Teachers to CUSD Were Supported Through “Welcome to CUSD” Prior to the Start of School

opportunities to ensure that the teacher starts their career out in CUSD with the necessary tools and resources to do their jobs efficiently and effectively. Teachers participated in workshops for wellness and supporting the whole student in instruction. They participated in Cultural Relevant Teaching and ways

that they can support our diverse student populations. They also received training in technology, learning the basics of using our SIS, our learning management system, and relevant applications like Zoom and Google Classroom.

Teachers returned to their contracted duty days on August 10th. The week of August 10-14 teachers spent time at their school sites in site-based professional development, district-sponsored professional development or planning/preparing for the year to come. The following is a list of professional development provided to teachers throughout the district:

- Google Classroom
- Zoom
- I-Ready for math and ELA
- Social Emotional Learning (Positivity Project)
- Social Emotional Learning (Character Strong)
- Illustrative Mathematics
- CPM for Advanced Math 8 and Math 1
- New History/Social Science textbooks
- Google Interactive Slides
- Google Forms
- Clever

- Student success with technology
- Illuminate live proctoring
- Illuminate flexible assessments
- Loom
- Tier 1 Social emotional strategies
- Collaboration in online communities
- Gradual release model of teaching
- Screencastify
- Seesaw
- AVID online trainings
- Reading Apprenticeship
- Q
- Adopted curriculum in online modalities

There Were a Variety of Offerings Made by the District and by the Sites to Support Staff Professional Development

Teachers and administrators were surveyed during the summer of 2020 and reported additional areas of training that they felt was required. This included:

- District online resources
- Student engagement, attendance, and discipline
- Online assessments
- Support for parents who speak other languages
- Outlook
- Tech support and troubleshooting

The district plans to follow-up with these needs by offering additional online resources throughout the year. The district will continue to offer weekly newsletters to teachers from our Curriculum & Instruction Department that will include articles about these topics. The teachers will participate in direct training and development in these areas at designated training and planning time during the regular school week and during the district professional development days in October and January.

### **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The impact of COVID-19 on our community and on our schools has required staff to change their roles and responsibilities in order to provide environments that are safe and that are conducive to learning and result in an increase in student achievement.

The impact is felt by all employees across the district, including both classified and certificated employees.

Probably one of the most profound changes is the transition to distance learning for all our students. This came about in mid-July when Fresno County was placed on the

Probably the Biggest Role  
Change Was Instructing  
Students in A Distance  
Learning Format

COVID-19 watch list. CUSD was preparing for distance learning because parents and students were given the option to participate in distance learning before Fresno County was placed on the watch list. This preparation has helped us transition to distance learning for all. Teachers and instructional support staff

are now instructing students through synchronous and asynchronous methods using systems like Zoom and Google Classroom. Teachers have reached out to students to provide the necessary links and resources to begin instruction starting the first day of school, August 17<sup>th</sup>. Instructional staff have spent time outside of their regularly scheduled day with the students to provide additional support and teaching. Some staff have felt like they are always on duty 24/7 to meet student needs. Teachers have also provided time each morning to attend important meetings like 504s, IEPs, and SSTs. They are also afforded time to meet with students in one-on-one and small group setting for intervention each day.

CUSD teachers utilized learning management systems in the past but are now required to use them with all classes and all students to keep our online world organized and to ensure effective and efficient operations. Teachers have had to access Q multiple times per day to not only enter attendance but also to track engagement of students in our online environment. Much of our CUSD-adopted curriculum has online components and were used to varying degrees during traditional instructional time. CUSD is now seeing widespread use of these online resources now that all students are one-to-one with laptops and have internet connectivity. In prior years, technology has limited us as students weren't always afforded access to computers.

Having a clean and sanitized campus is important during this pandemic. Our custodial staff have been trained on sanitization processes and are prepared to reduce the spread of COVID-19 on our campuses. Classrooms are thoroughly sanitized each night. Teachers help with sanitizing the classroom during the day. Common areas will be sanitized after each student's use, including cafeteria tables. Restrooms will be sanitized throughout the day. Buses will practice social distancing where possible and

will be sanitized after each bus run. These sanitization procedures will also be handled in conjunction with other duties assigned to employees.

CUSD health professionals have shifted their roles and responsibilities. The nurses and health aides work in conjunction with our Nursing Department to provide education to staff about the risks of COVID-19 and the best strategies for dealing with the disease. They will serve as a front to reduce the risk of disease spreading in our communities. To address the needs of mental health of our students and staffs, our teams of school psychologists, 7-12 mental health specialists, and Transition Team members are at the forefront. They are seeking out students affected by the trauma of the pandemic and are working with them to reduce the ill effects. There is regular contact between our unduplicated students and our support staffs. Professional development is being offered in areas of Social Emotional Learning and trauma-informed instruction by these teams. For more information about wellness initiatives, see the section titled “Mental Health and Social Emotional Well-Being.”

CUSD Health Professionals  
Are Key to Supporting the  
Health of Staff and Students

Paraprofessionals have adjusted to their new roles because of COVID-19. They must now provide their services to the students in a distance learning format. They’ve had to participate in trainings and learn appropriate methods of supporting students in the online environment. Paraprofessionals participate in the classroom, supporting the teacher with management issues, like muting students and responding to questions the students may have. Paraprofessionals may meet with students in Zoom breakout rooms and can provide tutoring assistance to small groups when students are present. Our special education paraprofessionals still work closely with students, helping them meet IEP goals through small-group interaction or one-on-one instruction.

Bus drivers and cafeteria workers have seen a change in their roles due to COVID-19. In spring of 2020, bus drivers were used in the district to move busses, which provided internet connectivity. Busses were used as Wi-Fi hotspots to connect neighborhoods to the internet. Bus drivers continue to maintain their busses for safety while taking extra steps to help minimize the spread of COVID-19. The driver and bus riders will maintain social distancing guidelines when possible and busses must be sanitized between every run. Cafeteria workers shifted to working early morning hours as they distributed school breakfasts and lunches prior to the start of the school day. When schools return to in-person learning, the cafeteria workers must work to maintain social distance in lines and to sanitize food services and tables after every

exchange of students coming through the cafeteria.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

CUSD is committed to serving our English Learner (EL) students during distance learning by supporting the English Language Development (ELD) standards and supporting student in success of their content areas with language strategies and resources. EL students will receive 30 minutes of ELD at their level by either the regular classroom teacher, a bilingual instructional assistant, or designated EL teacher. The district will use the adopted ELD materials, Benchmark, Inside, and Edge, to

English Learners Still Receive  
the Additional Support They  
Need During Distance  
Learning

further support development of English. Teachers will use Zoom and Google Classroom as supports for delivering the curriculum and offering designated instruction each day. Newcomers to American school systems have been offered Rosetta Stone, an individualized approach to acquiring English in an

online environment. Student progress toward English Language Development will be monitored by the approved formative assessment for EL students and via the English Language Proficiency Assessment for California (ELPAC), which will be offered per state mandate. ELD personnel will communicate regularly with classroom teachers to support students in their content areas.

School sites are still holding their ELAC meetings virtually during distance learning and will continue to do so when students return to minimize gatherings of large groups per county and state guidelines. Sites will provide updates to parents about the progress of EL programs and the successes of our EL students and will use the meetings to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses. The district DELAC meetings will also be held virtually and will be used as a venue to share resources with parents to support the EL student and their progress.

CUSD used i-Ready for mathematics last year and received the benefits of diagnostic assessments, formative assessments, targeted instruction, and progress monitoring. The district purchased i-Ready for ELA this year, in part, to support the transition to distance learning. Having the ability to track progress daily will help us support our

EL students and other students with unique learning needs. The targeted instruction in English Language Arts will support the needs of our students who need individualized instruction and who can benefit from targeted teaching and learning. It is a benefit that all students have regular access to technology and connectivity and can participate in i-Ready for the minimum requirement of 45 minutes per week. This targeted approach to learning is beneficial for closing the achievement gap for students who have traditionally experienced it. Students of color, low-income students, and EL students have demonstrated gains in working with i-Ready Mathematics in prior years and we anticipate additional gains in ELA for these students.

Intervention supports will be provided to all students with unique needs, including English Learners, students with exceptional needs served across the full continuum of placements, students in foster care, and students who are unhoused and who are below grade level and met the criteria as measured by universal screening measures. Intervention time is provided for each student in need in designated intervention blocks of distance learning.

Interventions Are Built into  
the School Day

Teachers and instructional support staff can also support their students in after-school programs or tutoring. Administrators will monitor progress of students designated as below grade level with unique needs. Site administrators access prior test results, attendance records, and behavioral patterns using the district's data warehouse, Data Insights. This interactive system provides real-time data based on subgroup assignment according to unique needs. Support staff are working during online instruction, providing one-on-one and small group intervention in classrooms each day. Our Transition Teams are assigned caseloads of students who are socioeconomically disadvantaged, EL designated, or who are in foster care. They help students access interventions and support social emotional well-being. They help keep students connected to the school through regular communication. Their assistance in helping students succeed in the online environment is immensely beneficial. The actions/services associated with transition teams will continue to be fully funded and offered to our neediest students during distance learning modalities.

For pupils with exceptional needs, special education case managers, along with program specialists, will develop distance learning plans for each special education student to address modifications and accommodations and to help students meet their IEP goals. Accommodations and modifications will be made for students with disabilities under Section 504 of the Rehabilitation Act of 1973. Clovis Unified School District recognizes that it must "do their best in adhering to IDEA requirements,

including federally mandated times, to the maximum extent possible” and “are encouraged to consider ways to use distance technology to meet these obligations.” (*COVID-19 School Closures and Services to Students with Disabilities*) Whether during distance learning or in-person instruction, all identified students have a team of educators who routinely monitor their progress in all areas, including, but not limited to, academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student’s progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the student has with the team of educators. Special education service providers work closely with the regular education staff to ensure that IEPs are being followed and the students are being served equitably. Students’ time with the special education staff will still be met and students will meet with special education staff via live, remote instruction, and pre-recorded videos as appropriate to IEP goals. If any adjustments need to be made to the IEP, a request can be made, and a meeting held virtually with all parties to make new decisions that would best meet the student’s needs. Our partnership between the Special Education Department and the school sites offers a full continuum of services for students with unique needs. Special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will consider the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

For students who are foster youth or who are unhoused, the Assistant Director of Student Services & School Attendance (SSSA) connects with the schools to ensure these students have what they need to be successful during remote learning, including regular access to laptops and hotspots for internet connectivity. The Assistant

Foster Youth and Unhoused  
Students Are Supported by  
Our SSSA Office

Director provides support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for foster youth and unhoused students.

The staff conducts needs assessments for these students at the beginning of the

school year and connects these students with school- and community-based resources. The students are connected to the area Transition Teams who have regular, intimate contact with these students to ensure that they have the resources and means to supporting schooling in their homes. Transition Team members have access to resources and to other staff members and are the point of regular contact to ensure that these students can be successful at their sites and that their wellness is being considered and supported.

### **Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
A higher percentage of LI, FY, and EL students have selected to participate in distance learning using the flexible online method, using curriculum and instruction from Accelerated Education (TK-5) and EdGenuity (6-12) while the county is assigned watch list status and schools must provide distance learning opportunities. A higher percentage of our unduplicated student population have selected this method of delivery as opposed to the scheduled virtual method. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.	\$462,000	Y
A higher percentage of LI, EL, FY, and students with disabilities have chosen to remain on distance learning, even when the county is allowed to return to on-site instruction. A significant number of our parents are requesting to remain on Accelerate Education and EdGenuity. This resulted in the need to hire teachers on a temporary contract. Temporary teachers also required additional professional development. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.	\$1,470,000	Y
Due to distance learning, teachers may have a higher case load and may be needed for one on one instructions for struggling students. Extra period stipends were provided for teachers surrendering their time otherwise used for preparation.	\$630,000	N



Description	Total Funds	Contributing
Distance learning has created challenges for staff and students. To properly engage students staff equipment needs have changed and instructional supplies were sent home to students to ensure they have the proper tools to maximize achievement.	\$2,000,000	N
Due to COVID-19, students will be submitting work electronically to their teachers. To facilitate the electronic turn in of written assignments the district will purchase a site Turnitin license. This license will support anti-plagiarism, provide formative feedback to the students and support the teachers in providing quality feedback to their students in a timely fashion.	\$69,730	N
Due to COVID-19, curriculum needed to be modified to fit in the distance learning format. Teachers were paid stipends to work on district curriculum and to prepare it for other teachers to use in the online environment. Teachers were trained in the use of these materials during the staff in-service week, the week before school started.	\$39,300	N
Due to COVID-19, CUSD offered trainings to teachers in the area of distance learning and engaging students in productive learning during the Week of August 3-7. These teachers were paid stipends for their attendance. Total funds represent the total stipends offered to teachers during this week of training.	\$150,000	N
Due to COVID-19, students have been required to participate in distance learning. In order for the secondary instrumental music teachers to effectively teach distance learning this year and to also allow the district to easily pivot between distance and in person teaching methods, it is necessary to purchase online music curriculum. The Smart Music and Sight Reading Factory curriculums will support the online teaching modality.	\$26,976	N

Description	Total Funds	Contributing
<p>Due to COVID-19, students have been required to participate in distance learning. The Continuity Plan requires students to be engaged with teachers in synchronous formats. For this purpose, the district has secured a license for Zoom, a modern video communications tool with reliable cloud platforms for video and audio conferencing, chats, and webinars.</p>	\$56,835	N
<p>LI, FY, and EL students are less likely to have the equipment they need to participate in distance learning modalities. Our data show that during distance learning in the spring, our unduplicated youth have a harder time connecting virtually due to lack of a device at home. Due to COVID-19, students have been required to participate in distance learning. The district surveyed all families to determine the need for devices in the home. Parents stating that their child does not have a device were provided one through the district, ensuring that all students had a device. Additional laptops were purchased to meet the demand. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.</p>	\$3,000,000	Y
<p>LI, FY, and EL students are less likely to have internet connectivity in their homes. Due to COVID-19, students have been required to participate in distance learning. Students require internet connectivity while participating in distance learning during the 2020-21 school year. The district has secured Wi-Fi hotspots and is funding the monthly subscription fees for students requiring this service. Parents were surveyed and needs were determined in the summer of 2020. Data show that during the spring of 2020, our unduplicated youth had a harder time connecting virtually due to lack of internet connectivity in the home. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.</p>	\$2,000,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

CUSD recognizes that learning loss has occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic, both in content knowledge and skills. Face-to-face synchronous teaching was limited, and students participated in mostly asynchronous settings. Students completed work and teachers provided feedback for that work. In the Fall 2020, CUSD was committed to offering students as close to traditional schooling as possible. Students are engaging with teachers in virtual face-to-face instruction for most of the day. Schools in CUSD are committed to offering enhanced assessments and quality interventions in the areas of Reading and Mathematics and ELD, which will support accelerated learning across all subject areas.

In order to diagnose student gaps in understanding and skills, CUSD utilizes a robust diagnostic assessment plan to screen students and to identify needs. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers.

These screeners help teachers plan for core instruction and to develop appropriate interventions. These screeners, in all content areas, were given at the beginning of the school year. CUSD purchased i-Ready

A Robust Diagnostic Plan is in Place to Measure for Learning Loss

for Mathematics and ELA and a core component in this system is the diagnostic tool. The i-Ready diagnostic assessments in ELA and Mathematics meets the California Department of Education's mandate for schools to provide diagnostic assessments that "can identify where students are in their learning within key content areas when they return to school so teachers can teach them most effectively." The tool not only informs the teacher of grade level attainment, but it scripts out a learning path for each individual student. The student learning is targeted and appropriate. Students in grades 9-12 use the Reading Inventory, which serves as a pre-assessment tool for high school students. The i-Ready system also contains formative assessments that are given in the winter and spring when 10 weeks of instruction have occurred. Secondary

teachers are familiar with learning paths and team with other grade level partners of the same subject. They are aware of the lesson pathways from previous years and what students may have missed with instruction in the spring. The current teachers can assess for these skills and concepts and fill in gaps during the 2020-2021 school year.

CUSD has identified essential standards and supporting standards in ELA and Mathematics. The essential standards are the key learnings and support the majority of instructional time. Diagnostic assessments and formative assessments given during the year focus on these essential standards. CUSD's formative assessment system, the iCAM and iCAL, is used at least twice each year and measures attainment of essential standards. Students at the secondary level in all content areas take unit assessments.

Essential Standards Drive a  
Lot of What Happens in  
CUSD Classrooms

The formative assessment calendar is set by the district and followed by the sites, allowing for some flexibility to align with appropriate instruction. Having a common formative assessment system allows for cross-district analysis and allows for the Curriculum & Instruction

Department to best meet the professional development needs of the teachers and the instructional support for the students. The amount of time spent on "supporting standards" is minimal and students are held accountable to mastery of the essential standards. Focusing on a few key learnings for the year allows time for remediation and intervention. Teachers will prioritize these standards, allowing them to accelerate learning and focus on what matters most.

All schools have multi-tiered systems of support in place. MTSS is a framework that schools use to provide targeted support to struggling students. This tiered system includes the identification of students and strategies for dealing with their deficiencies. All students have access to tier 1 support, which happens in the classroom to meet the immediate needs of students who may be struggling with concepts or skills. Students can be broken into small groups after instruction to assist those who may need more time. Tier 2 support is more targeted and takes place after core instruction, so the students don't miss out on new learning opportunities. Tier 3 provides more individualized support. It targets smaller groups of students, the sessions last longer, and the topics are more narrowly focused. Schools all have different ways of tiered intervention, but each is committed to offering the necessary support for students who experienced learning loss due to the COVID-19 pandemic. Each of the tiers of support have assessments aligned to the learning and are used to maintain or exit students out of a tier of support. Tiers of support are used across all content areas.

Time is dedicated every morning for teachers to participate in meetings that support students with learning loss. Student Study Team (SST) meetings can be used for struggling students who may need access to additional services that the school is offering. Even with distance learning in place, teachers have opportunities to run interventions before and after instruction is scheduled for the day. These blocks of time, scheduled in the day, increase the amount of teacher contact availability allowing for teachers to target those students who may have experienced learning loss. When students return to traditional learning models, the opportunities will exponentially grow in time and offerings. Teachers also can break out into small groups using Zoom. Teachers can send students to groups to collaborate and extend learning with their peers or can meet with small groups to intervene and offer additional support.

The district has developed a comprehensive assessment plan for grades K-12 in Mathematics and ELA. Students are assessed at the end of units or after a period of time of learning. By using formative assessments, teachers and support staff can regroup students and reteach identified areas of need. Teachers use summative assessments to map progress and audit the quality of instruction. Students and teachers are held accountable to these summative assessments. In grades 3-8 and 11 students will be administered the California Assessment of Student Performance and Progress (CAASPP) in accordance with state testing.

Formative and Summative Assessments Help Teachers Determine Learning Gaps and Allows for Reteaching

The Smarter Balanced Summative Assessments are comprehensive end-of-the-year assessments in English language arts (ELA), mathematics, and science that are aligned to the Common Core State Standards and measure progress towards College and Career Readiness. The tests capitalize on the strengths of computer adaptive testing and have quick turnaround times for results. Holding ourselves accountable to CAASPP helps us remain focused on teaching the right things and measuring our results to ensure that ALL students achieve, and that the learning loss caused by the pandemic is minimized.

Learning loss is not only an issue with ELA, mathematics, and ELD. We are concerned about learning loss in all relevant content areas taught to our students. The curriculum for elementary integrates social science and science into the ELA curriculum, Benchmark. Students are held accountable to learning in these content areas through formative assessments. At the secondary level, all content areas are assessing students for learning loss created in spring of 2020 and are remediating students in gaps of learning. These content area teachers utilize a unit-by-unit formative assessment plan that is developed at the school site. Data from these

assessments are used to support Professional Learning Communities (PLC) at the site as teams work together to ensure that students are mastering the standards. This allows them to review any learning loss that has been created by distance learning in the 2019-20 and 2020-21 distance learning modalities.

English Learners (ELs) are supported through a comprehensive plan of instruction and assessment. English Language Development (ELD) is offered to students in Kindergarten through grade 12. Elementary students receive 30 minutes of instruction targeted to their language proficiency. Some students in secondary schools have a period designated as ELD each day. Core instruction is supported by teachers with EL authorizations. Learning loss can be profound for EL students and more time may need to be devoted to support their continued development in English. Students will benefit from synchronous instruction where the teacher provides vocabulary rich instruction. EL students are measured throughout the year with the English Language Proficiency Assessments for California (ELPAC). The assessment measures the English Language Proficiency (ELP) in the areas of reading, writing, speaking, and listening. The ELP is used to reclassify students from EL status to proficiency in English. A robust assessment system, joined with quality ELD, helps support a student's progress to English proficiency and ameliorates the effects of learning loss caused by the pandemic.

### **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

CUSD will continue to provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies.

A focus will be on mitigating learning loss caused by the distance learning models of instruction. Teachers will also continue to be trained on

Teachers Are Trained in  
Strategies for Dealing with  
Learning Loss

Social Emotional Learning and strategies to help students cope. Time was spent before school starts, during professional development days, and in staff meetings held throughout the year. The purpose is to equip all staff members with the necessary tools to move

instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic.

Our school sites will track students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and unhoused students) and will provide targeted intervention for these students. The district provides all schools with a program called Data Insights that allows teachers and administrators to pull data for designated groups and individual students. Schools will use universal screeners for these students and will monitor them using the district's formative assessment system.

English Learners are susceptible to learning loss, especially when the models of fluent English speakers are not provided for them. To address the issue, our distance learning models are replete with synchronous opportunities providing the students with time to both speak and listen. Students who need more time can work with the teacher before or after school. The use of Google Classroom will help the student remain organized and give opportunities for reading and writing. It provides a great venue for receiving feedback from the teacher or from peers. This degree of interaction is highly valuable to the EL student and provides a well-rounded opportunity to combat learning loss.

Students who are low-income have unique learning needs and benefit from additional support from school. For one, the students often don't have access to regular meals. They rely heavily on the school to support them. CUSD offers regular meal service to students at many locations throughout the district. For more information on this, see the section on nutrition later in this plan. Access to technology and internet connectivity is often a struggle. Students aren't as well-versed in technology-enhanced learning and may need support with this. To address this need, CUSD distributed laptops and hotspots to any students in need of access. Not having access to technology was not an issue in the fall of 2020. Please see the relevant section on this topic in a prior section of the plan. Online tutorials were available to our students and teachers during the first week of school to troubleshoot issues. To reduce learning loss, students need additional time to learn content. The minimum instructional minutes per day, along with opportunities for intervention, will benefit these students.

Meeting the Needs of Low-Income Students is a Priority in CUSD

Our foster youth and unhoused students are some of our most vulnerable students. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues our Assistant Director of SSSA works closely with the school sites and transition team coordinators to connect these students to the campuses. One-to-one

contact is made with the students to ensure that they have the tools necessary to start the school year off with distance learning. Laptops and hotspots were delivered to these students before school started. Students are benefitting from online lessons by teachers in a synchronous setting and with systems like i-Ready that diagnose their learning gaps and targets them with instruction most appropriate for them.

Students with disabilities may experience regression when instruction lacks continuity and is not comprehensive in nature. Although we plan to return to in-person instruction for most students, we will anticipate a healthy number of students to remain on distance learning. Some of our students with special needs are the most vulnerable to the virus and distance learning for them may be the most viable option for the long run. To mitigate learning loss, each student's IEP was carefully reviewed

Students with Disabilities Are  
Provided Instruction to  
Support Their IEP Goals

and plans were made to help students achieve their goals through the distance learning modalities.

Communication between the special education staff and the regular education staff is key. The more well-versed the regular education teacher is with the child's needs,

the better for the student. Special education teachers are pushing into regular classroom lessons via Zoom, are pulling small groups of kids for instruction and are holding classes in self-contained classrooms. Instructional aides are being used during synchronous and asynchronous lessons to support the students and their success in the classroom.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

CUSD is committed to implementing the necessary learning loss strategies to support students in learning during distance learning modalities. The use of such strategies is important but how we measure their effectiveness is even more important. CUSD will measure effectiveness using the following strategies or tools:

- Diagnostic assessments
- Teacher feedback of effectiveness from grouping students
- Pre- and post-tests given to determine growth
- Common formative assessments
- TGLE process
- PLC data points



- MTSS assessments
- Attendance/engagement reports
- Classroom-based weekly assessments
- I-Ready diagnostic and interim tests
- Grades

### **Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
The achievement of LI, FY, and EL students on state assessments in the district is below all students. Due to learning loss in the spring, the district wants to ensure that the achievement of LI, FY, and EL students on state assessments does not fall below all students. These students benefit from quality diagnostic assessments, comprehensive formative assessments, and targeted instruction. To meet these needs caused by learning loss due to COVID-19, CUSD is purchasing i-Ready for ELA. I-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each child's unique needs. This action will help close the achievement gap for these students on academic indicators.	\$427,316	Y
Some students experienced learning loss from distance learning due to COVID-19 in the 2019-20 school year and students are experiencing distance learning during the beginning of the 2020-21 school year. Some students opted to remain on distance learning even after the school has resumed in-person learning. These students would benefit from a personalized system of teaching and learning in online courses. For this reason, CUSD has purchased a license for Accelerated Education (TK-5) and Edgenuity (6-12).	\$217,000	N

Description	Total Funds	Contributing
To combat learning loss associated with the instruction during the 2019-2020 school year, the district is purchasing Reading Inventory. Reading inventory allows for the assessment of students remotely and identifies the Lexile for reading level for each student. This will allow for teachers to target instruction in reading based on the student results.	\$60,394	N
Determining the reading levels and strengths in reading for students in the primary grades is necessary to target instruction. It is necessary to assess students early to determine the learning loss that occurred in the spring of 2020 due to COVID-19. The DRA2 is an assessment system used in the district. It is necessary to purchase the e-licenses of this system to assess students remotely and to determine their reading strengths.	\$4,000	N

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Clovis Unified offers a variety of supports to students, parents and teachers. Our district has taken a tiered approach when developing and identifying effective social/emotional/behavioral supports for students. The first tier of support is available to all of our students and are often provided at the classroom level. Our district also offers more intensive supports (Tier 2 & Tier 3) for those students who have more intensive needs. How these supports are delivered may have changed but our focus has not. We are committed to meeting the social-emotional-behavioral needs of our students, whether it is in a traditional or distance learning format.

CUSD Provides a Tiered System of Support for Mental Health and Social and Emotional Well-Being

Our district has offered numerous resources for teachers, including Second Step, the Positivity Project, Character Strong and Positive Behavior and Interventions Supports (PBIS). Each of these programs can be offered through both an individual classroom and through a school-wide perspective. These programs each offer strategies and interventions to increase positive behavior and encourage character development. These supports have been adjusted to assist teachers through a distance learning format.

Each high school area also has their own Transition Team. Our district's Transition Teams provide support at the elementary, intermediate and high school levels. Through mentorship, our district's Transition Counselors and Student Relation Liaisons strive to develop meaningful relationships with many of our at-risk students.

Many supports are offered, either directly or indirectly, through the Clovis Unified Wellness Project. The Wellness Project was developed to increase awareness of the social-emotional-behavioral needs of our students and provide the necessary interventions/supports to assist our students towards educational success. Critical components of the

The District's Wellness Project Directs a lot of What Happens with Mental Health In CUSD

Wellness Project include the district's PBIS Team, the Mental Health Support Providers, and the Behavior Consultation Team.

Clovis Unified's PBIS Team has continued to meet with school sites as they transition to the world of digital teaching and learning. Our focus has been to support teachers in maintaining social-emotional connections with students while being socially distant. Universal proactive strategies derived from collaborating with schools include: adjusting campus wide behavioral expectations to conform with the digital classroom, integrating student and teacher social-emotional engagement within the school day, problem solving new means for behavior correction and discipline, and providing training in data-based decision making for students who may need more intensive and customized supports.

Our district also provides counseling and mental health supports at each of our five intermediate schools, our five comprehensive high schools, and our Alternative Education sites. Each area has a full-time Mental Health Support Provider (MHSP). Our MHSPs offer numerous supports, including individual counseling, group counseling, collaboration with teachers and administrators, as well as consultation with our families. Our Mental Health Support Providers also consult with our families to find appropriate mental health supports outside our district. Our district also provides mental health supports by having on-site therapists from Fresno County Behavioral Health and Comprehensive Youth Services. Additionally, many of our schools have MFT Trainees who, with supervision, provide mental health support. Each of these supports are now provided virtually to meet our students' current needs.

Clovis Unified also provides behavior consultation, collaboration and support through our Behavior Consultation Team (BCT). The BCT is comprised of three School Psychologists, a Board Certified Behavior Analyst (BCBA) and five Behavioral Consultants. The BCT offers collaboration and consultation with school teams and parents as well as direct support for those students whose behavior impedes their own learning or the learning of others. The goal of the BCT is not only to provide support but to also build capacity within our school teams.

Clovis Unified has provided video training to teachers, administrators and parents to help navigate the unique challenges of the distance learning platform. The videos have addressed such topics as anxiety, providing appropriate structure, and behavior reinforcement schedules. These videos

Clovis Unified Has Provided Training to Support Teachers In Connecting to Students In Distance Learning Formats

were provided in English, Spanish, Hmong and Punjabi.

Education has faced unprecedented challenges due to the distance learning format. Despite this, our district has continued to adjust to meet the needs of all stakeholders. Although these supports may be provided virtually, in many ways it has been business as usual. Clovis Unified continues to be committed to provide highly effective and meaningful social-emotional-behavioral supports to our students and families.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

CUSD is committed to providing students with an engaging opportunity to learn and thrive, even in distance learning formats. The district has worked extensively to perform outreach to students and parents. We have surveyed all relevant stakeholders to gather input for building the Learning Continuity Plan. The district held town hall meetings to discuss the return to school and to give parents an opportunity to engage with the district concerning the modalities for the return. Return to school plans were provided to parents and were translated into the five most prominent languages for CUSD: English, Hmong, Punjabi, Spanish, and Vietnamese. The Learning Continuity Plan was presented to the District Advisory Council (DAC) and to the District

Outreach to Students and  
Parents Prior to School  
Opening Was Extensive

English Learner Advisory Committee (DELAC) and translation services were provided to parents at these meetings. The Learning Continuity Plan will be placed on the district website in multiple languages to support parent understanding of the goals for reopening

school. Communication between parents and students and the school sites increased throughout the summer using websites, letters mailed home, emails, text messages, phone calls, and the CUSD district app. It was the goal of the district to ensure all students and parents were reached in order to determine if they had any needs and to inform them of the process of starting school, especially when we started in distance learning format.

Teachers reached out to students before the school year started to provide them with the resources to be successful on day one when school started on August 17<sup>th</sup>. The district surveyed parents on availability of technology and connectivity in the home. Students were provided laptops and hotspots if they stated a need in these surveys. Connectivity devices were distributed prior to the start of school. Teachers met with students in synchronous environments, using programs like Zoom, starting on the first day of school. Teachers were the first line of defense to help students solve technology and connectivity problems. School sites also provided hotline numbers for parents and students to use if they were having troubles connecting to their classrooms. The CUSD Technology Department provided additional personnel and a phone number for students and parents to speak with tech support if problems couldn't be solved at the school site. Teachers use Zoom, Google Classroom, Student Connect, and email to keep students connected to the classroom during the school year. Not only is student attendance taken each day and each period, but student engagement is tracked and reported. It is anticipated that all students will be engaged in the learning process while classroom instruction is occurring.

Despite our engagement strategies and efforts, there will be some students who demonstrate lack of engagement and who may be absent from distance learning environments. The district/sites have developed written procedures for tiered reengagement strategies for students who are absent from distance learning opportunities. These strategies will require school personnel to contact the child's parent and determine what is required to get the student present and engaged in learning. It is the goal to remove any barriers for learning and to meet or exceed traditional attendance rates from prior years.

In the tiered approach to reengagement, there are several personnel who will be involved in the process. Teachers and classroom support staff are the first level of the reengagement process. Daily, the teacher takes attendance and rates the level of engagement in the SIS, Q. Teachers provide engaging lessons and keep the students actively involved in the learning process. When students are absent or disengaged, the teacher will contact the student and utilize classroom management strategies to reengage the student. If students are struggling with technology, the teacher will help troubleshoot or connect the student with site or district resources to remove those barriers.

Clovis Unified Instituted a Tiered Approach to Reengagement for Students
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In the next tier, the office will be involved with student absences. On the day of the absence, automated phone calls will be made home to parents to inform them of the

absence and to give them an opportunity to clear the absence. Phone calls will be made by Students Activities Specialists when students have missed multiple days. The Guidance Instructional Specialist (GIS), counselor, Learning Director (LD) or the principal will be involved with students who are habitually absent or who have repeated struggles with engaging in the classroom setting. These administrators will reach out to the students to counsel and support. They will seek to understand what is going on and will develop a plan for students to improve attendance or to engage in classroom learning. Written procedures for tiered reengagement strategies are created for students who are absent from distance learning for more than 3 schooldays or 60 percent of the instructional days in a school week per [Education Code Section 43504\(f\)\(2\)](#). These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction. This plan, shared with the teacher, will be communicated to the parent in their home language. The administrator will follow up with students on a regular basis to ensure success and to maintain the developed plan.

The next tier in our plan is our Student Services & School Attendance (SSSA) office. SSSA helps support the engagement and attendance of students. Our administrators were trained by this office in the summer of 2020 during CHARGE on processes for tracking attendance and engagement and strategies and resources available to support student success. The office has attendance officers who are available to make home visits for students who are not engaging in the learning process. Referrals to these officers are made when interventions at the school site have proven to be ineffective. When the attendance officers visit homes, they find out why the child is not attending or engaging regularly. They inform families of CUSD's policy of clearing absences and the law stating that they need to attend 90% of the time. They educate the families about the SARB process during their visit. The attendance officers collect issues and concerns from the families and relay that back to the school site. SSSA consultants, certificated staff, meet with families and develop plans and contracts once a referral is made to the district level with attendance and engagement concerns. The SSSA office also supports schools in the School Attendance and Review Board (SARB) process and SARBs can be used at both the site and district levels to work with families where students are habitually truant or absent from the school setting, including distance learning formats.

It is recognized that certain groups are at a higher risk of being disengaged in the learning process, especially during distance learning modalities. Foster care, unhoused students, low-income students and English Learners are especially vulnerable. In our experience, students of color are more vulnerable to learning loss. Between our SSSA office and our transition team members, these students are closely followed, and their progress is monitored. Our Transition Teams, working for each of the areas in the district, have these students on their caseload. Disengagement lists are reviewed by the Transition Team student relations liaisons (SRL) and students most at-risk are followed up with. SRLs reach out to the students and counsel with them, providing them encouragement and any necessary resources to reengage them in the learning process. This takes place via a phone call or a meeting on Zoom. Work completion, grades, and awarding of credits are monitored by transition team staff and by counselors at schools and work with a focus on unduplicated students and students of color on their caseload. Student Responsibility Centers on the campuses work with our students with the most unique needs. Our SRLs in the Student Responsibility Centers are responsible for race relations and the success of students of color on our campuses. Clubs and advisories on campuses (for example the African American Student Union) are active and communicating with their constituents, ensuring that students remain connected, who can offer support and encouragement during these troubling times.

Outreach has been provided in multiple languages and contact with families is made in the language of preference. The district will provide translations via telephone when needed. The district will use the Home Language Survey to ensure the preferred language is used and that parents have meaningful exchanges with the district and site personnel.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

CUSD recognizes the effect the current economy and loss of jobs has on our families.

CUSD Campus Catering Staff  
Support ALL Students with  
Appropriate, Nutritious Foods

School liaisons are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. CUSD's schools provide nutritious entrees, bakery items, dry



goods, dairy products, and fresh and frozen fruits and vegetables to students five days a week.

To ensure physical distancing and “no-touch” pick up, CUSD has established drive through food distribution stations where pre-assembled reimbursable are placed in trunks of participants’ vehicles. All school staff are trained in food safety regulations and follow recommended protocols by wearing masks and gloves while working in the schools. The district provides information about these meal distributions, along with additional food resources, through calls, text messages, school site signage, social media and other electronic postings.

Title I Family Community Liaisons also reach out to families personally via phone, text and e-mail to ensure that they are connected to available resources in the school district. Families of students who are eligible for the Free or Reduced-Priced Meal Program are also provided information about meals that are available for pick up at any local public-school distribution site in their area. Summer seamless was extended through December, 2020.

When schools return to in-person instruction, the cafeterias will be operational and will follow increased guidelines to reduce the risk of COVID-19 exposure. Cafeteria cleaning procedures will follow the enhanced protocols outlined for the rest of the campus. In addition, if/when students eat in the cafeteria, surfaces will be cleaned in between each lunch period. Hand sanitizer will be available to students before and after lunch, and time will be built into the school day for hand washing and sanitizing. Campus Catering staff will wear required Personal Protective Equipment (PPE) and will maintain social distancing during food preparation and distribution.

School Cafeterias Will Be Ready When Schools Return to Traditional Instructional Models

### **Additional Actions to Implement the Learning Continuity Plan**

Section	Description	Total Funds	Contributing
Mental Health and Socio-Emotional Well-Being	Mental Health and Socio-Emotional Well-Being: District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional	\$80,582	Y

	<p>development and program implementation of “The Positivity Project” and “Character Strong” will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. Teachers provide SEL supports (Tier 2 and Tier 3) to identified students. This action will increase connectivity and a feeling of belonging so that student’s basic needs are met and will be successful behaviorally and academically.</p>		
Pupil and Family Engagement and Outreach	<p>Due to COVID-19, it is necessary for teachers to access textbooks, resources, and data online to support students and online modalities. Q Caseloads Modules will provide the teachers with the access that they need to engage students in learning during distance formats.</p>	\$51,500	N

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9%	\$32,165,964

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

CUSD is considerate of the students we serve and understand that some of our most vulnerable students require additional support. When considering the entirety of

Some of CUSD's Most Vulnerable Students Require Additional Support

school programs, CUSD must first consider these subgroups (Foster Youth, English Learners, and Low-Income Students) and other significant subgroups in order to ensure that schools provide students with engaging opportunities and to ensure the success of ALL

students. The needs of these students are prioritized and areas where additional support is needed, actions and services are put in place to meet these needs.

The supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The contributing actions in this plan include:

**Action:** A higher percentage of LI, FY, and EL students have selected to participate in distance learning using the flexible online method, using curriculum and instruction from Accelerated Education (TK-5) and EdGenuity (6-12) while the county is assigned watch list status and schools must provide distance learning opportunities. A higher percentage of our unduplicated student population have selected this method of delivery as opposed to the scheduled virtual method. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.

**Other Considerations:** Students would have to participate in the scheduled virtual method also offered by the district.

**Basis for Schoolwide Implementation:** Offering the flexible online option to all students allows us to limit the number of teachers required to support the online modality of instruction. It allows us to efficiently and effectively provide this option to our unduplicated students.

**Research:** [The Benefits of Online Learning](#) [Researching K-12 Online Learning](#)  
[Evaluation of Evidence-Based Practices in Online Learning](#)

**Action:** A higher percentage of LI, EL, FY, and students with disabilities have chosen to remain on distance learning, even when the county is allowed to return to on-site instruction. A significant number of our parents are requesting to remain on Accelerate Education and EdGenuity. This resulted in the need to hire teachers on a temporary contract. Temporary teachers also required additional professional development. This action will provide our unduplicated students with rigorous curriculum and instruction, aligned to the content standards.

**Other Considerations:** Students would have to participate in the scheduled virtual method also offered by the district.

**Basis for Schoolwide Implementation:** Offering the flexible online option to all students allows us to limit the number of teachers required to support the online modality of instruction. It allows us to efficiently and effectively provide this option to our unduplicated students.

**Research:** [The Benefits of Online Learning](#) [Researching K-12 Online Learning](#)  
[Evaluation of Evidence-Based Practices in Online Learning](#)

**Action:** LI, FY, and EL students are less likely to have the equipment they need to participate in distance learning modalities. Our data show that during distance learning in the spring, our unduplicated youth have a harder time connecting virtually due to

lack of a device at home. Due to COVID-19, students have been required to participate in distance learning. The district surveyed all families to determine the need for devices in the home. Parents stating that their child does not have a device were provided one through the district, ensuring that all students had a device. Additional laptops were purchased to meet the demand. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.

**Other Considerations:** The district would resort to using other means to support instruction, including independent study packets and phone calls.

**Basis for Schoolwide Implementation:** Utilizing schoolwide implementation for this action will allow us to operate efficiently and effectively, ensuring that no student is missed. Providing the device ensures that students have an opportunity to collaborate and interact with their peers. This is our way to guarantee that all students have the access they deserve.

**Research:** [COVID-19 & Remote Learning: How to Make It Work](#) [Six Research-Backed Strategies for Remote Teaching](#) [Asynchronous and Synchronous E-Learning](#) [Synchronous and asynchronous e-learning styles and academic performance of e-learners](#)

**Action:** LI, FY, and EL students are less likely to have internet connectivity in their homes. Due to COVID-19, students have been required to participate in distance learning. Students require internet connectivity while participating in distance learning during the 2020-21 school year. The district has secured Wi-Fi hotspots and is funding the monthly subscription fees for students requiring this service. Parents were surveyed and needs were determined in the summer of 2020. Data show that during the spring of 2020, our unduplicated youth had a harder time connecting virtually due to lack of internet connectivity in the home. This action will help eliminate the barrier to technology for these students and support higher degrees of student achievement.

**Other Considerations:** The district would resort to using other means to support instruction, including independent study packets and phone calls.

**Basis for Schoolwide Implementation:** Utilizing schoolwide implementation for this action will allow us to operate efficiently and effectively, ensuring that no student is missed. Having connectivity allows for students to collaborate and interact with their peers. Internet connectivity provides access to digital online tools and supports. This is our way to guarantee that all students have the access they deserve.

**Research:** [COVID-19 & Remote Learning: How to Make It Work](#) [Six Research-Backed Strategies for Remote Teaching](#) [Asynchronous and Synchronous E-Learning](#) [Synchronous and asynchronous e-learning styles and academic performance of e-learners](#)

**Action:** The achievement of LI, FY, and EL students on state assessments in the district is below all students. Due to learning loss in the spring, the district wants to ensure that the achievement of LI, FY, and EL students on state assessments does not fall below all students. These students benefit from quality diagnostic assessments, comprehensive formative assessments, and targeted instruction. To meet these needs caused by learning loss due to COVID-19, CUSD is purchasing i-Ready for ELA. I-Ready is an interactive online learning environment designed to assess students and provide individualized instruction based on each child's unique needs. This action will help close the achievement gap for these students on academic indicators.

**Other Considerations:** Utilization of currently approved curriculum in ELA. Use of traditional diagnostics. Interventions to target individual student needs.

**Basis for Schoolwide Implementation:** Schoolwide implementation is used because of ease of access to the program. Giving all students access to the services ensures that unduplicated students have access and none will be left behind. This ensures consistency and equity of services. Having schoolwide access provides common data across schools sites and student groups to ensure equity and targeted intervention occurs for the needed school groups.

**Research:** [Diagnostic Assessment in Support of Student Learning](#) [The Core Four of Personalized Learning: The Elements You Need to Succeed](#) [i-Ready Efficacy: Research on i-Ready Program Impact](#)

**Action:** Mental Health and Socio-Emotional Well-Being: District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional development and program implementation of "The Positivity Project" and "Character Strong" will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. Teachers provide SEL supports (Tier 2 and Tier 3) to identified students. This action will increase connectivity and a feeling of belonging so that student's basic needs are met and will be successful behaviorally and academically.

**Other Considerations:** Continue with baseline SEL support for students and require teachers to create SEL curriculum and lessons for students during distance learning.

**Basis for Schoolwide Implementation:** District wide implementation allows for ease of access for students and efficacy when looking at the districts MTSS system of supports to ensure SEL supports for students during COVID-19 and distance learning.

**Research:** [Building Academic Success on Social and Emotional Learning: What Does the Research Say?](#) [Social and emotional learning: Past, present, and future.](#) [“Plays Nice With Others”: Social–Emotional Learning and Academic Success](#)

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The “contributing” actions/services are principally directed toward our English Learners, low income and foster students (also known as unduplicated students) and designed to help CUSD balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. The actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

CUSD Expends \$32,686,340 to Provide Direct Services to Our Unduplicated Student Population

The percentage to increase or improve services has been calculated at 9% using the dollar amount of \$32,165,964. By directing all the supplemental funding toward actions principally directed toward unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$32,686,340 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing,” the following describes other actions/services that contribute towards meeting the increased or improved services requirement:

Title of the “Contributing” Action/Service
Class size reduction in K-3 and 4-6
VAPA equipment



Underachievement of Unduplicated Students-Programs
Career technical education courses
Increase connection points to school
School to home communication connections; Student Relations Liaisons
Transition counselors/directors
Transition team academic counselor
Licensing to provide online college and career planning
Specialized services and support for migrant education
Supplemental instructional support for sites
After-school intervention programs
Intervention summer school
Push-in K-6 teachers
Additional instruction in core classes
Intervention stipends
Healthy Start coordinator
ELD teachers at secondary schools
Increased bus routes
Mentoring services at alternative sites
Opportunity classes at intermediate schools
CSI coordinator
EL summer school
Additional nursing services
Personnel for Student Services & School Attendance for foster and unhoused support
Academic counselors
Guidance Instructional Specialist for at-risk students
Comprehensive Youth Services
Administrative support for Multi-tiered System of Support (Academic and Behavioral Intervention)
Positive Behavior Intervention and Support (PBIS)
Computer-based data management system
Professional development for diversity and poverty
Additional behavioral support; psychologists
Additional social emotional psychologists at high schools
Lead psychologist for comprehensive wellness plan
Supplemental resources
Oral and written translation services above and beyond what is required by Ed Code
Parent resource center/community resource centers



Learning directors for area transition teams
Training highly qualified teachers and development of curriculum & assessments

**CONTACT PERSON:** Corrine Folmer

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Adopt the Learning Continuity and Attendance Plan for Clovis Online School for the 2020-21 school year, as submitted.

**DISCUSSION:**

Senate Bill (SB) 98 established that the Local Control and Accountability Plan and an annual update to the LCAP are not required for the 2020-21 school year. In its place this year is the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local education agency (LEA) level for how student learning continuity will be addressed during the COVID-19 pandemic in the 2020-21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB98 and can be found in Section 43509. Clovis Online School's 2020-21 Learning Continuity and Attendance Plan will be provided to the Governing Board prior to the September 23, 2020, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
LCAP Online	9/18/2020	Backup Material

**REVISIONS:**

# Learning Continuity and Attendance Plan (2020-21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clovis Online Charter School	Ben Clement, Principal	559-327-4400

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

This Learning Continuity and Attendance Plan (Learning Continuity Plan or LCP) represents Clovis Online Charter School (COS), a dependent charter school of the Clovis Unified School District (CUSD). Clovis Online Charter School is an independent study online school that has a physical campus where staff works. While instruction and learning take place online, the physical campus has served as a place for students to come for intakes into the school, meet their teacher, participate in co-curriculars, and participate in voluntary interventions. In addition to workspaces for teachers and staff, this campus also contains meeting rooms, and an intervention lab. While our campus does have an intervention lab, and will often hold in person science labs or co-curricular activities these are not required of students.

This plan is designed to address the needs of Clovis Online School due to the COVID19 pandemic and the unique needs that have risen since its start. This plan is also designed to help with learning loss that has resulted due to the closure of many schools as a result of this pandemic. This plan also has a primary focus of helping unduplicated students (such as EL, SED, SPED, foster youth and/or homeless students) who are most at risk of experiencing significant disruptions to their learning even prior to COVID but the learning losses due to COVID school closures have been especially tough on these students.

In March 2020 at the start of COVID, the school board of CUSD stopped all on campus activities. Labs, co-curriculars and other activities stopped being offered on campus and were moved to solely virtual formats over the course of one weekend. Since almost everything that we did already took place virtually on a regular basis, COS was prepared for the switch. However, because student intervention labs,

science labs, student groups (such as leadership), and student appointments were also offered on site (as well as virtually) we had to migrate all students to a distance platform such as Zoom or Google Meet. Teachers used Zoom and Google Meet to meet with students one on one, in small groups. Teachers continued to hold digital office hours (and increased those digital hours) so that they could meet with any students that were struggling. They continued creating effective distance learning classrooms, and never missed a beat which reduced any possible learning loss as COS students never missed a day of instruction throughout the entire spring.

COVID-19 has had an impact on our locality, due to closures of businesses, loss of jobs, and loss of familiarity. Along with those losses came a lot of stress on the family and on the students. Being mindful of issues, COS worked closely with CUSD district personnel to provide therapeutic support to our students. Our school counselors, transition team members, administrators, and teachers have received training in supporting the social emotional learning of the students and dealing with trauma in young lives. COS (and CUSD) staff reached out to families during the crisis to ensure that students had the things they needed to succeed in schooling and supported them where possible with consideration for needs that extended beyond the classroom and school. COS used forms of communication, including text blasts, phone calls, emails, our website, and phone apps to keep parents and students connected during these unprecedented times. COS students could also participate in the CUSD meals program which were provided to students at select locations throughout the district. Although we've had to start the new year using distance methods, it is our hope that we can return to traditional methods of instruction for the students who want to return. To prepare for the return this fall, COS had to adopt many of the same practices from the Spring semester. We have stopped all in-person activities and continue to hold everything virtually. We have structured our school practices to support social distancing. Personal Protective Equipment (PPE) has been purchased for all the staff and campus visitors to ensure the protection of staff and students when on campus.

When schools are allowed to reopen campuses, COS will reopen on campus appointments, labs, and student groups as well but will continue to require PPE and social distancing. However, just as before COVID-19, students will not be required to be on campus and may continue to participate 100% virtually.

Clovis Online School received Learning Loss Mitigation (LLM) funds in the amount of \$39,934.00. These funds can be used to address learning loss or accelerating progress to close learning gaps, extending the instructional school year or adding

instructional minutes, providing additional academic services for pupils, or providing integrated pupil supports to address other barriers to learning. The bulk of the expenditures at Clovis Online School was providing additional academic services to pupils such as increasing the time the COS intervention teacher is available each week as well as providing live tutoring services 7 days per week.

COS is also committed to supporting the social and emotional well-being of all our students. To support this aim, faculty and staff participated in Character Strong training during the week prior to the opening of school. This program supports students with increased services in social emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This is in addition to our strong transition team support as well as our school counselor and school psychologist support services already available to any student in need.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Clovis Online Charter School has built this plan in conjunction with the Clovis Unified School District. As such this Learning Continuity Plan is a living document that will expand and be modified as we learn more about best practices, gather feedback from stakeholders, and as we build systems to support the accelerated growth opportunities for our students. As we start the year out in a 100% distance learning format and transition to our traditional services when allowed to do so (which includes some on site activities), we will seek out the input of a variety of internal and external groups to support our goal of doing what's right for students and maximizing achievement for ALL students.

COS partnered with CUSD and together communicated plans for reopening schools in two town hall meetings. The district's 2020-21 Plan for Re-opening Schools was presented to parents and was available to parents in English, Hmong, Punjabi, Spanish, and Vietnamese. These plans are available online or parents can request paper versions of the plan via direct access to the district office or individual school sites. Input on the plan was available to all parents in their preferred language through phone calls or via appointment.

In addition to the CUSD outreach, COS teachers have reached out through phone calls to every individual student or parent to communicate the current plans for the school year to each and every family. Clovis Online administration also reached out

to the all volunteer parent SART team (School Assessment and Review Team) to have them read and review drafts of this plan. While the school year plans remain largely unchanged families appreciated the personal contact.

When we transitioned to a closed campus setting in March 2020, we began to collect feedback from all parties. We did this by partnering with our charter authorizer, Clovis Unified. Traditional meetings transitioned to online formats to maintain continuity of sharing information to stakeholders and to gather feedback from them. Teachers and students were at the forefront of this process. The teachers had regular daily contact with their students and gathered feedback from them on what was working and what needed to be improved in distance learning. The student feedback was taken by the teacher to staff meeting with the principals and counselors. This information was relayed to district administrators in weekly (or often more frequent) scheduled meetings. The feedback from students and teachers has been our most useful feedback and has provided a wealth of information for COS and CUSD to develop the most equitable and quality programs for our students. COS Teachers have also had a minimum of daily contact with students and monthly contact with their parents/guardians during school sessions since March 2020. These contacts also provided the COS team with feedback as we ended one school year and prepared for the next.

Teachers and staff at COS participated in weekly staff meetings at their sites. Staff shared best practices and techniques for handling off campus meetings, student activities, and interventions, but also shared feedback on the benefits of these practices on student learning. Because CUSD values site-based autonomy, the feedback gathered at our COS meetings was used to structure our school system that is optimal for their specific learning for our specific community.

COS participated in many of the meetings offered by the district. CUSD maintained the normal meeting schedule for different events that allowed for gathering feedback, although in an online environment. The district held District English Learner Advisory Committee (DELAC), District Advisory Council (DAC) and district migrant meetings. Translation services were offered to parents so that they could be actively involved and available to share their feedback. The Learning Continuity and Attendance Plan was shared to the DELAC and DAC committees in the first week of September 2020. Feedback was gathered from these meetings and a response to questions/comments was provided by the Superintendent. Regularly scheduled board meetings were held by the CUSD Governing Board. These meetings are made available to parents in person with social-distanced guidelines or via an online

presentation. Parents are encouraged to participate in the discussions dealing with learning continuity or can make general statements to the Governing Board. Using technology is not required as parents can attend the Governing Board meetings in person or may telephone in their feedback. Parents can provide written comments via email, forms on the district website, or by mailing them or dropping them off at the district office or any school site. There has been a growing interest in Governing Board meetings and more parents have tuned in and participated with feedback than we traditionally see in our meetings. A public hearing was held on September 9<sup>th</sup> to gather feedback on the Learning Continuity and Attendance Plan.

COS and CUSD meaningfully engaged all stakeholders in offering feedback throughout the Spring and Summer of 2020. Parents participated in two different surveys concerning distance learning formats, the reopening of comprehensive CUSD schools, areas of need, and services provided our students. Parents responded to given questions but were asked to provide insight in the form of comments to inform the district and COS of their views. These surveys were also provided for in Spanish or Hmong. One CUSD survey produced over 700 pages of written comments. The results of the surveys and the comments were reviewed by the CUSD reopening schools committees in the district, and COS had both admin and teacher representation on these committees. Eighty-eight staff members from across district roles participated in the review of the data and comments. Teachers were also surveyed during the summer and provided knowledge of their expertise into distance learning and reopening of schools. Their feedback was used in the reopening schools committees and to develop this plan.

Students were surveyed in August 2020. They were specifically asked about their experiences with distance learning and closed campuses, and how it affected them in the Spring 2020. It also asked about their wishes for reopening school in Fall 2020. Their feedback was reviewed by the developers of the plan and consideration was made for their input and thoughts.

COS site administrators and all CUSD site administrators gathered (virtually) in early August 2020 to discuss the plan. They provided feedback based on input from their individual stakeholders and assisted in the development of the plan. Many of their comments centered on distance learning modalities, in-person instruction, learning loss associated with distance learning, and educating and supporting our unduplicated student population and students with exceptional needs. While COS did not experience as much change as the comprehensive CUSD schools because of our virtual school model, it was important to be apart of these meetings to understand

best practices and challenges as well as develop our own unique plans. In addition, we were able to assist the district in planning for distance learning models since this was the norm for COS.

Clovis Unified partnered with outside agencies including the Fresno County Department of Public Health and Fresno County Office of Education. These partners supported CUSD during the transition to distance learning and will be key to the reopening of the campuses (including COS) and to support the social emotional needs of our students and ensure the safe return of students. Their support in these areas helped the district and COS formulate plans to ensure the success of ALL students.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Clovis Unified School Governing Board acts as the school board for Clovis Online School. Knowing that not all parents have regular access to the internet, alternate options were provided to parents to participate in the hearing held on September 9, 2020. The Learning Continuity and Attendance Plan was adopted by the CUSD Governing Board at their meeting on September 23, 2020. Parents had the option to attend the hearing in person or could make a phone call to make comments to the CUSD Governing Board. Parents and stakeholders were given the option to email, postal mail, or call in comments during the posting of the plan on the district's website prior to the hearing. Parents were notified of their right to provide input via a posting on the district website and hearing publications made at various locations in the district. Parents were also notified of their access to the Governing Board at District Advisory Council and District English Learner Advisory Committee meetings. Parents are informed about Governing Board meetings through school site communication via the district app, email, newsletters, and text messages. The Learning Continuity Plan is made available to all parents without internet access by receiving paper copies of the plan either at the district office or at individual school sites.

[A summary of the feedback provided by specific stakeholder groups.]

**Please note: This is districtwide data from all of CUSD, which includes data from COS but is not specific to Clovis Online Charter School. The CUSD district data is important to review as it establishes expectations from our community as well as identify trends within our educational arena in regards to COS mode of delivery. Specific COS Data is below:** It is interesting to note the



feedback of the students who were surveyed. Students reported that 34% felt that distance learning was effective or very effective in the Spring and 43% of the students gave it a neutral rating. 38% felt that they learned enough or learned a lot during the Spring in the model that was presented and 53% felt they learned some. Some of the things that they felt were effective included the Zoom meetings that the teachers conducted and recorded, the use of Google Classroom for organization and assignment completion, and the high degree of contact the teachers had with the students. Some things they felt needed more work included learning digitally and not being present on campus for one-to-one interactions with teachers and peers. They were most hopeful that distance learning in the Fall included more live lessons taught by the teacher using Zoom, the use of breakout rooms during instruction so that students can collaborate with their peers, prerecorded videos for students to access on their own, and consistent contact with the teacher outside of classroom instruction. Initial reactions of students when instruction began this year is that teachers seem more prepared for distance learning and provide students quality lessons, helping their understanding.

CUSD Teachers surveyed overwhelmingly preferred having their students in as traditional of a format as possible during the Fall 2020. The results were 55% wanting traditional, 35% requesting some form of hybrid model, and 10% requesting online modalities. The comments from teachers in both surveys and meetings, included a concern for safety, PPE, and proper hygiene procedures for a return to school. Many were interested in maintaining a block schedule either when they return or during distance learning modality. The numbers of students in the classroom was a concern in order to maintain a safe distance. Teachers learned a lot about students' home lives and understand that there needs to be much support for students to be successful in distance learning or hybrid models. Staff members expressed a desire to receive more training and support for distance learning strategies, technology-enhanced instruction, and support for social emotional learning. Technology issues created a barrier for some staff members and having training and specific support for these issues would be beneficial. The support provided by Curriculum & Instruction was timely and relevant for their needs, including unique ways to use our district-adopted materials in distance learning formats.

**COS specific data:** 95% of COS staff felt that the closing campuses in March was the correct decision for safety and 100% felt that since we were already operating virtually we could shift all services over to a virtual format and not cause issues with learning.

92% of COS (survey conducted in early August) staff wished to return to campus in the fall but expressed concerns over how to socially distance properly in their work environment, wanted to know about PPE being provided, wanted to know if campus would remain closed to students, and also wanted to know how interventions would be handled virtually if campus remained closed to students. Comments that were very similar to the CUSD survey results.

Districtwide survey data: *(COS specific data in next paragraph)* CUSD worked extensively with parents throughout the Spring and Summer of 2020. In the Return to School survey, 27,152 surveys were completed by parents (including many by COS parents). In that survey conducted in June 2020, 70% of the parents wanted a return to campus, with 30% requesting an online modality. When given a choice between a hybrid model and a fully online model, 77% of the parents chose the hybrid model. There was overwhelming support to return to traditional or near traditional modalities for instruction.

When the CUSD data was broken down into **COS specific data it showed** that 93% of parents wished to continue with the same virtual instruction their child had already been working on and wanted campus to remain closed for students. 7% wanted to keep the same instructional model but wanted the campus reopened for labs, interventions etc.

Communication is important and schools need to clearly communicate to students and parents their expectations, assignment information, and any announcements that impact the family. Families appreciate the meal service and access to nutrition that the Food Services Department provided to both CUSD and COS students this Spring and Summer.

COS Staff have been invited to participate and give feedback on the new fall semester during a meeting held in Early June, and during an optional meeting in July, and again at a meeting held in early August.

The administration and faculty of COS have worked to solicit and provide feedback from all parents. During this communication we provided translators, if needed. We were able to communicate with over 95% of our parents about our plans to provide the same high-quality virtual instruction that we always have without disruption. These contacts also provided a way for parents to provide feedback on the plan so that we could adjust. This feedback showed that a large majority of parents had chosen COS because they did want their child on a large campus and preferred them at home. One thing that came from this feedback was a new system of collecting the

Independent Study Master Agreements in a dropbox (instead of in person) so as to keep social distancing at a maximum when possible.

Clovis Online utilizes CUSD for a range of services such as custodial, maintenance, grounds, district office services and fiscal management. These personnel, local bargaining units, and Faculty Senate were involved in the process of the development of the plan (both CUSD and COS). These personnel participated in the reopening of schools committees and were integral in developing plans for both in-person and distance learning modalities. Consideration was made for safety of students and staff and groups emphasized safety as a requirement for all. Input was gathered about the purchase of Personal Protective Equipment (PPE), about plans for connecting with students during a pandemic, and the role of support staff in the implementation of the plan. Other school personnel gave input on their roles and ways that they could best support staff and students with attendance, engagement, and instruction in whatever modality schools function under.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

With input from all stakeholders and on advisement from the County Department of Public Health, CUSD has made it a priority to open campuses (including COS) with the same type of offerings to students and families that wish to return. The decision to reopen campuses, based on the feedback of relevant stakeholders, was made by the CUSD Governing Board at their July 2020 meeting. Two days after the board meeting, the county was placed on the COVID-19 watch list by Governor Gavin Newsom and all schools in the county were required to start the year in a distance learning format and to keep campuses closed to all non-staff members. COS continued with our virtual instruction and continued to hold all meetings, labs, and interventions (that were traditionally on site) virtually as well. We did this knowing that 70% of the parents and a majority of the staff wanted to reopen the district campuses (including COS). We will do so when it is deemed safe to do so. Parents who wish for their students to remain completely off campus will have the option to do so as well.

An example already given in a previous area of the LCP highlighted that from our personalized contacts with parents and their feedback on the plan we made adjustments to the way we operated. This feedback showed that a large majority of parents had chosen COS because they did not want their child on a large campus and preferred them at home. One thing that came from this feedback was a new system

of collecting the Independent Study Master Agreements in a dropbox (instead of in person) so as to keep social distancing at a maximum when possible.

Based on feedback about the issues with technology both with regards to student-use and teacher-use, the CUSD Technology Department, in conjunction with the Department of Curriculum & Instruction have provided training, online videos, and handy tip sheets to ameliorate technology issues that stood in the way of teaching and learning. Technology support has been expanded to immediately relieve teachers and students of the burden of technology issues.

To meet the issue of parents being burdened by being required to support their children in asynchronous environments, the district has switched to a more synchronous system where teachers will have direct and live contact with their students every day of the week. The district purchased Zoom licenses and teachers and support personnel will utilize Zoom (or google meet) for their daily contact and for any needed direct instruction, labs, student appointments, or interventions. Students that use the required, district-adopted textbooks for Advanced Placement courses, will come to campus for distribution using social distancing guidelines during the first week of school.

COS will use a variety of methods to increase communication with students and parents including using app notifications, text messages, and email contacts to reach out to the community. COS intends to provide the same amount (or even expanded) extra-curricular activities to students using a virtual platform or Zoom. The hope is to continue to offer connectedness to the school campus while the campus remains closed to students.

Even though Clovis Online has always provided distance learning we have utilized the district for extra professional development. CUSD has provided our staff with professional development opportunities for the teachers during the summer and during the one-week period of in-service before instruction begins. Professional development is being hosted by both the site and through the district. Online classes dealing directly with effective distance learning strategies are being offered. Teachers also receive training in social emotional learning strategies and helping students cope with trauma during a pandemic. The district offered support separately for new teachers to the district, offering them a welcome to the district but also offering them courses to be successful in distance learning modalities. This training was offered the week before regular in-service, so new teachers could participate with their peers upon the return of the regular work schedule.

Even when we are allowed to reopen campus, we recognize that not all students will want to return campus for labs, appointments interventions and other activities. This reduced number of students on campus will allow for more social distancing both in the classrooms and labs as well as the common areas of the campus. Adequate PPE was purchased by the district and will be distributed to staff, classrooms, and any on campus students allowing for safe barriers to be in place to protect teachers and students from COVID-19.

While COS did not miss any instructional days last spring, learning loss is still a concern for incoming students because students across the state experienced a disruption in the spring of 2020. Learning loss will be covered in another section of the plan. Please see that section for supports offered to students. To support learning loss, teachers will use diagnostic assessments, reteaching, and accelerated teaching during the distance learning, support of other personnel, and intervention times scheduled each day. Both quantity of instructional time and the methods used during regular instruction will support learning loss that has happened because of the pandemic.

Because much of our regular social/emotional supports were campus based the continuation of supports for mental health was a concern from many of the involved stakeholders. To respond to this concern, the district and COS have provided additional training for the social emotional well-being of the students. Support for staff will include assistance with student coping strategies, engagement, and student motivation. The comprehensive plan is described in a latter section of the plan. Please refer to that section for more details for how CUSD is supporting the overall well-being of our students.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

**Please note that pursuant to our charter, Clovis Online Charter School does not require a student to be on campus for in-person instruction or learning. We are a non-classroom based distance based learning institution.**

Description	Total Funds	Contributing
All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or lose their face mask. Desk plexiglass dividers will be provided each site for use when close-proximity testing or services must be offered. All teachers will be provided with sanitization training aligned with the CA Dept of Public Health guidelines and district policy.	\$6,000	N

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

While the Clovis Online Charter School campus was shut down for in person activities in March, **our existing virtual instructional model that was already utilized by all students continued without disruption.** Our teachers continued to follow up daily with all students to keep them connected to the school and learning.

In July 2020, Fresno County was placed on the COVID-19 watch list and while our campus will remain closed to students, our strong, WASC, NCAA and A-G approved distance learning program will continue without any disruption. Clovis Online used and continues to use the Edgenuity curriculum as our primary instructional offering.

Here are some key components to this instruction:

- Starts the first day of school
- Parents understand and have chosen this type of instruction
- Families and students establish their own learning schedule
- Clovis Unified teacher available for support from 8am-3:00pm weekdays

- Students are expected to log-on at least once per day with their CUSD teacher at a prearranged time
- Teachers communicate daily with students (on school days)
- Teachers communicate at least weekly with parents
- Curriculum is high quality A-G approved and NCAA approved
- Parents have a range of options to help monitor their child's progress
- Progress monitoring options are real time and are accurate up to the minute
- Additional, tiered supports provided by COS intervention teacher
- New to COS: Live tutoring for any student in need provided for 7 days per week (hours vary each day)

### **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to March 2020 over 95% of Clovis Online students had access to their own computer and a working internet connection. We worked with any student who did not have this access to provide them a device where needed. However the number of students needing technology assistance increased when campuses across the state shutdown as many families only had one device in the household that now needed to be shared by multiple students, or the loss of a job may have prevented the family from providing their own devices or internet connectivity.

In March 2020, CUSD began to assess technology and connectivity needs of its students, including COS. At that time, COS distributed many laptops to students in need. Some students opted to access their own technology at home.

In the summer of 2020, CUSD and COS parents were surveyed for their technology needs. While most of the families indicated that they had technology and Wi-Fi access available, a large portion of students needed assistance with access. The survey found that districtwide 19,047 (27 at COS) students required loaner laptops and 10,991 (14 at COS) students required hotspots. Since hotspots can be used by multiple students in a household, they were assigned only to the oldest child in the house. Information about technology needs was passed on to the school site and distribution was handled by the sites the week before school started.

While COS surveyed all students and families about their technology needs, a Clovis Online Student Relations Liaison (SRL) reached out to **all** EL, SPED, foster youth, group home and homeless students individually to check with each of them about their needs. They were prioritized to receive laptops and hotspots first so that they did not have any lapse in instruction. If a student in this population (or any student) needed assistance receiving these devices due to transportation issues, they were delivered by a staff member usually the same or next day. These students were provided an on the spot training and testing of the system to ensure that it worked prior to the staff member leaving. These students were also given the direct line to our COS tech support staff member so that if any issues came up, they had someone to call and work with to get it resolved.

Today, CUSD has 32,000 computers in the district inventory and 5,500 hotspots to meet the immediate needs of students. There are enough technology devices to support student needs now and to have backups for when devices malfunction. So that there are no delays when students have additional needs, students can take their device to the school for an immediate swap. Our Technology Department is always surveying needs, adjusting inventory, and monitoring existing hotspots for bandwidth capabilities.

For our initial efforts towards removing technology barriers. Clovis Online School focused on our EL, SED, SPED, foster youth and homeless student population. In early August we made personal contact with each student in that category (calls, letters, and even some home visits) to make sure that they had technology access. If a student in this category did not they were added to the list to receive laptops and/or hotspots during our first round of technology handouts the week prior to school. We then focused on making sure that all remaining students had the needed technology during the second round of handouts the first week of school.

As of 8/24/2020 **all** COS students who indicated they needed a computer or hotspot have been accommodated. We have extra laptops and hotspots ready to be used if a new need arises or if one already is use develops a problem. All students have been provided the COS tech hotline number as well as the CUSD tech helpline number for emergency tech issue help.



## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Clovis Online school currently makes daily contact with all students and documents this contact in a contact log or in our SIS, Q. Because we are distance learning charter school and attendance is achieved by Daily Engagement in combination with hours of work completed we take attendance every two weeks, however teachers continue to maintain daily contact with their students through virtual methods such as email, CUSD Student Connect, phone calls, and texts to monitor daily engagement.

Teachers also use our LMS to monitor student work completion in real time. Student attendance and participation will also be monitored through online course participation and verification of daily assignment completion. Teachers will grade assignments and give students regular feedback on their engagement and work utilizing our educational LMS (Edgenuity) as well as Student Connect. All students will be assessed on the established course assessment calendar including formative and summative assessments. To ensure that students know the material and learning all tests are monitored remotely by the teacher using Zoom or Google Meet.

Evaluating the time value of work completed is the role of the credentialed teacher. Time value will be measured via participation in online lessons and in assignments completed by the student. Teachers will utilize the current established units of instruction and course pacing guides that clarify and calibrate assignment completion.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Clovis Online School teachers and staff are fully trained in distance learning from day one since COS is a non-classroom based charter school that specializes in this type of learning. Staff are well versed in use of technology to instruct students, monitor learning, and communicate with parents and students. COS has a team of lead teachers that plan and provide meaningful staff development prior to the start of each school year, during our twice monthly staff meetings, as well as on staff in-service days during the school year. These lead teachers are already preparing and working towards new and innovative trainings to best support our instructional needs during the coming days, weeks and months.

Clovis Online School also has two dedicated technology staff members who help both students and staff with any hardware and software needs. They provide near immediate support to help limit downtime and improve staff capabilities and maximize student instructional minutes.

Due to the start of the school year where employees needed to be socially distant, staff development has had to look different than it has in the past. All professional development was handled through online mediums, like Zoom. In the Spring of 2020, when all campuses went to distance learning formats, school sites and district personnel provided training in the best practices for supporting students in an online world. COS teachers helped train CUSD school sites on topics relevant to teaching online. The Curriculum & Instruction Department offered weekly newsletters with online resources, professional learning, and curriculum ideas to teachers throughout the district. The Technology Department provided training opportunities weekly and devoted a web page to support educators in the systems they most likely will be using in upcoming school year.

In August 2020, teachers new to CUSD and COS participated in “Welcome to CUSD.” These days are packed with professional learning opportunities to ensure that the teacher starts their career out in CUSD with the necessary tools and resources to do their jobs. Teachers participated in workshops for wellness and supporting the whole student in instruction. They participated in Cultural Relevant Teaching and ways that they can support our diverse student populations. They also received training in technology, learning the basics of using our SIS, our learning management system, and relevant applications like Zoom and Google Classroom.

Teachers at COS also took part in Character Strong which is a program designed to help all students succeed in a classroom but has an emphasis on helping disadvantaged students such as EL, SED, SPED, foster youth and homeless students.

Teachers returned to their contracted duty days on August 10th. The week of August 10<sup>th</sup>-14<sup>th</sup> was spent at Clovis Online School, in site-based professional development, as well as district-sponsored professional development or planning/preparing for the year to come. The following is a list of professional development provided throughout the district that COS teachers/staff participated in:

- Google Classroom
- Zoom
- Social Emotional Learning (Character Strong)
- Google Interactive Slides

- Google Forms
- Clever
- Student success with technology
- Tier 1 Social emotional strategies
- Collaboration in online communities
- Q
- Adopted online curriculum

Teachers and administrators were surveyed during the summer of 2020 and reported additional areas of training that they felt was required. This included:

- District online resources
- Student engagement, attendance, and discipline
- Online assessments
- Support for parents who speak other languages
- Outlook
- Tech support and troubleshooting

All teachers at Clovis Online School received training on the usage of Zoom

### **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Since Clovis Online Charter School is by definition a virtual learning institution, most staff members did not see a shift in their job roles or responsibilities. All staff do have a renewed focus on both student and staff physical safety, emotional well-being, and academic success. The administration and faculty have further strengthened our virtual programs and made changes to programs to make sure that all of our students have access and to strong academic, and mental health services no matter where they are located.

However, COVID19 has changed the scope of responsibility for some of our team. One of the most impacted groups of staff on campus has been our tech team. A huge rise in technology-based needs in both staff and students was seen in March. Almost the entire staff began to work from home the week of March 16th and many staff that had been issued desktops now needed laptops. Students that had technology at home were now sharing that technology with family that was usually at work or at comprehensive school and they now needed extra hardware or internet support in

order to ensure success. Our tech team developed procedures to have internal documents electronically signed and delivered to others so as to keep both staff and students safely at home and away from campus.

Our school transition team was also affected by the campus closure. Due to confidentiality concerns, our group therapy sessions had to abruptly stop as there is no way to ensure confidentiality in a Zoom call. Our team developed and planned one-on-one sessions with dozens of affected kids to make sure that no child was left without the mental health supports that are so critical to their well-being. The transitions team has not only continued to offer these supports during the fall but have made them more robust and added staff to make sure that all students that need support receive it.

Our paraprofessionals have been working with the teachers and counselors to help call students and check in and to offer up or refer to others with supports such as technology, ELD, interventions, mental health services and our transitions teams.

Our custodial and maintenance staff from CUSD have had to change the way they clean and disinfect our campus. Having a clean and sanitized campus is important during this pandemic. Our custodial staff have been trained on sanitization processes and are working to reduce the spread of COVID-19 on our campuses. Staff workspaces will be thoroughly sanitized each night. Staff will help with sanitizing their work areas during the day. Common areas will be sanitized periodically throughout the day. Restrooms will be sanitized throughout the day.

### **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

COS is committed to serving our English Learner (EL) students by supporting the English Language Development (ELD) standards and supporting student success of their content areas with language strategies and resources. EL students will continue to receive 30 minutes of ELD at their level by either the regular classroom teacher, or a bilingual instructional assistant. This instruction takes place over Zoom or Google Meet. COS uses the state/district adopted ELD materials, to further support development of English. Newcomers to an US school system have been offered Rosetta Stone, an individualized approach to acquiring English in an online environment. Student progress toward English Language Development will be

monitored by the approved formative assessment for EL students and via the English Language Proficiency Assessment for California (ELPAC), which will be offered per state mandate.

COS will provide updates to parents about the progress of EL programs and the successes of our EL students and will use virtual meetings to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses. The district DELAC meetings will also be held virtually and will be used as a venue to share resources with parents to support the EL student and their progress.

Intervention supports will continue to be provided and increased to all students with unique needs, including English Learners, students on an IEP, students in foster care, and students who are experiencing homelessness, or students who are deemed to be below grade level by criteria as measured by universal screening measures.

Intervention time is provided to each student in need in designated intervention on a flexible schedule by our SPED teacher, classroom teachers, and intervention teachers. Teachers and instructional support staff can also support their students with our new live tutoring program provided by Edgenuity that offers on demand tutoring services by a credentialed teacher 7 days per week, and often outside of school hours.

Administrators will monitor progress of students designated as below grade level with unique needs.

Our transition team is assigned a caseload of students who are socioeconomically disadvantaged, EL designated, or who are in foster care. They help the students access interventions and support their social emotional well-being. They help keep these students connected to the school through events and regular communication. Their assistance with helping students succeed during the on-campus closure will be immensely beneficial.

This year to help with this caseload of students Clovis Online School hired a new SRL whose focus is on EL, SPED, SED, foster youth and homeless students. This SRL is well training and holds a master degree in Education and a PPS. She will focus on their needs, build relationships with these students, and works to see that they are thriving at school both academically and social/emotionally.

For pupils with exceptional needs, special education teachers, along with program specialists, will develop learning plans for each special education student to address modification and accommodations and to help students meet their IEP goals. All identified students have a team of educators who routinely monitor their progress in

all areas, including, but not limited to, academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children. Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach at COS due to our use of virtual learning to account for the lack of on-campus instruction. Special education service providers work closely with the general education staff to ensure that IEPs are being followed and the students are being served equitably. Students' time with the special education staff will still be met and students will meet with special education staff via live, remote instruction, and pre-recorded videos as appropriate to IEP goals. If any adjustments need to be made to the IEP, a request can be made, and a meeting held virtually with all parties to make new decisions that would best meet the student's needs.

For students who are foster youth or homeless, the Assistant Director of Student Services & School Attendance (SSSA) connects with our school counselors, administration and teachers to ensure these students have what they need to be successful for virtual learning, including regular access to laptops and hotspots for internet connectivity. The Assistant Director of SSSA provides support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for foster youth and homeless students. The staff conducts needs assessments for these students at the beginning of the school year and connect these students with school and community-based resources. The students are connected to the COS transition team who have regular, intimate contact with these students to ensure that they have the resources and means to supporting schooling in their homes. Transition team members have access to resources and to other staff members and are the point of regular contact to ensure that these students can be successful at their sites and that their wellness is being considered and supported.

COS Administration and counselors have weekly meetings to discuss student data in regards to student academic progress, mental health services, and student attendance. Every caseload of students is discussed and any student who is considered to be struggling in any area is discussed. At these meetings individualized strategies and interventions are planned for each student. An emphasis is placed on EL, SPED, foster youth, and homeless students. These plans are communicated by the

counseling team to the classroom teachers and families within 24 hours of the meeting.

### **Actions Related to the Distance Learning Program**

Description	Total Funds	Contributing
Clovis Online Charter data shows that our unduplicated students have experienced greater social emotional trauma due to the COIV 19 pandemic. We will hire, train and support new Students Relations Liaison (SRL) to help work with and provide direct services to EL, SPED, SED, foster youth and homeless students. SRL will also help with designated students that are designated as needing social/emotional supports by admin/counseling team. This additional support will allow students to reduce stressors and will in turn have better academic success.	\$68,000	Y
Since data shows that the COVID19 pandemic has produced learning loss is unduplicated students such as LI, EL, homeless and foster youth it was important that COS increase or create comprehensive interventions. As such, Clovis Online Charter will provide effective interventions to address the needs of any struggling learner. This will include the need to provide these interventions over a digital communication such as Zoom, Google Meet or the Edgenuity LMS.	\$62,025	Y
Clovis Online Charter will provide a collaborative learning and working environment that effectively recruits, trains and retains a highly skilled workforce reflecting the culture and tradition of Clovis Unified School District.	\$10,000	N
As a result of the pandemic the need for technology I the homes of students has gone up exponentially. Technology needs can be especially tough for students that are homeless, foster youth, or LI. To help with this unique challenge, Clovis Online will provide technology to students such as laptops and hotspots as needed. This is to ensure seamless connectivity to the learning environment regardless of a families financial situation.	\$42,000	Y
Clovis Online will provide PPE for staff and students while on campus to help stop the spread of COVID19.	\$6,000	N
Clovis Online will purchase and utilize technology for staff and teachers to help with virtual learning or for those needing to work remotely for health and safety.		N

Description	Total Funds	Contributing
As a result of the COVID19 Pandemic many students are struggling with new stressors that are affecting their mental well being. This has proven especially true of student populations such as EL, SPED, LI, homeless and foster youth as they were already at a greater risk prior to the pandemic. Clovis Online will increase mental health supports for students due to increased need during the pandemic. These supports will be crafted so that they will be available virtually for all students in need.	\$75,000	Y

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Our students that were enrolled during the campus closure period from March 13<sup>th</sup> through June 5<sup>th</sup> still received the same high-quality instruction that occurred prior to those dates. As always teachers provided feedback for that work and engaged student daily about academic progress and any other needs that they may have had. In the Fall 2020, COS is committed to offering students the same high-quality virtual instruction we have always offered. Students are engaging with teachers daily and receiving feedback daily.

Even though Clovis Online continued instruction as normal during the campus shutdown that started in March of 2020, COS recognizes that learning loss may have occurred due to the emergency distance learning that was started in March 2020 due to the COVID-19 pandemic; especially with our incoming students.

Counselors will analyze each students progress towards graduation and update or develop the students 4-year plan. These will be provided to the student, parent/guardians, and teachers so as to help each stakeholder be aware of their unique needs towards receiving a diploma. These plans also help each stakeholder help guide students towards college and career readiness. These plans are developed not only for core subjects; but are developed for all subject areas.

COS counselors also have a weekly meeting with the SPED team, EL team, and transitions team to discuss the unique progress and needs of EL, SPED, foster youth,



and homeless student. Individual interventions are discussed, developed and monitored. Where appropriate these interventions and strategies are then implemented by the appropriate team member. At the next meeting the progress of the student and effectiveness of the interventions is discussed and modified, if warranted. To help students achieve their goals as outlined on their 4-year plan and to help diagnose the possible student gaps in understanding and skills, COS will utilize our existing robust tools and assessments to continue to screen students and to identify needs. These diagnostics will help teachers/counselors properly place students into courses for core instruction and to develop appropriate interventions. Teachers are aware of the lesson pathways from previous years and what students may have missed with instruction in the spring. The current teachers will assess for these skills and concepts and fill in gaps during the 2020-2021 school year. Teachers will work with students with education gaps using the Edgenuity MyPath system which helps develop an individualized intervention system for each student's needs using the diagnostic tests mentioned above. We recognize that learning loss may not have happened in just core subject areas. To address these subject areas, the counselors and admin team work during their weekly meetings to discuss strategies and interventions and work to implement and monitor them as discussed above.

COS has already worked in conjunction with CUSD to identify essential standards and supporting standards in ELA and Mathematics. These essential standards are the key learnings and support the majority of instructional time. Diagnostic assessments and formative assessments given during the year focus on these essential standards. The amount of time spent on supporting standards is still included and students are held accountable to mastery of the essential standards. Focusing on a few key learnings for the year allows time for remediation and intervention. Teachers will prioritize these standards, allowing them to accelerate learning and focus on what matters most.

Teachers will also utilize data from diagnostics tests to have discussions around student learning during twice monthly PLC meetings. This data helps us modify and make changes to instruction so that we are making progress towards our goals of student mastery in each subject.

COS already has a multi-tiered system of support in place. MTSS is a framework that many schools use to provide targeted support to struggling students. This tiered system includes the identification of students and approaches to dealing with their deficiencies. All students have access to tier 1 support. Tier 1 happens in the day-to-day instruction to meet the immediate needs of students who may be struggling with

concepts or skills. Students can receive targeted intervention after instruction to assist those who may need more assistance. Tier 2 support is more targeted and takes place after core instruction, so the students will not miss out on new learning opportunities. Tier 3 is often more individualized support; such as students receiving IEP or RSP services. Each School has different ways of dealing with their MTS strategies, but Clovis Online is committed to offering the necessary support for students who experienced learning loss due to the COVID-19 pandemic and for students struggling with their courses.

Even in our virtual format, teachers have opportunities to run interventions on a flexible schedule, including our intervention teacher who is available for scheduled needs for 25 hours per week. These blocks of time, that are scheduled during the school day, increase the amount of teacher contact for those students that need it most.

### **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

COS in partnership with CUSD will provide professional learning opportunities for teachers and support staff in the areas of technology-based instruction and engagement strategies. A focus will be on mitigating learning loss caused by the distance learning models of instruction during the spring of 2020. Teachers will also be trained on Social Emotional Learning and strategies to help students cope. Time will be spent before school starts, during buy-back days, and in staff meetings held throughout the year. The purpose is to equip all staff members with the necessary tools to move instruction forward in distance modalities, to increase student engagement and interest, accelerate learning, and to reduce any gaps caused by the global pandemic.

COS will monitor students with unique learning situations (EL, low income, foster youth, students with exceptional needs, and homeless) and will provide targeted intervention for these students. CUSD provides all sites (including COS) with a program called Data Insights that allows teachers and administrators to pull data for designated groups and individual students. COS will use our existing screeners for our students and will monitor them using our formative assessment system.

Students who are low-income have unique needs with learning and would benefit from additional support from school. For one, the students often don't have access to regular meals. They rely heavily on the school to support them. COS students can access the CUSD regular meal service to students at many locations throughout the district. For more information on this, see the section on nutrition later in this plan.

Access to technology and internet connectivity is often a struggle. Students aren't as well-versed in technology-enhanced learning and may need support with this. COS has always provided new students with one on one instruction on the use of the technology and LMS that we use when they enroll and are continuing to do so this school year. Due to COVID, many students have a new need for hardware. To address this need, COS distributed laptops and hotspots to any students in need of access. Not having access to technology is not an issue in the Fall of 2020. Please see the relevant section on this topic in a prior section of the plan. Online tutorials are available to our students and teachers to troubleshoot issues as well as the district and site IT teams have created teams to help answer tech questions for our community.

Our foster youth and homeless students are some of our most vulnerable students and COVID has further exacerbated this issue. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Factors that contribute to learning loss for these students includes irregular work completion, irregular contact with teachers, communication barriers, lack of computers and lack of internet access. To address these issues our Assistant Director of SSSA works closely with all school sites (including COS) and our transition team coordinators to connect these students to the campuses. One-on-one contact is made with the students to ensure that they have the tools necessary to for virtual learning. Laptops and hotspots were delivered to these students in the spring, as well as before school started.

Students with disabilities suffer regression when instruction lacks continuity and is not comprehensive in nature. Clovis Online did not experience a lapse in instruction but we recognize that many of our new students on IEP's may have. With the immediate school closure in March 2020, schools and special education teams may not have had the time to prepare distance learning plans in alignment with students' IEPs. Things were handled differently for Fall of 2020. Because of our virtual nature every Clovis Online student with an IEP must have a meeting prior to starting at COS to make sure that we are offering FAPE in our setting. Even though we have already held an IEP meeting for each student prior to enrollment, prior to the start of the 2020 school year, each student's IEP was carefully reviewed and plans were made to ensure students can achieve their goals through virtual learning. Communication between the

special education staff and the general education staff is key. The more well-versed the general education teacher is with the child's needs, the better for the student. Instructional aides are being used to support the students and their success in learning at COS.

### **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

COS is committed to implementing the necessary learning loss strategies to support students in learning. The use of such strategies is important but how we measure their effectiveness is even more important. COS will measure effectiveness using the following strategies or tools:

- Diagnostic assessments
- Pre- and post-tests given to determine growth
- Course based formative assessments
- Credit Accrual
- PLC data points
- Social/Emotional wellness surveys
- MTSS assessments
- Attendance/engagement reports
- Course based lesson and unit assessments
- Grades
- 4-year plan development and monitoring

### **Actions to Address Pupil Learning Loss**

Description	Total Funds	Contributing
Students will receive high quality curriculum, assessments, targeted instruction. Clovis Online will use the board approved, A-G Approved, NCAA Approved and state approved, Edgenuity curriculum. Edgenuity is an interactive online learning environment designed to provide individualized instruction based on each child's	\$75,000	N

Description	Total Funds	Contributing
Students have been impacted by the pandemic due to the learning loss associated with school closures across the state in the spring. Many students groups such as EL, SPED, LI, foster youth and homeless students were especially hard hit with learning loss as they are already a vulnerable student population. Clovis Online will address any student that is struggling with any learning gaps or learning loss using high quality interventions. These may include the Edgenuity MyPath intervention system which provides a diagnostic test and then prescribes a course of intervention for each student. Clovis Online will also provide a dedicated intervention teacher that can be accessed daily through Zoom or Google Meet to provide individualized support in all subjects. Clovis Online will also provide tutoring supports using Edgenuity live tutoring service that provides live services 7 days per week for all students at COS	\$10,000	Y

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

COS and CUSD continue to place a high value on social and emotional supports for our students. COS has offered school counseling, Student Relation Liaison services, school psychologist services, transitions team services, group sessions (CSI), substance abuse curriculum and a robust suicide prevention program. Clovis Online already offered these supports both in-person and virtually for our students prior to March 2020. During the campus closures, Clovis Online has continued with all of these services, virtually. COS continues to allow students to self-refer to these services but also allows parents/guardians and teachers to refer students for thee services as well. We have trained all staff on how to respond to individual student emotional health crisis and immediately start on those protocols when needed. COS is fortunate to be part of CUSD where we also have access to a force of Student Resource Officers who are trained and willing to do welfare checks on our students if called for.

COS has held and will continue to hold, parent information nights where we discuss student social emotional health needs. These events, while traditionally held in-person, will now be offered virtually and are designed around pertinent issues facing our students such as suicide, depression, anxiety, social media, vaping, and substance abuse. While designed to train parents, students often attend these with their parents.

Teachers and staff will be provided systematic, ongoing training from mental health professionals on how to best recognize and support their students needs. These trainings will take place throughout the school year and will cover a wide variety of topics. Additional trainings and workshops will be held with our transitions teams, academic counselors, and school psychologist teams to further help prepare our staff for the challenges that we are facing this year.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Clovis Online partnered with our authorizer Clovis Unified for family engagement and outreach. Both COS and CUSD are committed to providing students with an engaging opportunity to learn and thrive, even in Clovis Online's virtual learning format. COS and CUSD have worked extensively to perform outreach to students and parents. We have surveyed all relevant stakeholders to gather input for building the Learning Continuity Plan. The district held town hall meetings to discuss the return to school and to give parents an opportunity to engage with the district concerning the modalities for the return. These town hall meetings included invitations and participation from our COS community members. Return to school plans were provided to parents and were translated into the five most prominent languages for CUSD: English, Hmong, Punjabi, Spanish, and Vietnamese. The Learning Continuity Plan for both CUSD and COS was presented to the District Advisory Council (DAC) and to the District English Learner Advisory Committee (DELAC) and translation services were provided to parents at these meetings. The CUSD and COS Learning Continuity Plans will be placed on the district and school site websites in multiple languages to support parent understanding of the goals of the LCP's. Communication between parents and students and the school sites increased

throughout the summer using websites, letters mailed home, emails, text messages, phone calls, and the CUSD district app. It was the goal of the district and COS to ensure all students and parents were reached in order to determine if they had any needs prior to the start of this school year.

COS counselors and teachers reached out to students before the school year started to provide them with the resources to be successful on day one when school started on August 17<sup>th</sup>. The district surveyed parents (including COS parents) on availability of technology and connectivity in the home. Students were provided laptops and hotspots if they stated a need in these surveys. Connectivity devices were distributed prior to the start of school. Teachers met with students virtually prior to the first day of school to ensure that all students were ready to begin classes starting on day one. Teachers were the first line of defense to help students solve technology and connectivity problems. Clovis Online also provided a hotline number for parents and students to use if they were having troubles connecting to their teacher or our LMS. The CUSD Technology Department provided additional personnel and a phone number for students and parents to speak with tech support if problems couldn't be solved at the Clovis Online. Teachers use Zoom, Google Meet, Edgenuity, Student Connect, and email to keep students connected to the learning during the school year. Not only is student attendance taken each day, but student engagement is tracked and reported. It is anticipated that all students will be engaged in the learning process throughout the school year.

Despite our engagement strategies and efforts, there will be some students who demonstrate lack of engagement and who may not learn while in a virtual learning environment. Clovis Online has developed written procedures for tiered reengagement strategies for students who are engaging in the virtual learning. These strategies require school personnel to contact the child's parent and determine what is required to get the student engaged in learning. It is the goal to remove any barriers for learning and to meet or exceed traditional attendance rates from prior years.

In the tiered approach to reengagement, there are several personnel who are be involved in the process. Teachers and classroom support staff will be the first level of the reengagement process. Daily, the teacher will connect and contact each student and note each students daily engagement. Teachers will monitor lessons and will keep the students actively involved in the learning process. When students are disengaged, the teacher will contact the student and utilize classroom management strategies to reengage the student. If students are struggling with technology, the teacher will help

troubleshoot or connect the student with site or district resources to remove those barriers.

In the next tier, the school counselor will be involved with student. Phone calls will be made by the counselors to the home to discuss strategies and work to reengage the student in learning. When students have not been engaged in learning for multiple days, the principal will be involved with students who are habitually disengaged or who have repeated struggles with engaging in the virtual learning. The counselors and principal will both reach out to the students to counsel and support. They will seek to understand what is going on and will develop a plan for students to improve attendance or to engage in virtual learning. This plan, shared with the teacher, will be communicated to the parent in their home language. The administrator will follow up with students on a regular basis to ensure success and to maintain the developed plan.

The next tier in our plan is our Student Services & School Attendance (SSSA) office. SSSA helps support the engagement and attendance of students. Our administrators were trained by this office in the summer of 2020 during CHARGE on processes for tracking attendance and engagement and strategies and resources available to support student success. The office has attendance officers who are available to make home visits for students who are not engaging in the learning process. Referrals to these officers are made when interventions at the school site have proven to be ineffective. Attendance officers meet with students and parents, inform them of the requirements for attendance, and engage parents in developing a plan for reengagement in the learning. The SSSA office also supports schools in the School Attendance and Review Board (SARB) process and SARBs can be used at both the site and district levels to work with families where students are habitually truant, absent or refusing to engage in learning from the school setting, including virtual learning formats.

Outreach has been provided in multiple languages and contact with families is made in the language of preference. The district will provide translations via telephone when needed. The district will use the Home Language Survey to ensure the preferred language is used and that parents have meaningful exchanges with the district and site personnel.

## **School Nutrition**

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]



Please note that Clovis Online Charter School is a non-classroom based school and as such does not provide school meals. However, during COVID we have partnered with CUSD and students may take advantage of the meal program that is offered at select school sites throughout our district footprint to obtain high quality meals.

For more information students, parents and community members can find up to date information about the student school nutrition program by going to <https://www.cusd.com/COVID19SchoolMeals.aspx>

### **Additional Actions to Implement the Learning Continuity Plan**

Section	Description	Total Funds	Contributing
Mental Health and Socio-Emotional Well-Being	District data suggests that English Learners, foster youth, low-income and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Professional development and program implementation of “Character Strong” will provide unduplicated youth with increased services in social emotional supports, connectivity, mentoring and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that student’s basic needs are met and will be successful behaviorally and academically.	\$33,461	Y

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.28%	\$313,486

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Both Clovis Online School and CUSD are considerate of the students we serve and understand that some of our most vulnerable students require additional support. When considering the entirety of school programs, CUSD must first consider these subgroups (Foster Youth, English Learners, and Low-Income Students) and other significant subgroups in order to ensure that schools provide students with engaging opportunities and to ensure the success of ALL students. The needs of these students are prioritized and areas where additional support is needed, actions and services are put in place to meet these needs.

Our English Learners are provided time during the day to support their reading, writing, speaking, and listening skills. They receive designated time each day for English Language Development (ELD) with certificated teachers. Staff at COS act as ELD specialists and ensure that students are receiving support in academic content areas using specially designated strategies for academic instruction in English. EL students receive additional supports to ensure that they are provided the time and resources to develop their language abilities as they progress in English proficiency.

Low-income students and foster youth receive targeted supports and services. In order to be successful with distance learning, all students received a laptop, if needed. Support for connectivity was given in the form of hotspots. Students will receive all necessary supplies and access to the curriculum to ensure that they are in a ready position to start the year off right. Students are supported through our district and COS school site transition program and personnel in this program help ensure that the students are connected to the school and have the resources necessary to be successful. Interventions to support learning loss and to accelerate learning are provided to the students, even in virtual learning formats.

Teachers, counselors, administrators, and other staff will check in with our students on a regular basis to ensure continuity of learning and to remove any barriers that could stand in the way of student success. Staff will work with the students to reduce anxiety and stress and to ensure the well-being of all students. Students participating in the National School Lunch Program will be provided access to meals each day.

The supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Since Clovis Online Charter School is a direct charter of CUSD we worked closely with them to offer the same services as the rest of the school district. The “contributing” actions/services are principally directed toward our English Learners, low income and foster students (also known as unduplicated students) and designed to help CUSD and COS balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. The actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 7.28% using the dollar amount of \$ 313,486. By directing all the supplemental funding toward actions principally directed toward unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

In addition to the actions/services described in this plan as “contributing,” the following describes other actions/services that contribute towards meeting the increased or improved services requirement:

Title of the Action/Service
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Career technical education courses
School to home communication connections; SRLs
Transition counselors/directors
Academic counselors
Specialized services and support for migrant education (with CUSD)
Supplemental instructional support for sites
Intervention summer school
Additional instruction in core classes and AVID
Intervention stipends
Mentoring services at alternative sites
CSI coordinator
EL summer school
Additional nursing services (with CUSD)
Personnel for SSSA for foster and homeless support
Comprehensive Youth Services (only at Alt Ed Sites)
Professional development for diversity and poverty
Additional behavioral support; psychologists
Additional social emotional psychologists at high schools
Lead psychologist for comprehensive wellness plan (with CUSD)
Oral and written translation services
Parent resource center/community resource centers (located at site)

**Title:** Student Board Member Position Elimination and Transition to Multiple Student Representatives

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**CONTACT PERSON:** Eimear OFarrell

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Transition to allow for a greater number of District students to attend and present at Board meetings by eliminating the Student Board Member position.

**DISCUSSION:**

Pursuant to Education Code section 35012 and Board Policy No. 1101, there exists a Student Board Member position wherein one student is selected and seated in the position for one school year. The selected student attends all Board meetings during the school year and provides reports to the Board regarding student activities.

To provide the opportunity for more students to experience Board meetings and interact with Board members and District administration, staff recommends replacing the one Student Board Member position with multiple Student Representatives from the District's comprehensive high schools. Each school year, the selected students will attend the Board meetings that are designated for them and provide reports to the Board regarding student activities. By only attending Board meetings that have been designated to a student, the student will have sufficient time to dedicate to his/her education and other school activities. By having multiple students attend Board meetings, more students will gain knowledge regarding the governance of the District and have opportunities to interact with Board Members and District administration.

**FISCAL IMPACT/FUNDING SOURCE:**

None

**REVISIONS:**

None

**Title:** Adopt Amended and New Board Policies: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans ; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws

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**CONTACT PERSON:** Maiya Yang

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Adopt amended and new board policies in the following policy sets: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws.

**DISCUSSION:**

The Board reviewed and discussed at length the policies in the above-referenced policy sets during Board study sessions held on May 6, 2020, June 10, 2020, and June 17, 2020. The policies are being presented to the Board for information at its meeting on September 9, 2020, and adoption at its meeting on September 23, 2020.

The proposed new and amended board policies are as summarized in the attached table and set forth in each policy that is attached. There are 65 policies:

0000 – Philosophy, Goals, Objectives, and Comprehensive Plans: 12 policies  
1000 – Community Relations: 17 policies  
2000 – Administration: 6 policies  
9000 – Board Bylaws: 26 policies

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Policies Recommended for Adoption - 0000, 1000, 2000, 9000	9/2/2020	Backup Material
Tabs 1-12: 0000 Philosophy, Goals, Objectives and Comprehensive Plans	9/2/2020	Backup Material
Tabs 13-33: 1000 Community Relations	9/2/2020	Backup Material
Tabs 34-39: 2000 Administration	9/2/2020	Backup Material
Tabs 40-65 9000 Bylaws	9/16/2020	Backup Material

**REVISIONS:**

On page 14 of Board Bylaw No. 9320 (tab 60), moved Superintendent's Report immediately following Approval of Minutes in the order of business for Board meetings.

### **POLICIES RECOMMENDED FOR ADOPTION**

0000 Philosophy, Goals, Objectives, and Comprehensive Plans  
1000 Community Relations  
2000 Administration  
9000 Board Bylaws

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
1	0000 BP Vision, Mission, Beliefs, and Aims	0000 BP Vision	1103 BP Governing Board Mission Statement, Vision Statement & Beliefs and Aims  1101 BP (moved Art. I, Sects. 1 and 2) Board Bylaws	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 1103. The modifications to this policy include: (1) renumbering it as BP 0000 to align with the CSBA numbering system; and (2) moving provisions from existing BP 1101 - Board Bylaws relating the history of the District.
2	0100 BP District Philosophy	0100 BP Philosophy	1104 BP District Philosophy  3101 BP (moved all contents) The Education Mission  6304 BP (moved all contents) Health Management	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 1104. The modifications to this policy include: (1) renumbering it as BP 0100 to align with the CSBA numbering system; (2) moving the contents of BP 3101 - The Educational Mission and BP 6304 - Health Management into this policy; (3) adding provisions regarding Doc's Charges to reflect the values stated by Dr. Floyd B. Buchanan, the District's first superintendent; and (4) making additions and changes for consistency of terminologies and current practices.
3	0400 BP Comprehensive Plans	0400 BP Comprehensive Plans	None	<u>Adopt new BP.</u> This is a new policy that addresses the procedures for planning and adoption of plans, for example the local control accountability plan and other plans required by law or determined to be in the District's best interest.
4	0410 BP Nondiscrimination in District Programs and Activities	0410 BP Nondiscrimination in District Programs and Activities	2108 BP Nondiscrimination	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 2108. The modifications to this policy include: (1) renumbering it as BP 0410 to align with the CSBA numbering system; and (2) changes to reflect applicable laws and District practices.
5	0420 BP School Plans/Site Councils	0420 BP School Plans/Site Councils	7503 BP School Site Councils	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 7503. The modifications to this policy include: (1) renumbering it as BP 0420 to align with the CSBA numbering system; (2) deleting the provisions in paragraphs A through D from this policy and moving them into the accompanying administrative regulation; and (3) making changes to reflect applicable laws.



NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
6	0420.4 BP Charter Schools	0420.4 BP Charter School Authorization	1303 BP Charter Schools	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 1303. The modifications to this policy include: (1) renumbering it as BP 0420.4 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws and District practices.
7	0430 BP Comprehensive Local Plan for Special Education	0430 BP Comprehensive Local Plan for Special Education	None	<u>Adopt new BP.</u> Staff recommends the adoption of this new policy to affirm the District's continuing commitment to serve students with disabilities. This policy is numbered as BP 0430 to align with the CSBA numbering system.
8	0440 BP District Technology Plan	0440 BP District Technology Plan	None	<u>Adopt new BP.</u> Staff recommends the adoption of this policy to addresses the establishment of a technology plan for the District.
9	0450 BP Comprehensive Safety Plan	0450 BP Comprehensive Safety Plan	None	<u>Adopt new BP.</u> Staff recommends the adoption of this new policy, numbered as BP 0450 to align with the CSBA numbering system. The new policy affirms the District's continuing compliance with the law relating to development of a comprehensive safety plan.
10	0460 BP Local Control and Accountability Plan	0460 BP Local Control and Accountability Plan	None	<u>Adopt new BP.</u> Education Code sections 52060-52077 require school districts to adopt and annually update a local control and accountability plan (LCAP). Staff recommends the adoption of this new policy to affirm the District's continuing obligation relating to its LCAP and compliance with applicable laws.
11	0500 BP District Accountability	0500 Accountability	7302 BP District Accountability	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 7302. The modifications to this BP include: (1) renumbering it as BP 0500 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws.
12	0510 BP School Accountability Report Card	0510 BP Accountability	7301 BP School Accountability Report Card	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 7301. The modifications to this BP include: (1) renumbering it as BP 0510 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws.
13	1100 BP Communications with the Public	1100 BP Communications with the Public	None	<u>Adopt new BP.</u> This BP addresses communications with the public, including mass mailings regarding campaign materials. Staff recommends the adoption of this new policy to set parameters regarding such communications.



NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
14	1112 BP Media Relations	1112 BP Media Relations	9101 BP News Media Relations	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9101. The modifications to this policy include: (1) renumbering it as BP 1112 to align with the CSBA numbering system; and (2) making changes to reflect current laws and District practices .
15	1113 BP District and School Websites	1113 BP District and School Web Sites	None	<u>Adopt new BP.</u> This policy addresses design standards, content guidelines, and privacy rights on District and school websites. Staff recommends the adoption of this new policy to address such subject matters relating to District and school websites.
16	1114 BP District-Sponsored Social Media	1114 BP District-Sponsored Social Media	None	<u>Adopt new BP.</u> This policy provides content guidelines and addresses privacy rights on District social media platforms. Staff recommends the adoption of this new policy to address such guidelines and privacy rights.
17	1160 BP Political Processes	1160 BP Political Processes	None	<u>Adopt new BP.</u> This is a new policy, numbered as BP 1160 to align with the CSBA numbering system. Staff recommends the adoption of this policy to address political activities conducted by board members and District employees acting on the District's behalf.
18	1220 BP Citizen Advisory Councils and Committees	1120 BP Citizen Advisory Committees	1203 BP Councils & Committees/ Relationships to District Lines of Authority	<u>Adopt renumbered and amended BP.</u> This is an existing BP, currently numbered as BP 1203. The modifications to this policy include: (1) renumbering it as BP 1220 to align with the CSBA numbering system; and (2) making changes to reflect current laws and District practices.
19	1230 BP School-Connected Organizations	1230 BP School-Connected Organizations	9213 BP School-Connected Organizations	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9213. The modifications to this BP include: (1) renumbering it as BP 1230 to align with the CSBA numbering system; and (2) making changes to reflect current laws and District practices.
20	1240 BP Volunteer Assistance	1240 BP Volunteer Assistance	9212 BP Volunteer Assistance	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9212. The modifications to this BP include: (1) renumbering it as BP 1240 to align with the CSBA numbering system; and (2) making changes for consistency and to reflect District practices.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
21	1250 BP Visitors/Public Attendance at District Events	1250 BP Visitors/Outsiders	9202 BP School Visitors  9204 BP (moved all contents) Public Attendance at District Events	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9202. Modifications to this policy include: (1) renumbering it as BP 1250 to align with the CSBA numbering system; (2) moving all of the contents of BP 9204 into this policy; and (3) modifications to reflect applicable laws and District practices.
22	1250.1 BP Civility Policy	None	9210 BP Civility Policy	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9210. Modifications to this policy include: (1) renumbering it as BP 1250.1 to fall within the CSBA numbering system as CSBA does not have a comparable sample policy; and (2) making changes to reflect District practices.
23	1260 BP Educational Foundations	1260 BP Educational Foundation	None	<u>Adopt new BP.</u> Staff recommends the adoption of this policy because it sets forth the Board's support for and collaboration with educational foundations, such as the Foundation for Clovis Schools.
24	1312.1 BP Complaints Regarding District Employees	1312.1 BP Complaints Concerning District Employees	9207 BP Formal Complaints Regarding District Personnel and Practices	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9207. The modifications to this policy include: (1) renumbering it as BP 1312.1 to align with the CSBA numbering system; (2) and making changes to reflect applicable laws and District practices.
25	1312.2 BP Complaints Regarding Instructional Materials	1312.2 BP Complaints Concerning Instructional Materials	3306 BP Reconsideration of Learning Resources	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 3306. The modifications to this policy include: (1) renumbering it as BP 1312.2 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws and District practices.
26	1312.3 BP Uniform Complaint Procedures	1312.3 BP Uniform Complaint Procedures	9208 BP Uniform Complaint Procedures Regarding Programs/Discrimination	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9208. The modifications to this policy include: (1) renumbering it as BP 1312.3 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws and District practices.
27	1312.4 BP Williams Uniform Complaint Procedures	None	9211 BP Uniform Complaint Procedures Regarding Areas Included in the Williams Settlement	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9211. The modifications to this policy include: (1) renumbering it as BP 1312.4 to align with the CSBA numbering system; and (2) making changes to reflect applicable laws and District practices.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
28	1321 BP Solicitation of Funds From and By Students	1321 BP Solicitation of Funds From and By Students	2503 BP Fundraising and Solicitation by Students  9205 BP (moved all contents) Relations with Special Interest Groups	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 2503. The modifications to this policy include: (1) renumbering it as BP 1321 to align with the CSBA numbering system; (2) moving all of the contents of existing BP 9205 into this policy; and (3) modifications to reflect applicable laws and District practices.
29	1325 BP Advertising and Promotions	1325 BP Advertising and Promotion	None	<u>Adopt new BP.</u> Staff recommends the adoption of this new policy because it establishes standards for advertisements and promotions by nonschool groups in school-sponsored publications, on District and school web sites and social media, and on school facilities and grounds.
30	1330 BP Use of District Facilities	1330 BP Use of District Facilities	5301 BP Use of District Facilities  5202 BP (moved provisions regarding damages to District facilities) Maintenance of District Facilities and Grounds  9401 BP (moved all contents) Elections Office Relations	<u>Adopt renumbered and amended BP.</u> This renumbered policy contains provisions from three existing policies, BP 5301 - Use of District Facilities, BP 5202 - Maintenance of District Facilities and Grounds, and BP 9401 - Elections Office Relations. Staff renumbered BP 5301 as BP 1330 to align with the CSBA numbering system. Staff then moved the provisions regarding damages to District facilities from existing BP 5202 - Maintenance of District Facilities and Grounds and all of the contents of BP 9401 - Elections Office Relations into this policy. Staff also made modifications to this policy to applicable laws and District practices.
31	1340 BP Access to District Records/Public Records	1340 Access to District Records	7202 BP Public Records	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 7202. The modifications to this policy include: (1) renumbering it as BP 1340 to align with the CSBA numbering system; (2) deleting and moving certain provisions to the accompanying administrative regulations; and (3) modifications to reflect applicable laws and District practices.
32	1400 BP Relations with Other Governmental Agencies	1400 BP Relations Between Other Governmental Agencies and the Schools	None	<u>Adopt new BP.</u> This is a new policy, numbered as BP 1400 to align with the CSBA numbering system. Staff recommends the adoption of this policy to address relations and collaboration with other governmental agencies.
33	1700 BP Relations with Community and Private Industry	1700 BP Relations Between Private Industry and the Schools	9206 BP Relations (Community, Industry & Institutions)	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 9206. The modifications to this policy include: (1) renumbering it as BP 1700 to align with the CSBA numbering system; and (2) modifications for consistency in the language.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
34	2110 BP Superintendent Responsibilities and Duties	2110 BP Superintendent Responsibilities and Duties	1106 BP Duties of the Superintendent  1202 BP (moved all contents) Chain of Command  1201 BP (moved all contents) Organizational Charts	<u>Adopt renumbered and amended BP.</u> Staff proposes renumbering existing BP 1106 as BP 2110 to align with the CSBA numbering system and incorporating the contents of existing BP 1202 - Chain of Command and BP 1201 - Organizational Charts. Other modifications to this policy include changes for consistency with terminologies and District practices.
35	2120 BP Superintendent Recruitment and Selection	2120 BP Superintendent Recruitment and Selection	1105 BP Recruitment and Appointment of Superintendent	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 1105. The modifications to this policy include: (1) renumbering it as BP 2120 to align with the CSBA numbering system; and (2) modifications for consistency of terminologies and to reflect District practices.
36	2121 BP Superintendent's Contract	2121 BP Superintendent's Contract	None	<u>Adopt new BP.</u> Staff recommends the adoption of this new policy because it sets parameters for the superintendent's contract.
37	2140 BP Evaluation of the Superintendent	2140 BP Evaluation of the Superintendent	1107 BP Evaluation of the Superintendent	<u>Adopt renumbered and amended BP.</u> This is an existing policy, currently numbered as BP 1107. The modifications to this policy include: (1) renumbering it as BP 2140 to align with the CSBA numbering system; and (2) modifications to reflect District practices and for consistency of language.
38	2210 BP Administrative Discretion Regarding Board Policy	2210 BP Administrative Discretion Regarding Board Policy	1102 BP (move Para. C - Executive Action) Board Policy and Bylaw Development & Dissemination	<u>Adopt new BP.</u> Staff recommends the adoption of this new policy to allow the superintendent to take immediate actions, consistent with law and board policies, that are necessary to avoid risks to the safety or security of students, staff, or District property or to prevent disruption of school operations. Paragraph C of existing BP 1102 has been moved into this new policy.
39	2230 BP Representative and Deliberative Groups	2230 BP Representative and Deliberative Groups	None	<u>Adopt new BP.</u> This is a new policy that addresses the superintendent's authority to establish a management team, administrative councils, task forces, cabinets, or committees. Staff recommends the adoption of this policy to confirm the superintendent's authority and set parameters.



NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
40	9000 BB Role and Responsibility of the Board	9000 BB Role of the Board	1108 BP Responsibility of the Governing Board  1101 BP (moved provisions - Art. I, Sect. 1; Art. III, Sect. 1 and 2; Art. V, Sect. 1-3)	<u>Adopt renumbered and amended BB.</u> This is an existing bylaw, currently numbered as BP 1108. The modifications to this bylaw include: (1) renumbering it as BB 9000 to align with the CSBA numbering system; (2) moving into this bylaw the provisions of Article I Section 1, Article III Sections 1 and 2, and Article V Sections 1-3 from existing BP 1101 - Board Bylaws; and (3) modifications to reflect applicable laws and District practices..
41	9010 BB Board Public Statements	9010 BB Public Statements	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address public statements by board members. This bylaw is numbered as BB 9010 to align with the CSBA numbering system.
42	9011 BB Disclosure of Confidential/ Privileged Information	9011 BB Disclosure of Confidential/Privileged Information	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address disclosure of closed session and other confidential information. This bylaw is numbered as BB 9011 to align with the CSBA numbering system.
43	9012 BB Board Member Electronic Communications	9012 BB Board Member Electronic Communications	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address electronic communications by board members to ensure compliance with the Brown Act and other applicable laws. This bylaw is numbered as BB 9012 to align with the CSBA numbering system.
44	9100 BB Board Organization	9100 BB Organization	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth the requirements and process for conducting the annual organization meeting. This bylaw is numbered as BB 9110 to align with the CSBA numbering system. This bylaw also includes provisions from Article VI Section 1 and Article VII Sections 1 and 2 of existing BP 1101 - Board Bylaws. Modifications have been made to reflect applicable laws and District practices.
45	9110 BB Terms of Board Member Office	9110 BB Terms of Office	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth pertinent provisions regarding the terms of office of board members. This bylaw is numbered as BB 9110 to align with the CSBA numbering system. This bylaw also includes provisions from Article III Section 7 of existing BP 1101 - Board Bylaws.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
46	9121 BB President	9121 BB President	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth the Board president's role and responsibilities. This bylaw is numbered as BB 9121 to align with the CSBA numbering system. This bylaw also includes provisions from Article VIII Sections 1 and 2 of existing BP 1101 - Board Bylaws.
47	9122 BB Secretary	9122 BB Secretary	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth the Board secretary's role and responsibilities. This bylaw is numbered as BB 9122 to align with the CSBA numbering system. It includes provisions from existing BB 1101 - Board Bylaws relating to the Board secretary.
48	9123 BB Clerk	9123 BB Clerk	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth the Board clerk's role and responsibilities. This bylaw is numbered as BB 9123 to align with the CSBA numbering system. This bylaw includes provisions from Article VIII Section 3 of existing BP 1101 - Board Bylaws relating to the Board clerk, which staff has deleted because its subject matters are already addressed by other provisions in this bylaw.
49	9130 BB Board Committees	9130 BB Board Committees	1101 BP (provision moved) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions governing board committees. This bylaw is numbered as BB 9130 to align with the CSBA numbering system. This bylaw includes provisions from Article IX Sections 1 and 2 of existing BP 1101 - Board Bylaws relating to board committees.
50	9140 BB Board Representatives	9140 BB Board Representatives	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions regarding the designation or appointment of its members to District or community committees, including the Fresno County Committee on School District Organization. This bylaw is numbered as BB 9140 to align with the CSBA numbering system.
51	9200 BB Duties and Limits of Authority of Board Members	9200 BB Limits of Board Member Authority	1101 BP (provision moved) Board Bylaws  1108 BP (moved provisions) Responsibility of the Governing Board	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address the limits of authority of individual board members. This bylaw is numbered as BB 9220 to align with the CSBA numbering system. This bylaw includes provisions from Article IV Sections 1 and 2 of existing BP 1101 - Board Bylaws relating to board member duties and limits of authority.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
52	9220 BB Board Elections	9220 BB Governing Board Election	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address board member elections. This bylaw is numbered as BB 9220 to align with the CSBA numbering system. This bylaw includes provisions from Article III Section 4 of existing BP 1101 - Board Bylaws relating to board member elections.
53	9222 BB Board Member Resignation	9222 BB Resignation	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address the requirements and process for resigning as a board member. This bylaw is numbered as BB 9222 to align with the CSBA numbering system.
54	9223 BB Filling Board Vacancies	9223 BB Filling Vacancies	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions as to the occurrence of a vacancy on the Board and the requirements and process for filling the vacancy. This bylaw is numbered as BB 9223 to align with the CSBA numbering system. This bylaw includes provisions from Article III Sections 5 and 6 of existing BP 1101 - Board Bylaws relating to board vacancy and the filling of such vacancy, which provisions staff proposes to delete because their subject matters are already addressed by other provisions in this bylaw.
55	9224 BB Board Member Oath or Affirmation	9224 BB Oath or Affirmation	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address the administration and taking of the oath of office by board members. This bylaw is numbered as BB 9224 to align with the CSBA numbering system.
56	9250 BB Board Member Remuneration, Reimbursement, and Other Benefits	9250 BB Remuneration, Reimbursement, and Other Benefits	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address board member compensation, reimbursement of expenses, and health and welfare benefits. This bylaw is numbered as BB 9250 to align with the CSBA numbering system. This bylaw includes provisions from Article III Section 8 of existing BP 1101 - Board Bylaws.
57	9260 BB Board Member Legal Protection	9260 BB Legal Protection	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address liability insurance and legal protection for Board members. The bylaw is numbered as BB 9260 to align with the CSBA numbering system.

NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
58	9270 BP Conflict of Interest Code	9270 BP Conflict of Interest	4605 BP Conflict of Interest Code	<u>Adopt renumbered and amended BB.</u> This is an existing bylaw, currently numbered as BP 4605. The modifications to this bylaw include: (1) renumbering it as BB 9270 to align with the CSBA numbering system; and (2) modifications for consistency of language and to reflect applicable laws. This renumbered bylaw has been reviewed and approved by the Fresno County Counsel and will be submitted for approval by the Fresno County Board of Supervisors following the Board's adoption of this renumbered and updated bylaw. The Fresno County Board of Supervisors is the designated code reviewer for the District.
59	9310 BB Board Policies and Bylaws	9310 BB Board Policies	1102 BP Board Policy and Bylaw Development & Dissemination	<u>Adopt renumbered and amended BB.</u> This is an existing bylaw, currently numbered as BP 1102. The modifications to this bylaw include: (1) renumbering it as BB 9310 to align with the CSBA numbering system; (2) deletion and moving of Paragraph C - Executive Action to renumbered BP 2210 - Administrative Discretion Regarding Board Policy; and (3) modifications for consistency of language and to reflect District practices.
60	9320 BB Board Meetings and Notices	9320 BB Board Meetings and Notices	1101 BP Board Bylaws	<u>Adopt renumbered and amended BP.</u> This is an existing bylaw, currently numbered as BP 1101. The modifications to this bylaw include: (1) renumbering it as BB 9320 to align with the CSBA numbering system; (2) deleting and moving provisions from this policy into other bylaws; and (3) modifications to reflect applicable laws and District practices.
61	9321 BB Closed Session	9321 BB Closed Session	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address requirements for closed session meetings. This bylaw is numbered as BB 9321 to align with the CSBA numbering system. This bylaw includes provisions from Article X Section 5 of existing BP 1101 - Board Bylaws relating to closed session.
62	9322 BB Board Agenda/Meeting Materials	9322 BB Agenda/Meeting Materials	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions governing the preparation, posting, and distribution of board agenda and meeting materials. This bylaw is numbered as BB 9322 to align with the CSBA numbering system. This bylaw includes provisions from Article X Section 10 of existing BP 1101 - Board Bylaws relating to board agenda and materials.



NO.	CUSD RENUMBERED BP	CSBA SAMPLE BP	CUSD EXISTING BP	STAFF RECOMMENDATION/ COMMENTS
63	9323 BB Board Meeting Conduct	9323 BB Meeting Conduct	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to address board meeting procedures, quorum and abstentions, public participation, and recording of board meetings by the public. This bylaw is numbered as BB 9323 to align with the CSBA numbering system. This bylaw includes provisions that have been moved from existing BP 1101 - Board Bylaws relating to the conduct of Board meetings.
64	9323.2 BB Actions by the Board	9323.2 BB Actions by the Board	None	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions governing actions by the Board and challenges to Board actions. This bylaw is numbered as BB 9323.2 to align with the CSBA numbering system.
65	9324 BB Board Minutes and Recordings	9324 BB Minutes and Recordings	1101 BP (moved provisions) Board Bylaws	<u>Adopt new BB.</u> Staff recommends the adoption of this new bylaw to set forth provisions governing board minutes and recording or broadcasting of board meetings. This bylaw is numbered as BB 9324 to align with the CSBA numbering system. This bylaw includes provisions from Article X Sections 2, 11, 14, and 15 of existing BP 1101 - Board Bylaws relating to board minutes and recording.

Doc# 43991, 09/2020

TABS 1 – 12  
0000 PHILOSOPHY, GOALS, OBJECTIVES, AND  
COMPREHENSIVE PLANS



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS**~~DISTRICT  
ORGANIZATION~~~~Plans~~Governing Board**~~GOVERNING BOARD MISSION STATEMENT, VISION, MISSION STATEMENT &  
BELIEFS, AND AIMS~~**

**PURPOSE:** To designate the District's vision, mission, beliefs, and aims~~strategic planning  
process, and Strategic Plan.~~

**A. ~~Section 2—~~District Creation**

The Clovis Unified School District comprises all of the districts formerly known as Clovis Elementary, Dry Creek Elementary, Fort Washington-Lincoln Elementary, Jefferson Elementary, Pinedale Elementary, Temperance-Kutner Elementary, and Clovis Union High School Districts. ~~Such~~The District was organized as a unified school district ~~created by the Fresno County  
Committee on School District Organization,~~ on July 1, 1960, with said boundaries being officially set forth in the records of the ~~C~~ounty ~~S~~uperintendent of ~~S~~chools of Fresno County.

**B. ~~Section 3—~~Classification**

The ~~Clovis Unified School~~ District shall be defined as a unified school district formed for the purpose of providing a program of education in grades transitional - kindergarten (TK) through twelfth (12<sup>th</sup>), pre-school, adult education, and community service programs.

**C. ~~Strategic Planning~~**

To support the achievement of the District's mission and vision, the ~~Governing~~ Board will implement a strategic planning cycle. ~~Annually~~Every three years, the ~~Governing~~ Board will review and revise specific objectives to support the achievement of the District's vision, mission, and aims.

To view the District's current Strategic Plan, refer to Exhibit No. 00001103.

Board decisions ~~regarding curriculum, policies, the budget, collective bargaining agreements, and  
other District operations~~ shall be aligned with the District's vision. In addition, the Superintendent or designee shall ensure that staff's implementation of District programs and activities supports attainment of the District's vision.

Adopted: 07/23/1975

Reviewed: 09/26/2007, 11/19/2008, 10/31/2013, 09/15/2014, 01/14/2015

## CLOVIS UNIFIED SCHOOL DISTRICT

Amended: 01/14/1976, 12/09/1991, 08/14/2002, 03/24/2004, 03/22/2006, 11/18/2009,  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (BP 1103 renumbered as BP 0000; Article I, Sections 1 and 2 of BP 1101  
moved to BP 0000)

Doc# 41124-5 (08/2020, 07/2017)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS**  
**DISTRICT-  
ORGANIZATION AND GOALS****Governing Board****DISTRICT PHILOSOPHY**

**PURPOSE:** To describe the District's educational philosophy.

The District's motto, "*Be the best you can be in mind, body and spirit,*" captures the essence of the District's philosophy

The ~~Clovis Unified School~~ District believes that public schools exist to provide educational programs, services, and activities ~~necessary to promoting develop the~~ intellectual competency, social-emotional wellness, and the skills necessary to serve as contributing citizens in our society. ~~vocational competencies of its youth and adults, and to promote their physical and mental health. The District also believes that it shares responsibility with the community to develop in its students' the Six Pillars of~~ CHARACTER COUNTS!: ~~trustworthiness, respect, responsibility, fairness, caring and citizenship.~~ Moreover, the District believes in the foundational values established by our first Superintendent, Dr. Floyd B. Buchanan, who served the District from 1960 to 1991. Those values, as stated by Dr. Buchanan, continue throughout the District and are set forth in Exhibit No. 0100.

The District's mission is to be a quality educational system providing the resources for all students to reach their full potential in mind, body, and spirit.

The District believes that the educational environment must be designed to stimulate intellectual curiosity and ~~to~~ enhance academic achievement, first and foremost. The inclusion of co-curricular and extra-curricular ~~and extracurricular programs and~~ activities are absolute essentials to educating the whole child in mind, body, and spirit. ~~complement these ends providing personal and physical development toward social maturity.~~

The District also believes that students should develop an awareness, understanding, and appreciation of ~~learn about~~ our American culture, as reflected in the diversity of our community, including an awareness of ~~the our~~ cultural diversity and heritage. ~~It is our hope that graduates will be able to accept responsibility, make informed decisions, think independently and perform successfully as citizens contributing positively to our diverse citizens in our society.~~

The District's motto, "*Be the best you can be in mind, body and spirit,*" captures the essence of the District's philosophy.

To assure that high school graduates possess the skills and knowledge to have successful experiences in higher education and the workplace, a quality program of curriculum, instruction, and assessment will be provided, including culturally relevant teaching. This educational program will be based on the following philosophical assumptions:

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1. A quality educational experience nurtures the growth and development of the whole student in mind, body, and spirit.
2. All students are capable of learning.
3. Instructional practices will be differentiated to meet the individual needs of students.
4. Clearly defined standards and objectives will be used to guide instruction for increased student learning.
5. Formative assessment will be used to inform and develop appropriate instructional practices.
6. Teachers will organize learning in a manner that facilitates students' mastery of course standards.
7. Students and staff are encouraged and motivated by high expectations.

The Board authorizes the Superintendent to develop, implement, monitor, and continuously improve a system of curricular and co-curricular management which supports the District's educational mission and assures a quality education for students of the District.

**Health Management**

~~It is the intent of the~~ The Board intends for that students, staff, and residents of the District to enjoy good ~~optimum~~ health. The Board authorizes the Superintendent to develop a program of health management utilizing the resources of the District.

Adopted: 07/23/1975

Reviewed: 02/26/2007, 10/20/2008

Amended: 12/09/1991, 02/11/2004, \_\_/\_\_/\_\_\_\_ (BP 1104 renumbered as BP 0100; moved all contents of BP 3101 and BP 6304 to BP 0100)

**EDUCATION CODE**

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

Doc# 41127-6 (08/2020, 07/2017)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS  
COMPREHENSIVE PLANS**

**PURPOSE:** To set forth provisions regarding the establishment of comprehensive plans.

The Board believes that careful planning is essential to effective implementation of District programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement, provide stability in District operations, and be aligned to ensure consistency among District approaches for student academic growth and achievement.

Comprehensive plans adopted by the District shall include the local control and accountability plan (LCAP) and other plans required by law or determined by the Board to be in the best interest of the District. Such plans may describe anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

The process for developing comprehensive plans shall, as required by law or determined appropriate by the Superintendent or designee, include broad participation of school and community representatives. Committees may, and when required by law shall, be appointed to assist in the development of such plans. District comprehensive plans are subject to review and approval by the Board.

Comprehensive plans shall be available to the public and shall be reviewed and updated at regular intervals as specified within the plan or required by law.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

32280-32289 School safety plans

35035 Powers and duties of the superintendent

35291 Rules (power of governing board)

39831.3 Transportation safety plan

52060-52077 Local control and accountability plan

56195-56195.10 Comprehensive local plans for special education

56205-56208 Requirements for special education plan

64001 School plan for student achievement, consolidated application programs

**CODE OF REGULATIONS, TITLE 5**

560 Civil defense and disaster preparedness plans

**CLOVIS UNIFIED  
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UNITED STATES CODE, TITLE 20  
6312 Local educational agency plan

Doc# 41130-5 (08/2020, 10/2017)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS STUDENT-  
SERVICES RIGHTS AND RESPONSIBILITIES**~~Rights and Responsibilities~~  
**NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

**PURPOSE:** To set forth the District's policy regarding nondiscrimination in District programs and activities~~create a safe school and work environment for persons of all backgrounds.~~

The District recognizes the increasing diversity of its students, staff, and community. The Board directs the Superintendent to create a school environment that provides a safe school environment for persons of all backgrounds.

The Board is committed to providing equal opportunity for all individuals in District programs and activities. District programs, activities, and practices shall not unlawfully discriminate based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code section 200 or 220, Government Code section 11135, or Penal Code section 422.55, ~~Education Code section 220 or Penal Code section 422.55,~~ or any other bases prohibited by law, or the association with a person or group with one or more of these actual or perceived characteristics, ~~be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity administered by the District.~~

All individuals shall be treated equitably in the receipt of District and school services. Personally identifiable information collected in the implementation of any District program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the District shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Appropriate means for the continuing evaluation of ~~District the entire education~~ programs and activities, including the co-curricular program, shall be established and maintained to ensure compliance with this policy and applicable laws.

Employees shall observe all applicable laws, policies, and regulations prohibiting discrimination ~~and~~ harassment.

The Board encourages all personnel and students to assist in the accomplishment of the District's mission through their personal commitment to ~~the concept of~~ providing an equal educational opportunity for all students and employment opportunities for all applicants. Any ~~allegations of~~

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unlawful discrimination in District programs and activities shall be investigated and resolved in accordance with ~~grievance of the above policy should follow the procedures listed in~~ Board Policy and Administrative Regulation No. 1312.39208 - (Uniform Complaint Procedures).

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the District's policy on nondiscrimination and related complaint procedures. (34 CFR 104.8, 106.9) Such notification shall be included in the annual parental notification distributed pursuant to Education Code section 48980 and, as required by applicable laws, on the District's website and in other materials distributed by the District.

As specified in Education Code section 234.7, the District shall also notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs in the annual parent notification or any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

As specified in Education Code section 48985, the District's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

**Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall comply with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing District facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the District provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the District's response to complaints and for complying with state federal civil rights laws is hereby designated as the District's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities and shall investigate and resolve complaints regarding their access to District programs, services, activities, or facilities.

**CLOVIS UNIFIED  
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Associate Superintendent, School Leadership  
Clovis Unified School District  
1450 Herndon Avenue Clovis, CA 93611-0599  
(559) 327-9000

Adopted: 01/11/1989  
Reviewed: 12/06/2005  
Amended: 04/10/1991, 12/09/1991, 08/02/1995, 09/22/1999, 05/29/2001, 06/13/2001,  
04/13/2005, 07/18/2007, 01/15/2014, \_\_/\_\_/\_\_\_\_ (BP 2108 renumbered as BP  
0410)

**EDUCATION CODE**

200-262.4 Prohibition of discrimination  
48980 Parental notifications  
48985 Notices to parents in language other than English  
51007 Legislative intent: state policy

**GOVERNMENT CODE**

8310.3 California Religious Freedom Act  
11000 Definitions  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
54953.2 Brown Act compliance with Americans with Disabilities Act

**PENAL CODE**

422.55 Definition of hate crime  
422.6 Interference with constitutional right or privilege

**CODE OF REGULATIONS, TITLE 5**

4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX  
2301-2414 Strengthening Career and Technical Education for the 21st Century Act  
6311 State plans  
6312 Local education agency plans

**UNITED STATES CODE, TITLE 29**

794 Section 504 of the Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**

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

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

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

~~Education Code Sections 200-262.4~~

~~Title 42 of the United States Code Sections 2000d-2000e; 2000h-2—2000h-6~~

Doc# 41129-5 (08/2020, 05/2018)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE  
PLANSACCOUNTABILITY, PLANNING & RESEARCH  
PlanmiSCHOOL PLANS/SCHOOL SITE COUNCILS (SSC)**

**PURPOSE:** To address~~establish procedures for~~ school plans and ~~SSchool Ssite Ccouncils~~.

The Board believes ~~and respects~~ that shared decision making at the site level is one key to improving education. The Board encourages programs that involve staff, students, parents, and the community in a partnership empowered to design, implement, monitor, and evaluate plans which respond to their school's unique needs and which also coincide with Board policies~~y~~ and District goals.

Each District school that participates in one or more federal and/or state categorical programs funded through the state's consolidated application process pursuant to Education Code section 64000 shall establish a school site council in accordance with Education Code sections 65000-65001. The school site council shall develop, approve, and annually review and update a school plan for student achievement (SPSA) which consolidates the plans required for Board Policy and Administrative Regulation No. 1312.3 - Uniform Complaint Procedures. (Education Code 64001)

**A. Establishment of the School Site Council (SSC)**

~~A School Site Council shall be established at each school site. In the selection of members of the SSC, care should be taken to ensure that persons or groups not usually or previously involved have an opportunity to participate in the selection process, and that it is public and democratic. (See Board Policy No. 7504 - Single Plan for Student Achievement.)~~

~~California Education Code section 64001 (a), (d) requires the SSC to develop a Single Plan for Student Achievement (SPSA) for Consolidated Application programs operated at the school or in which the school participates. The SSC must approve the plan, recommend it to the Governing Board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the school through the Consolidated Application, and recommend it to the Governing Board for approval.~~

~~As specified in the California Education Code, the SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.~~

- ~~1. Each group represented in the SSC shall nominate and elect separately.~~
- ~~2. The principal shall ensure that all members of each group represented on the SSC are notified of the procedure, date, time and place for nomination and selection of SSC members.~~
- ~~3. All members of each group shall be eligible to participate.~~



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- ~~4. Nomination of candidates shall be by peers. A person may nominate himself or herself.~~
- ~~5. Selection shall be by secret ballot, voice vote or hand count.~~
- ~~6. If only one position on the SSC is to be filled, a nominee must receive a majority of the votes cast to be selected. If no person receives a majority of the votes, there shall be a runoff between the two nominees receiving the highest number of votes.~~
- ~~7. If two or more positions on the SSC are to be filled, the nominees receiving the highest number of votes shall be selected to fill the vacancies as specified in the SSC Bylaws.~~
- ~~8. The term of office for SSC members may be from one to three years. Each SSC shall specify the term of office for its members in its SSC Bylaws.~~
- ~~9. If a vacancy occurs, the peer group on the SSC from which the vacancy originates may elect a person to the council for the balance of the term, unless such procedures are stated in the school's SSC Bylaws. Then vacancies shall be filled by following the procedures stated in the Bylaws.~~

~~School Site Councils may serve several purposes in addition to guiding comprehensive school-based programs. Any school site advisory committee required by state law or regulations may allow the SSC to function on its behalf for up to two years. If used as the advisory committee for English learners, the SSC must conform to the membership ratio specified in Education Code section 52176(b).~~

**B. Membership of the SSC**

~~To ensure effective communication and community participation in planning for improvement of school programs, each school participating in a school-based coordinated program shall establish a SSC with membership in accordance with the Education Code as follows:~~

- ~~1. At the elementary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents/guardians or other community members selected by parents/guardians.~~
- ~~2. At the secondary level, the SSC shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents/guardians or other community members selected by parents/guardians and students.~~

~~A school employee may serve as a parent/guardian representative on the School Site Council of the school their child attends, provided the employee does not work at that school.~~

~~The term, method of selection, and replacement of council members shall be specified in the school site plan and in the School Site Council Bylaws.~~

~~The SSC should establish meetings times and dates that allow for maximum participation of all interested parties. All SSC meetings shall be open to the public. The schedule of regular meetings should be publicized, and at least 72 hours advance notice should be given if special meetings are called.~~



**CLOVIS UNIFIED  
SCHOOL DISTRICT****C. Communication**

- ~~1. Prior to the initial establishment of any SSC, the Superintendent or designee shall inform staff, parents and pupils of the intention to establish a SSC.~~

~~Methods of Communication may include, but are not limited to:~~

- ~~a. District/School monthly/quarterly newsletters to parents.~~
- ~~b. Local newspaper.~~
- ~~c. Special bulletin to staff and parents.~~
- ~~d. At the secondary level, the principal shall inform students through means of communication established at the school site.~~

- ~~2. Following the notice of intent to establish a SSC, the principal shall be responsible for scheduling and conducting a public meeting(s) for the purpose of selection of members to the SSC and for notification of the purpose, time and place of said meeting(s).~~

~~The principal shall be responsible for establishing procedures to ensure that the SSC meets provisions of State law as to the composition of said SSC and the selection of members thereof.~~

**D. Responsibilities of the SSC:**

- ~~1. Legislative Requirements:~~

- ~~a. Develop and approve the Single Plan for Student Achievement (SPSA), a comprehensive program plan designed to improve the effectiveness of the school program, for students who will receive additional services from consolidated application funds. Each plan shall be based on an assessment of school capability to meet the educational needs of each student, specify objectives, and indicate steps necessary to achieve such objectives, including intended outcomes. This comprehensive plan shall account for all program services for participating students, including at least those provided by district and by consolidated application program funds.~~
- ~~b. Annually review the SPSA, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.~~
- ~~c. Recommend the approval of the SPSA as revised to the District Governing Board. If the plan is not approved by the Board, specific reasons for that action shall be communicated to the SSC. Modification to the plan shall be developed, recommended, and approved or disapproved in the same manner.~~

- ~~2. Other Responsibilities~~

- ~~a. Meet on a regular basis to become informed, share information, discuss needs, successes, and plan program improvements.~~
- ~~b. Participate in the monitoring and evaluation of the SPSA.~~
- ~~c. Participate as necessary in Federal Program Monitoring (FPM).~~
- ~~d. Develop a system for ongoing communication with parents, community members, the school staff, and the District.~~
- ~~e. Plan and approve one time site expenditures allocated in the annual state budget.~~

**CLOVIS UNIFIED  
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Adopted: 05/22/1978

Reviewed: 01/14/2009

Amended: 01/15/1992, 04/14/1993, 03/09/2005, 09/26/2007, 11/18/2009, 01/15/2014,  
01/14/2015, \_\_/\_\_/\_\_\_\_ (BP 7503 renumbered as BP 0420)

**EDUCATION CODE**

~~42602 Use of Unbudgeted Funds~~

~~52176 Advisory Committees (English Learner Program)~~

~~52800–52890 School-Based Program Coordination Act~~

~~54425 Advisory Committees (Compensatory Education)~~

**EDUCATION CODE**

52-53 Designation of schools

33133 Information guide for school site councils

35147 Open meeting laws exceptions

52060-52077 Local control and accountability plan

52176 English learner advisory committees

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

**CODE OF REGULATIONS, TITLE 5**

3930-3937 Compliance plans

4600-4670 Uniform complaint procedures

11308 English learner advisory committees

**UNITED STATES CODE, TITLE 20**

6303 School improvement

6311 State plan

6314 Schoolwide programs; schoolwide program plan

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students

7101-7122 Student Support and Academic Enrichment Grants

7341-7355c Rural Education Initiative

Doc# 41134-5 (08/2020, 12/2018)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS**  
~~DISTRICT~~  
~~ORGANIZATION AND GOALS~~  
**School Organization**  
**CHARTER SCHOOLS**

The Board recognizes that ~~views~~ charter schools may offer ~~as a possible~~ learning opportunities for students ~~to encourage school-level reform and allow students, parents/guardians, teachers and principals to design new schools.~~ The Board desires to support charter schools that provide a sound educational program for students and comply with applicable laws. ~~By sound innovations which improve student learning and believes that the administration and schools should work cooperatively to try responsible and viable alternatives to the existing public education system~~

The Board shall consider the authorization and renewal of charter petitions and any material revisions thereto in accordance with the Education Code and other applicable laws. By law, charter school petitioners are responsible for developing the charter that will ~~govern~~ guide the charter school. The proposed charter must, at a minimum, address the provisions required by law ~~and include detailed descriptions of the vision, mission and goals of the charter school, the governance structure which will be used, the educational outcomes to be attained by students and the method by which progress in meeting those outcomes will be measured.~~ As specified in Education Code section 47605, ~~in reviewing~~ granting charter petitions, the Board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for academically low-achieving students. (Education Code 47605) The Board shall consider charter petitions using the standards and requirements set forth in Education Code section 47605 and other applicable laws ~~give appropriate consideration to charter school petitions in light of the effects on the District's children and the proposed school's ability to function effectively and meet its goals.~~

Concurrent with the Board's approval of a petition to establish a new charter school or renew an existing charter, the Board may approve one or more memorandum of understanding (MOU) between the District and the charter school to address and clarify each party's respective rights and responsibilities relating to the charter school.

~~Unlike other alternative education programs which are under the direct control of the District,~~  
eCharter schools operated as or by an entity other than the District ~~may be~~ separate public entities that are governed independently in accordance with the charter ~~provisions which have been~~ approved by the Board and applicable laws. A charter school shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management corporation. (Education Code 47604) All charter schools that ~~is~~ are not under the Board's direct control ~~of the Board shall be~~ may elect to operate as, or by operated by, ~~organized as~~ nonprofit public benefit corporations formed and organized pursuant to the Nonprofit Public Benefit Corporation Law, Corporations Code 51110 et seq. (Education Code 47604) A charter school ~~and~~ shall defend, indemnify, and hold harmless the District, the Board and members thereof, and ~~its~~ District officers, employees, and agents ~~and employees harmless from any claims, actions, causes of actions, losses, and liabilities~~ arising from or relating to ~~the performance under~~ the charter school.

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

The Board shall oversee ~~hold~~ that any charter schools authorized by the Board is successfully ~~under its jurisdiction accountable for~~ fulfilling the terms of ~~its~~the charter and providing an education program in accordance with its charter and the law.

The Board ~~and~~ may revoke a charter in accordance with law. The closure of any charter schools authorized by the Board shall comply with applicable laws.

Adopted: 12/09/1992

Reviewed: 12/11/2008

Amended: 01/19/2005, 08/08/2007, 11/30/2010,   /  /   (BP 1303 renumbered as BP 0420.4)

**EDUCATION CODE**

200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

1240 Duties of County Superintendent

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

33126 School Accountability Report Card

41365 Charter school revolving loan fund

42131 Interim certification

42238.51-42238.2 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

49011 Student fees

51745-51749.6 Independent study

52052 Accountability: numerically significant student subgroups

52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

**CORPORATIONS CODE**

5110-6910 Nonprofit public benefit corporations

**GOVERNMENT CODE**

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act



**CLOVIS UNIFIED  
SCHOOL DISTRICT**

6250-6270 California Public Records Act  
54950-54963 Ralph M. Brown Act  
81000-91014 Political Reform Act of 1974

CODE OF REGULATIONS, TITLE 5  
11700.1-11705 Independent study  
11960-11968.5.5 Charter schools

UNITED STATES CODE, TITLE 20  
7223-7225 Charter schools

COURT DECISIONS  
Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS  
Opinion No. 11-201 (2018)  
89 Ops.Cal.Atty.Gen. 166 (2006)  
80 Ops.Cal.Atty.Gen. 52 (1997)  
78 Ops.Cal.Atty.Gen. 297 (1995)  
~~20 UNITED STATES CODE 1232g  
Family Educational Rights and Privacy Act 20  
UNITED STATES CODE 1400 et seq.  
Individuals with Disabilities Education Act~~

~~20 UNITED STATES CODE 6301 et seq.  
No Child Left Behind Act~~

~~29 UNITED STATES CODE 621 et seq.  
Age Discrimination in Employment Act~~

~~29 UNITED STATES CODE 794 et seq.  
Section 504 of the Rehabilitation Act of 1973~~

~~42 UNITED STATES CODE 1971  
Civil Rights Act of 1964~~

~~42 UNITED STATES CODE 12101 et seq.  
Americans with Disabilities Act~~

~~EDUCATION CODE  
220 et seq. Nondiscrimination  
41365 Charter school revolving loan fund  
44237 Criminal record summary  
44830.1 Certificated employees, conviction of violent or serious felony~~

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

~~45122.1 Classified employees, conviction of a violent or serious felony-~~

~~47600-47616.7 Charter Schools Act of 1992-~~

~~48000 Minimum age of admission (kindergarten)-~~

~~48010 Minimum age of admission (first grade)-~~

~~48011 Minimum age of admission from kindergarten or other school-~~

~~51747.3 Apportionments for independent study-~~

~~54032 Limited English or low-achieving pupils-~~

~~56145-56146 Special education services in charter schools-~~

~~60605 Academic content and performance standards; assessments-~~

~~60640-60649 Standardized Testing and Reporting Program-~~

**GOVERNMENT CODE**

~~1090 et seq. Conflict of interest~~

~~6250 et seq. Public Records Act~~

~~54950-54962 The Ralph M. Brown Act~~

~~12900 et seq. Fair Employment and Housing Act~~

~~87100 et seq. Conflict of interest~~

Doc# 41128-5 (08/2020, 03/2020)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS  
COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION**

**PURPOSE:** To set forth provisions regarding development, approval, and administration of the District's special education local plan area and the provision of special education.

The Board desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the District, including children who have been suspended or expelled or placed by the District in a nonpublic, nonsectarian school.

Students shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

To meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the District shall serve as a SELPA.

The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the District. The plan shall set forth elements required by applicable laws and be approved by the Board.

Adopted: \_\_/\_\_/\_\_\_\_

**EDUCATION CODE**

56000-56001 Education for individuals with exceptional needs

56020-56035 Definitions

56040-56046 General provisions

56048-56050 Surrogate parents

56055 Foster parents

56060-56063 Substitute teachers

56170-56177 Children enrolled in private schools

56190-56194 Community advisory committees

56195-56195.10 Local plans

56205-56208 Local plan requirements

56213 Special education local plan areas with small or sparse populations

56240-56245 Staff development

56300-56385 Identification and referral, assessment, instructional planning

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56520-56524 Behavioral interventions

56600-56606 Evaluation, audits and information

56836-56836.05 Administration of local plan

**CLOVIS UNIFIED  
SCHOOL DISTRICT****GOVERNMENT CODE**

7579.5 Surrogate parent, appointment, qualifications, liability  
95000-95029 California Early Intervention Services Act

**WELFARE AND INSTITUTIONS CODE**

361 Limitations on parental control  
726 Limitations on parental control

**CODE OF REGULATIONS, TITLE 5**

3000-3089 Regulations governing special education

**UNITED STATES CODE, TITLE 20**

1400-1482 Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

794 Rehabilitation Act of 1973, Section 504

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.10-99.22 Inspection, review and procedures for amending education records  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
300.1-300.818 Assistance to states for the education of children with disabilities, including:  
300.500-300.520 Due process procedures for parents and children  
303.1-303.654 Early intervention program for infants and toddlers with disabilities

Doc# 41232-3 (08/2020, 11/2006)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS  
DISTRICT TECHNOLOGY PLAN**

**PURPOSE:** To address the development of a technology plan for the District.

The Board recognizes that technological resources can enhance student achievement by increasing student access to information, supporting teacher effectiveness, and facilitating the administration of student assessments. Effective use of technology can also increase the efficiency of the District's noninstructional operations and governance.

The Superintendent or designee shall develop a comprehensive technology plan that covers at least three years and is based on an assessment of current uses of technology in the District and an identification of future needs. The Superintendent or designee may appoint an advisory committee consisting of a variety of staff and community stakeholders to assist with the development of the technology plan.

The plan shall be integrated into the District's vision and goals for student learning and shall contain research-based strategies and methods for the effective use of technology. When required for state or federal grant programs in which the District participates, the plan shall also address all components required for receipt of such grants.

The Superintendent or designee shall ensure that any use of technological resources in the District protects the private and confidential information of students and employees in accordance with law.

Adopted:     /    /    

**BUSINESS AND PROFESSIONS CODE**

22584-22585 Student Online Personal Information Protection Act

**EDUCATION CODE**

10550-10555 Telecommunications standards

11800 K-12 High Speed Network grant program

49060-49085 Student records

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

60010 Instructional materials, definition

66940 Distance learning

**PENAL CODE**

502 Computer crimes, remedies

**CLOVIS UNIFIED  
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UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of Pupil Rights Amendment

7101-7122 Student Support and Academic Enrichment Grants

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)

CODE OF FEDERAL REGULATIONS, TITLE 16

Part 312 Children's Online Privacy Protection Rule

CODE OF FEDERAL REGULATIONS, TITLE 34

Part 99 Family Educational Rights and Privacy

CODE OF FEDERAL REGULATIONS, TITLE 47

54.500-54.523 Universal service support for schools

Doc# 41233-3 (08/2020, 12/2014)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS  
COMPREHENSIVE SAFETY PLAN**

**PURPOSE:** To set forth the procedures and requirements for the development of a comprehensive safety plan.

The Board recognizes the importance of safe and secure school campuses. The Board is committed to school safety and to creating a positive learning environment.

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall address the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) as set forth in Education Code section 32286. The comprehensive safety plan shall include a disaster preparedness plan as set forth in BP 3516 – Emergency and Disaster Preparedness Plan.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code section 32281. (Education Code 32288)

**Access to Safety Plan(s)**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Adopted:   /  /  

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

**CLOVIS UNIFIED  
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32290 Safety devices  
35147 School site councils and advisory committees  
35183 School dress code; uniforms  
35291 Rules  
35291.5 School-adopted discipline rules  
41020 Annual audits  
48900-48927 Suspension and expulsion  
48950 Speech and other communication  
49079 Notification to teacher; student act constituting grounds for suspension or expulsion  
67381 Violent crime

**GOVERNMENT CODE**

54957 Closed session meetings for threats to security

**PENAL CODE**

422.55 Definition of hate crime  
626.8 Disruptions  
11164-11174.3 Child Abuse and Neglect Reporting Act

**CALIFORNIA CONSTITUTION**

Article 1, Section 28(c) Right to Safe Schools

**CODE OF REGULATIONS, TITLE 5**

11987-11987.7 School Community Violence Prevention Program requirements  
11992-11993 Definition, persistently dangerous schools

**UNITED STATES CODE, TITLE 20**

7111-7122 Student Support and Academic Enrichment Grants  
7912 Transfers from persistently dangerous schools

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS  
LOCAL CONTROL AND ACCOUNTABILITY PLAN**

**PURPOSE:** To set forth the procedures and requirements for development and approval of the District's local control and accountability plan.

The Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the District budget and facilitate continuous improvement of District practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code section 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the District budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. The terms "unduplicated students" and "numerically significant student subgroups" are as defined in Education Code sections 42238.02 and 52052 respectively.

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each District school pursuant to Education Code section 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

The LCAP shall also be aligned with other District and school plans to the extent possible to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the District's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Board Policy and Administrative Regulation No. 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

**A. Plan Development**

The Superintendent or designee shall gather, as appropriate or applicable, data and information needed for effective and meaningful plan development and present it to the Board and community.

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The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

**B. Public Review and Input**

1. The Board shall establish a parent advisory committee to review and comment on the LCAP in accordance with applicable laws. (Education Code 52062, 52063; 5 CCR 15495)
2. The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. Such notification shall be provided in accordance with applicable laws. (Education Code 52062)

The District shall conduct the parent/guardian and community engagement process in accordance with applicable legal requirements. (Education Code 305-306)

3. The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the District is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)
4. The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code section 42127 and Board Policy and Administrative Regulation No. 3100 - Budget. (Education Code 42127, 52062)

**C. Adoption of the Plan.**

The Board shall adopt the LCAP prior to adopting the District budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code section 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

**CLOVIS UNIFIED  
SCHOOL DISTRICT****D. Submission of Plan to County Superintendent of Schools**

Not later than five days after adoption of the LCAP, the District budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the county Superintendent of schools (County Superintendent). (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the District's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

**E. Monitoring Progress**

The Superintendent or designee shall report to the Board, as appropriate in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the District's progress toward attaining each goal identified in the LCAP.

The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education Code section 52071 or 52072 or 20 USC section 6311 when a school or a numerically significant student subgroup is not making sufficient progress toward the goals in the LCAP.

Adopted:   /  /  

**EDUCATION CODE**

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

41320-41322 Emergency apportionments

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

47604.33 Submission of reports by charter schools

47606.5 Charter schools, local control and accountability plan

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

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51220 Course of study for grades 7-12  
52052 Numerically significant student subgroups  
52059.5 Statewide system of support  
52060-52077 Local control and accountability plan  
52302 Regional occupational centers and programs  
52372.5 Linked learning program  
54692 Partnership academies  
60119 Sufficiency of textbooks and instructional materials; hearing and resolution  
60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission  
64001 School plan for student achievement  
99300-99301 Early Assessment Program

**WELFARE AND INSTITUTIONS CODE**

300 Dependent child of the court

**CODE OF REGULATIONS, TITLE 5**

4600-4670 Uniform complaint procedures  
15494-15497 Local control and accountability plan and spending requirements

**UNITED STATES CODE, TITLE 20**

6311 State plan  
6312 Local educational agency plan  
6826 Title III funds, local plans

Doc# 41235-3 (08/2020, 10/2019 )





**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE  
PLANSACCOUNTABILITY PLANNING & RESEARCH  
~~Federal, State and Local Reporting~~  
DISTRICT ACCOUNTABILITY**

**PURPOSE:** To establish an accountability system that focuses resources for, energy on, and commitment to achievement, quality, and sustained improvement at all levels of District.

The extraordinary success of ~~the Clovis Unified School~~ District is based on three essential ~~d~~District level functions:

1. Identification of specific District wide goals and the establishment of performance standards of excellence pursuant to the goals.
2. Implementation of a systematic process for assessing and reporting individual, classroom, school, area, and District progress toward achievement of student and District performance standards.
3. Implementation of a model for monitoring and reporting results which provides both diagnostic and evaluative information to stimulate and support efforts for improvement and to recognize those who achieve the desired levels of performance.

The Board is committed to ensuring accountability to the public for the performance of District and each District school. An accountability system ~~must be comprehensive, serve~~ shall be based on multiple measures specified in the California Accountability and Continuous Improvement System as reported on the California School Dashboard, consider all District schools and departments, and evaluate the ~~quality and success of the shareholders, i.e. District staff and; students, families and community members in the Clovis Unified School District.~~

The Board authorizes the Superintendent ~~or designee~~ to develop a comprehensive accountability system that focuses resources for, energy on, and commitment to achievement, quality and sustained improvement at all levels of ~~the DistrictClovis Unified.~~

Adopted: 11/20/1995

Reviewed: 03/06/2007, 08/06/2008, 01/20/2010

Amended: 03/24/2004, \_\_/\_\_/\_\_\_\_ (BP 7302 renumbered as BP 0500)

**EDUCATION CODE**

33127-33129 Standards and criteria for fiscal accountability

33400-33407 California Department of Education evaluation of district programs

44660-44665 Evaluation of certificated employees

51041 Evaluation of the educational program

52052 Accountability; numerically significant student subgroups

## CLOVIS UNIFIED SCHOOL DISTRICT

52060-52077 Local control and accountability plan

56366 Nonpublic, nonsectarian schools

60640-60649 California Assessment of Student Performance and Progress

### CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability model, assessments

15440-15464 Standards and criteria for fiscal accountability

### UNITED STATES CODE, TITLE 20

6311 Accountability, state plan

6312 Local educational agency plan

### CODE OF FEDERAL REGULATIONS, TITLE 34

200.12-200.24 State accountability system

200.30-200.48 State and LEA report cards and plans

Doc# 41133-4 (08/2020, 10/2017)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE  
PLANSACCOUNTABILITY PLANNING & RESEARCHFederal, State & Local Reporting  
SCHOOL ACCOUNTABILITY REPORT CARD**

**PURPOSE:** To define ~~Clovis Unified School~~the District's ~~E~~compliance with Education Code section 35256.

~~In enacting the "Classroom Instructional Improvement and Accountability Act," the public has mandated the annual assessment of specific conditions at each school site. The Board recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each District school and to provide data by which parents/guardians can make meaningful comparisons between schools. The Board shall annually issue cause-to-be-implemented for each elementary and secondary school in the school dDistrict a Sschool Aaccountability Rreport Ccard (SARC). (Education Code 35256) The Board desires that this assessment be viewed as an opportunity to communicate with the public, review achievements, identify areas for improvement, enlist local support, enhance internal operations, build consensus, and establish a vision for the future.~~

The Superintendent or designee shall maintain a process for developing and issuing site accountability report cards as required by law, ~~including the identification of site level indicators, both qualitative descriptions and quantitative measurements, which shall be used to assess each condition being evaluated. He/she shall also Aaccountability report cards are completed annually, publicized, the issuance of the SARCs and notify and parents/guardians thatnotified that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make tThe SARCs shall be available in paper copy and on the Districts' website, pursuant to law. (Education Code 35256)~~

Adopted: 09/27/1989

Reviewed: 08/06/2008, 01/20/2010

Amended: 03/25/1992, 11/20/1995, 03/24/2004, 01/14/2015, \_\_/\_\_/\_\_\_\_ (BP 7301 renumbered as BP 0510)

**~~Education Code~~**

~~33126, 33126.1, 35256, 35256.1, 35258, 41409.3, 41409~~

**EDUCATION CODE**

1240 County superintendent, general duties

17002 Definition, including good repair

17014 Plan for building maintenance

17032.5 Portable classroom maintenance

17070.15 School Facilities Act; definitions

17089 Portable classroom maintenance

33126 School Accountability Report Card

33126.1 School Accountability Report Card model template

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33126.15 School Accountability Report Card template  
33126.2 Secretary of Education school accountability report card study  
35256 School Accountability Report Card  
35256.1 Information required in the School Accountability Report Card  
35258 Internet access to the School Accountability Report Card  
41409 Calculation of statewide averages  
41409.3 Salary information required in the School Accountability Report Card  
46112 Minimum school day for grades 1 through 3  
46113 Minimum school day for grades 4 through 8  
46117 Minimum kindergarten school day  
46141 Minimum school day (high school)  
51225.3 Requirements for graduation  
52052 Accountability; numerically significant student subgroups  
60119 Textbook sufficiency  
60600-60618 General provisions  
60640-60649 California Assessment of Student Performance and Progress  
60800 Physical fitness testing

**CALIFORNIA CONSTITUTION**

Article 16, Section 8.5(e) Allocations to State School Fund

**UNITED STATES CODE, TITLE 20**

6311 State plans, including local educational agency report cards

Doc# 41132-5 (08/2020, 03/2008)

TABS 13 - 33  
1000 COMMUNITY RELATIONS





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS****Community Relations****COMMUNICATIONS WITH THE PUBLIC**

**PURPOSE:** To address communications with the public.

The Board recognizes the importance of keeping the public informed regarding the goals, programs, achievements, and needs of the schools and District and to be responsive to the concerns and interests of the community. The Superintendent or designee shall, as appropriate, establish strategies for effective two-way communications between the District and the public and shall consult with the Board regarding the role of Board members as advocates for the District's students, programs, and policies.

The Superintendent or designee shall, as appropriate, provide the Board and staff with communications protocols and procedures to assist the District in presenting a consistent, unified message on District issues. Such protocols and procedures may include, but are not limited to, identification of the spokesperson(s) authorized to speak to the media on behalf of the District, strategies for coordinating communications efforts and activities, and legal requirements pertaining to confidentiality as well as the public's right to access records.

The Superintendent or designee shall, as appropriate, utilize a variety of methods to provide information to the public with access to information. Such methods may include, but are not limited to, District and school newsletters, web sites, social media, electronic communications, mailings, notices sent home with students, recorded telephone messages for parent/guardian information, community forums and public events, news releases, meetings with education reporters and editorial boards, presentations at parent organization meetings, and meetings with representatives of local governments, community organizations, and businesses.

In developing communications strategies, the Superintendent or designee shall consider the needs of all members of the public, including individuals with disabilities and those whose primary language is not English.

The Superintendent or designee may provide staff members with professional development to assist them in effectively responding to requests for information or assistance by parents/guardians or members of the public.

The Superintendent or designee shall, as appropriate, provide multiple avenues and opportunities for members of the public to give input on District and school issues and operations. Community members are encouraged to become involved in school activities, participate on District and school committees, provide input at Board meetings, submit suggestions to District staff, and use the District's complaint procedures as appropriate.

**CLOVIS UNIFIED  
SCHOOL DISTRICT****A. Mass Mailings at Public Expense**

Newsletters or mass mailings regarding ballot measures, candidates, legislative activities, or any other campaign activities shall be sent and distributed in accordance with law and Board policy.

A mass mailing is prohibited if all of the applicable legal criteria are met. (Government Code 89001-89002)

The above prohibition does not apply to the types of mass mailings specified in Government Code section 89002(b).

However, any of the excepted mass mailings specified in Government Code section 89002(b) that meet the criteria for prohibited mass mailings shall not be sent within 60 days preceding an election in which a Board member to whom the mailing relates will appear on the ballot as a candidate. (Government Code 89003)

**B. Comprehensive Communications Plan**

The Superintendent or designee shall, as appropriate, develop a communications plan for community outreach regarding District programs and issues, and communications during a crisis or other emergency situation that may arise.

Adopted:   /  /  

**EDUCATION CODE**

7054 Use of district property or funds re: ballot measures and candidates

35145.5 Board meetings, public participation

35172 Promotional activities

38130-38138 Civic Center Act

48980-48985 Parental notifications

**GOVERNMENT CODE**

54957.5 Meeting agendas and materials

82041.5 Mass mailing

89001-89003 Newsletter or mass mailing

**CODE OF REGULATIONS, TITLE 2**

18901.1 Campaign-related mailings sent at public expense

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.101-35.190 Americans with Disabilities Act

Doc# 40837-3 (04/2020, 10/2018)



**CLOVIS UNIFIED  
SCHOOL DISTRICT**~~SCHOOL~~ COMMUNITY RELATIONS  
~~NEWS~~ MEDIA RELATIONS

**PURPOSE:** To establish guidelines for working with the media.

The Board believes the District belongs to and is operated for the benefit of the people who live within the District boundaries. ~~Because these people have a right to know~~ Except as provided by law, information concerning Clovis District schools and operations is public information. ~~The news media, including newspapers, TV and radio, represent the public interest in reporting information concerning Clovis Unified School District.~~ It is in the interest of ~~both~~ the District and the citizen-taxpayers that ~~lines of~~ communication ~~remain~~ **be kept** open at all times.

An open and honest relationship with the news media is important in maintaining and building continuing public confidence in education ~~in general~~ and ~~specifically in~~ the District.

Media representatives are welcome at all public Board meetings and shall receive meeting agendas upon request in accordance with law and Board policy.

District staff may provide the media, upon request, with information that may be disclosed under applicable laws and Board policies.

**A. Media Contacts/Spokespersons**

Spokepersons designated to speak to the media on the District's behalf include the Board President, Superintendent, and Chief Communications Officer. Other Board members and District staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue or appropriateness given a particular situation.

~~School~~ District personnel contacted by the news media shall coordinate with the District's Chief Communications Officer to provide appropriate responses; ~~should feel free to respond within the realm and scope of their personal responsibility and knowledge.~~

~~The Board shall have the final approval for all basic policies governing relations between the news media and the District.~~ The chief communication representative for the Board shall be the District's Chief Communications Officer ~~Administrator, Communications and Board Relations~~. Requests from the media received by Board Members should be routed through the Board President, who may work with the Chief Communications Officer ~~Board's chief communication representative.~~ ~~The Administrator, Communications and Board Relations will work as the liaison between the media and school personnel.~~

Nothing in this policy prevents any Board Members from speaking in his/her individual capacity. The Board Member shall make clear that he/she is speaking in his/her individual capacity and not on behalf of the Board.



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SCHOOL DISTRICT**

~~The Administrator, Communications and Board Relations shall be responsible for:~~

- ~~1. Being readily available to media representatives.~~
- ~~2. Providing media representatives upon request with all facts that give a true picture to the best of their knowledge.~~
- ~~3. Keeping media representatives fully informed with regard to the school system in all aspects, activities, and changes so that any reporting will be done on the basis of a complete and valid interview.~~
- ~~4. Submitting, suggesting or requesting feature stories or articles to media representatives which are of interest or importance.~~
- ~~5. Providing "media kits" to media representatives who attend meetings of the Board.~~

~~Assisting the Board in the preparation of regular and special publications to the publ  
In order to maintain a progressive and coordinated program of public relations for the District, the following are essential.~~

**B. Media Visits to District School Sites.**

Media visits to school sites must be arranged through the Chief Communications Officer's office or other District staff designated by the Superintendent. ~~To ensure the safety of students and staff and avoid potential disruptions, any reporter or photographer from the print or electronic m~~Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds in accordance with board policies when school is in session~~Board Policy No. 9202 to announce their presence and purpose (E.C. 44810, 44812).~~

- ~~1. When a principal will not be on campus or available to clear the presence on campus of a media representative on a previously arranged assignment, he shall notify office personnel of clearance and designate a member of his staff to accompany the member of the media.~~
- ~~2. The principal shall delegate a staff member to act for him in matters of press relations when the principal is away from the campus.~~
- ~~3. The Administrator, Communications and Board Relations may be contacted by telephone after working hours for matters of urgency. This includes work on breaking news stories that occur after the close of the business day.~~
- ~~4. During the course of a media visit, a principal should determine if a reporter's subject involves a potentially volatile issue, or District-wide policies or procedures. Once this is determined, the principal shall:~~



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- ~~a. Refer the matter to that member of the central staff as may be appropriate;~~
  - ~~b. Refer the matter to the Communications Office, which may put the reporter in contact with an appropriate news source;~~
  - ~~c. Delay or reschedule the interview and confer with an appropriate person in the Central Administration.~~
  - ~~d. Suggest that the matter be continued at an interview/press conference at which a member of Central Administration appears jointly to facilitate accurate information concerning District-wide conditions or policies.~~
- ~~5. Disagreements on proper interpretation of the procedure by either school personnel or media representatives should be referred to the Communications Office.~~
- ~~6. Charges of inappropriate actions on the part of media representatives or lack of cooperation by school employees should be made to the Communications Office which will attempt to work out differences to be mutually acceptable. If the matter cannot be solved in this manner, the Director of Administrator, of Communications and Board Relations will refer the matter to the Superintendent.~~
- ~~A. No employee of the District other than the Superintendent, Deputy, Associate or Assistant Superintendents, or the Chief Curriculum Officer may discuss the professional qualifications of another District employee. Questions involving certificated or classified personnel should be directed to the appropriate Deputy, Associate or Assistant Superintendents, or the Chief Curriculum Officer.~~
- ~~B. The identification of a student singled out for disciplinary action will not normally be available for publication, nor will names of students who are suspected of action that may result in disciplinary action be revealed. If the offense in question leads to legal action, the naming of the student by the police will be subject to police agency policies. Decision on exceptions to this policy can come from the Superintendent or designee.~~
- ~~C. In the event of an injury, the name of the victim may be withheld pending notification of parent or guardian.~~
- ~~D. Information about an individual student including address, parents' name, grades, etc., is, by law, not public information and cannot be given out in many cases. Specifically not precluded is the identification of such a student when the student is the recipient of some honor or award. Questions on this matter should be addressed to the Superintendent or designee.~~

~~It should be noted that the Superintendent, as the chief executive officer of the District, may appropriately comment on any subject mentioned previously. In cases where law or policy of~~

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

~~the Board preclude the release of information, the Superintendent is also bound by the regulations.~~

Adopted: 07/23/1975

Reviewed: 06/18/2007

Amended: 12/12/1979, 06/25/1980, 04/24/1987, 07/08/1992, 03/09/2005, 02/25/2009,  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (BP 9101 renumbered as BP 1112)

~~Education Code sections 44810, 44812~~

**EDUCATION CODE**

32210-32212 Willful disturbance of public school or meeting

35144 Special meetings

35145 Public meetings

35160 Authority of governing boards

35172 Promotional activities

48907 Freedom of speech and press

48950 Prohibition against disciplinary action for first amendment speech

49061 Definition of directory information

49073 Directory information

**EVIDENCE CODE**

1070 Refusal to disclose news source

**PENAL CODE**

627-627.10 Access to school premises

**UNITED STATES CODE, TITLE 20**

1232g Family educational and privacy rights

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.3 Definition of directory information

**COURT DECISIONS**

Lopez v. Tulare Joint Union High School District (1995) 34 Cal.App.4th 1302

**ATTORNEY GENERAL OPINIONS**

79 Ops.Cal.Atty.Gen. 58 (1996)

Doc# 40838-5 (08/2020, 07/2019)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
DISTRICT AND SCHOOL WEBSITES**

**PURPOSE:** To establish design standards, content guidelines, and privacy rights on District and school websites

To enhance communication with students, parents/guardians, staff, and community members, the Board encourages the Superintendent or designee to develop and maintain District and school web sites. The use of District and school web sites shall support the District's vision and goals and shall be coordinated with other District communications strategies.

**A. Design Standards**

The District and school websites will address, as appropriate, design standards to maintain a consistent identity, professional appearance, and ease of use.

The contents of the District and school websites shall comply with applicable laws and standards regarding accessibility for individuals with disabilities, including compatibility with commonly used assistive technologies.

**B. Web Site Content**

The Superintendent or designee shall develop content guidelines for District and school web sites and assign staff to review and approve content prior to posting.

The board policy pertaining to advertising in District and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on District and school web sites.

**C. Privacy Rights**

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on District and school web sites.

Photographs of individual students shall not be published on District or school web sites accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or District web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on District or school web sites without the prior written permission of that individual. (Government Code 3307.5, 6254.21, 6254.24)

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No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family. (Government Code 3307.5)

Adopted:   /  /  

**EDUCATION CODE**

35182.5 Contracts for advertising  
35258 Internet access to school accountability report cards  
48907 Exercise of free expression; rules and regulations  
48950 Speech and other communication  
49061 Definitions, directory information  
49073 Release of directory information  
60048 Commercial brand names, contracts or logos

**BUSINESS AND PROFESSIONS CODE**

22580-22582 Digital privacy  
22584-22585 Student Online Personal Information Protection Act  
22586 Preschool and prekindergarten privacy

**GOVERNMENT CODE**

3307.5 Publishing identity of public safety officers  
6254.21 Publishing addresses and telephone numbers of officials  
6254.24 Definition of public safety official  
11135 Nondiscrimination; accessibility to state web sites

**PENAL CODE**

14029.5 Prohibition against publishing personal information of person in witness protection program

**UNITED STATES CODE, TITLE 17**

101-122 Subject matter and scope of copyright  
504 Penalties for copyright infringement

**UNITED STATES CODE, TITLE 20**

1232g Federal Family Educational Rights and Privacy Act

**UNITED STATES CODE, TITLE 29**

705 Definitions; Vocational Rehabilitation Act  
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

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CODE OF FEDERAL REGULATIONS, TITLE 16  
312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy  
104.1-104.61 Nondiscrimination on the basis of disability

COURT DECISIONS  
City of San Jose v. Superior Court (2017) 2 Cal.5th 608  
Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112

Doc# 40839-4 (08/2020, 10/2017)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
DISTRICT-SPONSORED SOCIAL MEDIA**

**PURPOSE:** To establish content guidelines and address privacy rights on District social media platforms.

The Board recognizes the value of technology such as social media platforms in promoting community involvement and collaboration. The purpose of any official District social media platform shall be to further the District's vision and mission, support student learning and staff professional development, and enhance communication with students, parents/guardians, staff, and community members.

The Superintendent or designee shall develop, as appropriate, content guidelines and protocols for official District social media platforms to ensure the appropriate and responsible use of these resources and compliance with law, Board policy, and regulation.

**A. Guidelines for Content**

Official District social media platforms shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. By creating these official sites and allowing for public comment, the Board does not intend to create a limited public forum or otherwise guarantee an individual's right to free speech.

The Superintendent or designee shall ensure that the limited purpose of the official District social media platforms is communicated to users. Each site shall contain a statement that specifies the site's purposes along with a statement that users are expected to use the site only for those purposes. Each site shall also contain a statement that users are responsible for the content of their posts.

Official District social media platforms may not contain content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation.

Staff or students who post prohibited content shall be subject to discipline in accordance with District policies and administrative regulations.

Users of official District social media platforms should be aware of the public nature and accessibility of social media and that information posted may be considered a public record subject to disclosure under the Public Records Act. The Board expects users to conduct themselves in a respectful, courteous, and professional manner.

**CLOVIS UNIFIED  
SCHOOL DISTRICT****B. Privacy**

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official District social media platforms.

Board policy pertaining to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, as specified in Board Policy No. 1113 - District and School Web Sites, shall also apply to official District social media platforms.

Social media and networking sites and other online platforms shall not be used by District employees to transmit confidential information about students, employees, or District operations.

Adopted:   /  /  

**EDUCATION CODE**

32261 School safety, definitions of bullying and electronic act  
35182.5 Contracts for advertising  
48900 Grounds for suspension and expulsion  
48907 Exercise of free expression; rules and regulations  
48950 Speech and other communication  
49061 Definitions, directory information  
49073 Release of directory information  
60048 Commercial brand names, contracts or logos

**GOVERNMENT CODE**

3307.5 Publishing identity of public safety officers  
6250-6270 Public Records Act, especially:  
6254.21 Publishing addresses and phone numbers of officials  
6254.24 Definition of public safety official  
54952.2 Brown Act, definition of meeting

**UNITED STATES CODE, TITLE 17**

101-1101 Federal copyright law

**UNITED STATES CODE, TITLE 20**

1232g Federal Family Educational Rights and Privacy Act

**UNITED STATES CODE, TITLE 29**

157 Employee rights to engage in concerted, protected activity  
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy

**CLOVIS UNIFIED  
SCHOOL DISTRICT****COURT DECISIONS**

Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275

Downs v. Los Angeles Unified School District (2000) 228 F.3d 1003

Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112

Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37

Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853

**NATIONAL LABOR RELATIONS BOARD DECISIONS**

18-CA-19081 Sears Holdings, December 4, 2009

Doc# 40840-3 (08/2020, 07/2011)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
POLITICAL PROCESSES**

**PURPOSE:** To address political activities conducted by Board members and District employees acting on the District's behalf.

The Board is committed to advocate for fiscal and public policy that supports the District's schools and the children in the community and is consistent with the District's vision and goals. The Board's advocacy efforts shall be conducted in accordance with legal requirements.

**A. Ballot Measures/Candidates**

No District funds, services, supplies, or equipment shall be used to urge the support or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)

The Board may discuss and study the potential effect of proposed or qualified ballot measures on the District's schools at an open and agendized Board meeting. The Board's discussion of the effect of such measures shall include an opportunity for staff and members of the public to speak on all sides of the issue. At that meeting, the Board may adopt a position or resolution in support of or in opposition to a ballot measure. The language in any resolution adopted by the Board shall not urge the public to take any action regarding the measure.

The Board's position on a ballot measure, including any resolution, shall be publicized only through normal District procedures and consistent with regular District practice for reporting Board actions. Such publicity shall be for informational purposes and shall not attempt to influence voters.

The Superintendent or designee may use District resources to provide students, parents/guardians, and community members with fair and impartial information related to ballot measures, including information about the impact of ballot measures on the District. (Education Code 7054)

In preparing or distributing such informational material, the Superintendent or designee shall analyze the material to help ensure that it is an appropriate informational activity, provides a fair analysis of the issues, and does not advocate passage or defeat of a measure or candidate.

District resources, including email or computer systems, shall not be used to disseminate campaign literature. In addition, District resources shall not be used to purchase advertisements, bumper stickers, posters, or similar promotional items that advocate an election result or urge voters to take any action in support of or in opposition to a measure.

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Political activity related to District bond measures shall, in addition to the above, be subject to the following conditions:

1. The Superintendent or designee may research, draft, and prepare a District bond measure or other initiative for the ballot, but shall not use District resources to influence voters or otherwise campaign for the measure.
2. Upon request, Board members and District administrators may appear at any time before a citizens' group to explain why the Board called for an election on a bond measure and to answer questions. (Education Code 7054.1)

If the presentation occurs during working hours, the employee representing the District shall not urge a citizens' group to vote for or against the bond measure.

3. The Board or any individual Board member may file a written argument for the ballot that is either for or against any school measure. (Elections Code 9501) An individual Board member shall specify that he/she is filing the written argument in his/her individual capacity.

**B. Legislation**

The Board's responsibility as an advocate for the District may include lobbying and outreach at the state, national, and local levels. The Board and Superintendent or designee shall work to establish and maintain ongoing relationships with elected officials, community leaders, and the media to communicate District positions and concerns.

The Board and Superintendent may develop an action plan to define expectations and responsibilities for advocacy. This plan may include, but is not limited to, legislative priorities, strategies for outreach to the media and community, development of key messages and talking points, and adoption of positions on specific legislation, regulations, or budget proposals.

To strengthen legislative advocacy efforts, the District may work with organizations and coalitions and may join associations whose representatives lobby on behalf of their members in accordance with Government Code section 53060.5.

The District may provide fair and impartial information about legislative issues affecting schools and children.

As necessary, the Board may direct the Superintendent or designee to draft legislative or regulatory proposals which serve the District's interests.

**C. Legal Advocacy**

The Board recognizes that some issues are more appropriately addressed judicially rather than legislatively. When a legal issue is likely to set a state or national precedent, the District may, with

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Board approval, join with other school districts or parties to resolve the issue through litigation or other appropriate means.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

7050-7058 Political activities of school officers and employees, including:

7054 Use of district property

7054.1 Requested appearance

7056 Soliciting or receiving political funds

35160 Authority of governing boards

35172 Promotional activities

**ELECTIONS CODE**

9501 School district elections, arguments for or against a measure

**GOVERNMENT CODE**

8314 Unlawful use of state resources

53060.5 Attendance at legislative body; expenses

54953.5 Right to record proceedings

54953.6 Broadcasts of proceedings

81000-91015 Political Reform Act, including:

82031 Definition of independent expenditure

**CODE OF REGULATIONS, TITLE 2**

18600-18640 Lobbyists

18901.1 Campaign related mailings sent at public expense

**COURT DECISIONS**

Vargas v. City of Salinas (2009) 46 Cal. 4th 1

Santa Barbara County Coalition Against Automobile Subsidies v. Santa Barbara County Association of Governments (2008) 167 Cal.App.4th 1229

Yes on Measure A v. City of Lake Forest (1997) 60 Cal.App.4th 620

Choice-in-Education League et al v. Los Angeles Unified School District (1993) 17 Cal.App.4th 415

League of Women Voters v. Countywide Criminal Justice Coordination Committee (1988) 203 Cal.App.3d 529

Miller v. Miller (1978) 87 Cal.App.3d 762

Stanson v. Mott (1976) 17 Cal. 3d 206

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**ATTORNEY GENERAL OPINIONS**

88 Ops.Cal.Atty.Gen. 46 (2005)

73 Ops.Cal.Atty.Gen. 255 (1990)

Doc# 40950-4 (08/2020, 03/2011)



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~~COMMUNITY RELATIONS~~~~DISTRICT ORGANIZATION & GOALS~~~~Organizational Charts & Functions~~

**CITIZEN ADVISORY COUNCILS AND & COMMITTEES RELATIONSHIP TO  
DISTRICT LINES OF AUTHORITY**

**PURPOSE:** To ~~establish~~ set forth the policy for citizen advisory councils and committees.

The Board ~~District declares its intent in establishing~~ recognizes that citizen advisory councils and committees enable the Board and District administration to better understand the interest and concerns of ~~to share responsibility for decisions which affect the schools and the District with the community, staff and students.~~ This policy applies to citizen advisory councils and committees, including but not limited to, any advisory committees established pursuant to Education Code sections 56190-56194 related to special education, any committees established pursuant to Education Code sections 17387-17391 related to the use or disposition of excess real property, any citizens' oversight committees established to examine the expenditure of general obligation bond or school facilities improvement bond revenues, and school site councils established pursuant to Education Code sections 65000-65001.

The Board shall establish citizen advisory councils or committees when required by law, ~~to strengthen the effectiveness of District and school operations, or to enhance student learning.~~ In its discretion, the Board may establish advisory councils or committees that are not required by law. The purpose of any such councils or committees shall be clearly defined and aligned to the District's vision, mission, and goals. The Board may dissolve any advisory council or committee not required by law when the council or committee has fulfilled its duties or at any time the Board determines to dissolve it ~~deems it necessary.~~

The Superintendent or designee may establish advisory councils or committees, which shall report to him/her ~~in accordance with law, Board policy, and administrative regulation.~~

Citizen advisory councils and committees shall serve in an advisory capacity; they may make recommendations, but their actions shall not be binding on the Board or Superintendent. They shall comply with District policies and regulations, and, as applicable, with the Ralph M. Brown Act and other laws.

Unless required by law, citizen advisory ~~C~~councils and committees shall not be standing committees. They shall be established for specific purposes ~~to~~, make recommendations and act in an advisory capacity. Councils and committees shall function on behalf of the schools or the District only through established lines of authority. Councils and committees shall advise and report on only those programs which relate to the specific purpose of the council or committee.

To the extent the law and ~~G~~guidelines for certain ~~S~~state and/or ~~F~~federal programs require citizen advisory councils or committees, ~~such~~ such councils or committee will be organized in accordance with ~~S~~state and/or ~~F~~federal guidelines ~~unless such are in conflict with the policies of the Board.~~



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Councils and/or ~~C~~committees for ~~S~~state and/or ~~F~~federal programs shall advise and report only on those programs which relate to the specific purposes of the council or committee.

~~All policies of the Board, including those establishing lines of authority and job responsibility, shall apply throughout the District for State and Federal categorical as well as District funded schools and departments.~~

~~Actions taken by all councils and committees shall be in accord with policies adopted by the Board and administrative regulations established to implement the policies.~~

Adopted: 07/23/1975

Reviewed: 01/14/2009

Amended: 06/28/1978, 06/08/1992, 08/12/1992, 08/10/2005, 09/26/2007, \_\_/\_\_/\_\_ (BP 1203  
renumbered as BP 1220)

~~Education Code section 52870~~

**EDUCATION CODE**

8070 Career technical education advisory committee

11503 Parent involvement program

15278-15282 Citizens' oversight committee

15359.3 School facilities improvement districts

17387-17391 Advisory committees for use of excess school facilities

35147 School site councils and advisory committees

44032 Travel expense payment

52060 Local Control and Accountability Plan

52063 Local Control and Accountability Plan

52176 Advisory committees, limited-English proficient students program

54425 Advisory committees, compensatory education

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

62002.5 Continuing parent advisory committees

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

**GOVERNMENT CODE**

810.2 Tort claims act, definition employee

810.4 Tort claims act, definition employment

815.2 Injuries by employees within scope of employment

820.9 Members of local public boards not vicariously liable

6250-6270 California Public Records Act

54950-54963 Brown Act

**UNITED STATES CODE, TITLE 42**

1758b Local wellness policy

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**COURT DECISIONS**

Frazer v. Dixon Unified School District (1993) 18 Cal.App.4th 781

Doc# 40842-5 (08/2020, 07/2007)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL~~ COMMUNITY RELATIONS  
SCHOOL-CONNECTED ORGANIZATIONS**

**PURPOSE:** To set forth the policy regarding ~~provide guidelines for~~ organizing and operating school-connected organizations in the District.

The ~~Governing~~ Board recognizes that parents/guardians and community members may wish to organize foundations, parent-teacher organizations, and/or booster clubs ~~to for the purpose of supporting~~ District schools and their co-curricular ~~and/or extracurricular~~ programs, such as athletic teams, debate teams, or musical groups. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting school activities and helping to achieve the school's vision for student learning.

A school-connected organization shall obtain the written approval of the Superintendent or designee before soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a District school or the students at that school. (Education Code 51521) The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and District program. School-connected organizations shall consult with the principal to determine school needs and priorities.

Each school within the District may have a single nonprofit organization operating under Section 501(c) (3) of the Internal Revenue Code. Other groups wishing to organize for the purpose of supporting the school will operate under the umbrella of that single nonprofit organization. Activities by school-connected organizations shall not conflict with law, ~~District Board Policies and, Administrative Regulations~~, or any rules of the sponsoring school.

A school-connected organization, other than an associated student body or other student organization, shall be established and maintained as a separate entity from the school and District. Activities by school-connected organizations shall be conducted in accordance with law, District policies and regulations, and any rules of the sponsoring school.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

The Superintendent ~~or designee~~ shall adopt regulations ~~implement internal~~ setting forth procedures for establishing and operating ~~for all~~ school-connected organizations.

Adopted: 12/12/2007

Reviewed: 04/01/2009

Amended: 03/26/2008, \_\_/\_\_/\_\_\_\_ (BP 9213 renumbered as BP 1230)

**~~Legal Reference:~~**

~~Education Code sections 200-262.5, 35160, 8130-38138, 48931-48932, 49431, 49431.2-49431.5, 51520, 51521~~

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~~Business and Professions Code sections 17510-17510.95, 25608~~

~~Government Code sections 12580-12599.7~~

~~Penal Code sections 319-329~~

~~Code of Regulations, Title 5, sections 4900-4965, 15500, 15501~~

~~Code of Regulations, Title 11, sections 300-312.1~~

~~United States Code, Title 20, sections 1681-1688~~

**EDUCATION CODE**

200-262.4 Prohibition of discrimination on the basis of sex

35160 Authority of governing boards

38130-38138 Civic Center Act, use of school property for public purposes

48931 Authorization for sale of food by student organization

48932 Authorization for fund-raising activities by student organization

49011 Student fees

49431-49431.7 Nutritional standards

51520 Prohibited solicitation on school premises

51521 Fund-raising project

**BUSINESS AND PROFESSIONS CODE**

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

**GOVERNMENT CODE**

12580-12599.7 Fundraisers for Charitable Purposes Act

**PENAL CODE**

319-329 Lottery, raffle

**CODE OF REGULATIONS, TITLE 5**

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside the federal meals program

**CODE OF REGULATIONS, TITLE 11**

300-312.1 Fundraising for charitable purposes

**UNITED STATES CODE, TITLE 20**

1681-1688 Discrimination based on sex or blindness, Title IX

**CODE OF FEDERAL REGULATIONS, TITLE 7**

210.11 Competitive food services

220.12 Competitive food services

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**COURT DECISIONS**

**Serrano v. Priest (1976) 18 Cal. 3d 728**

Doc# 40843-4 (04/2020, 05/2016)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL~~ COMMUNITY RELATIONS  
VOLUNTEER ASSISTANCE**

**PURPOSE:** To encourage community members to enrich the educational experience of students while strengthening the schools' relationships with the community.

The ~~Governing~~ Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with ~~our~~ District students. Community volunteers in ~~our~~ District schools enrich the educational program, contribute to school safety, and strengthen ~~our~~ the schools' relationships with the community. The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

No person has any right to provide, nor is the District obligated to accept, volunteer services. A person also has no right to a particular volunteer assignment, event, location or classroom.

Volunteers shall ~~comply~~ ~~in accordance~~ with state and federal laws, District policies and regulations, and school rules, including but not limited to Board Policy No. 12509202 (~~School~~ Visitors/Public Attendance at District Events) and Board Policy No. 1250.19210 (Civility Policy), and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of ~~regularly authorized~~ classified employees who have been laid off.

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military, ~~and~~ veteran status, and other legally protected status. (Government Code 12940(j))

The Superintendent ~~or designee~~ shall establish ~~administrative~~ regulations regarding ~~volunteers setting forth procedures to protect the safety of students and adults in accordance with applicable laws~~, including requirements for recruiting, screening, and placing volunteers.

The Board desires to provide a safe environment for volunteers and minimize the ~~d~~ District's exposure to liability. Upon the ~~annual~~ adoption of a resolution by the Board, volunteers shall be entitled to workers' compensation benefits for any injury sustained while engaged in the performance of service for the District. (Labor Code 3364.5)

Adopted: 08/24/2005

Reviewed: 03/06/2007, 10/01/2008, 05/18/2010, 11/10/2010

Amended: 05/10/2017, \_\_/\_\_/\_\_\_\_ (BP 9212 renumbered as BP 1240)

**EDUCATION CODE**

8482-8484.6 After School Education and Safety program

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8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

~~44227.5 Classroom participation by college methodology faculty~~

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

45340-45349 Instructional aides

45360-45367 Teacher aides

48981 Parental notifications

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

**GOVERNMENT CODE**

~~3100-3109 Oath or affirmation of allegiance~~

3543.5 Prohibited interference with employees' rights

12940 Prohibited discrimination and harassment

**HEALTH AND SAFETY CODE**

1596.7995 Immunization requirements for volunteers in child care center or preschool

1596.871 Fingerprints of individuals in contact with child day care facility clients

**LABOR CODE**

1720.4 Public works; exclusion of volunteers from prevailing wage law

3352 Workers' compensation; definitions

3364.5 Authority to provide workers' compensation for volunteers ~~Persons performing voluntary services for school districts~~

**PENAL CODE**

290 Registration of sex offenders

290.4 Information regarding sex offenders

290.95 Disclosure by person required to register as sex offender

626.81 Sex offender; permission to volunteer at school

**CODE OF REGULATIONS, TITLE 22**

101170 Criminal record clearance

101216 Health screening, volunteers in child care centers

**~~UNITED STATES CODE, TITLE 20~~**

~~6319 Qualifications and duties of paraprofessionals, Title I programs~~



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**PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS**  
**Whisman Elementary School District (1991) PERB Decision No. 868**

Doc# 40844-5 (08/2020, 12/2014)





**CLOVIS UNIFIED  
SCHOOL DISTRICT**~~SCHOOL~~ COMMUNITY RELATIONS~~Community Relations~~~~SCHOOL~~ VISITORS/PUBLIC ATTENDANCE AT DISTRICT EVENTS

**PURPOSE:** To establish procedures for school visitors and public attendance at District events.

The Board welcomes and encourages visits to District school campuses and sites by parents, other adult residents of the community, and interested educators. However, ~~in order~~ for the educational program to continue undisturbed when visitors are present, and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls. The Superintendent, therefore, shall establish ~~Administrative R~~egulations that will protect pupils and employees of the District from disruption to the educational program or the efficient conduct of their assigned tasks.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

Except as permitted by law, no electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

In accordance with Penal Code section 626.7, the principal or designee may request that any individual who is causing a disruption, including but not limited to, exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Any person who is required to register as a sex offender pursuant to Penal Code section 290, including a parent/guardian of a District student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission. The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Public Attendance at District Events

The Board welcomes the attendance of parents and members of the community at athletic and other public events held by the schools and District administration. To maintain order and preserve the facilities of the District during the conduct of such events, the Board expects ~~has determined~~ that all persons attending such events must treat each other and District facilities with respect and civility.

The Board declares as follows:

1. On-Site Public Events: Any person attending a public event at District facilities and hosted by a school and/or District administration shall comply with District policies, including but not limited to, ~~with the School Visitors Policy (Board Policy No. 9202) and the Civility~~

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Policy (Board Policy No. 1250.19240). Any person who engages in conduct that violates this policy ~~the School Visitors Policy~~ or the Civility Policy shall be subject to the applicable procedures and actions set forth in those ~~board~~-policies. Further, the Superintendent or ~~his/her~~ designee(s) may bar any parent or member of the public who engages in conduct that violates this policy ~~the School Visitors Policy~~ or the Civility Policy from attending future public events hosted by a school and/or District administration, whether they are held on or off District facilities.

2. Off-Site Public Events: Any person attending a public event hosted by a District school and/or District administration at a location other than at District facilities shall comply with the Civility Policy (Board Policy No. 1250.19240). Any person who engages in conduct that violates the Civility Policy shall be subject to the procedures and actions set forth therein. In addition to the procedures and actions set forth in the Civility Policy, the Superintendent or ~~his/her~~ designee(s) may take one or all of the following actions:
  - a. Direct any parent or member of the public who engages in unacceptable or disruptive behavior to promptly leave the premises where the public event is being held.
  - b. Notify and/or seek the assistance of law enforcement officials or private security personnel in resolving any incident involving a violation of the Civility Policy.
  - c. Bar any parent or member of the public who engages in unacceptable or disruptive behavior from attending future public events held by schools in the District and/or District administration, whether on or off District schools and facilities.
3. No Alcoholic Beverages and Illegal Betting: In compliance with the law, the Board directs that no alcoholic beverage be consumed at any function, event, or activities, sponsored by the District, nor any illegal betting occur on District schools and premises.

Adopted: 07/23/1975

Reviewed: 05/02/2007, 10/01/2008, 11/10/2010

Amended: 11/06/1991, 04/12/2000, 03/24/2004,     /    /     (BP 9202 renumbered as BP 1250;  
all contents of BP 9204 moved to BP 1250)

~~Education Code sections 32210, 32211-32212, 35160-35160.1  
44810, 44811, 44901.4~~

~~Penal Code sections 71, 243.5, 415.5, 626.2, 626.4, 626.7  
626.8, 627.7, 653g~~

**EDUCATION CODE**

32210 Willful disturbance of public school or meeting

32211 Threatened disruption or interference with classes; misdemeanor

32212 Classroom interruptions

35160 Authority of governing boards

## **CLOVIS UNIFIED SCHOOL DISTRICT**

35292 Visits to schools (board members)  
49091.10 Parental right to inspect instructional materials and observe school activities  
51101 Parent Rights Act of 2002  
51512 Prohibited use of electronic listening or recording device

### **EVIDENCE CODE**

1070 Refusal to disclose news source

### **LABOR CODE**

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

### **PENAL CODE**

290 Sex offenders  
626-626.10 Schools  
626.81 Misdemeanor for registered sex offender to come onto school grounds  
627-627.10 Access to school premises, especially:  
627.1 Definitions  
627.2 Necessity of registration by outsider  
627.7 Misdemeanors; punishment

### **COURT DECISIONS**

Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652

### **ATTORNEY GENERAL OPINIONS**

95 Ops.Cal.Atty.Gen. 509 (1996)

Doc# 40845-5 (08/2020, 12/2014)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL~~ COMMUNITY RELATIONS  
CIVILITY POLICY**

**PURPOSE:** To promote and maintain mutual respect, civility, and orderly conduct among District employees, parents, and the public.

~~This policy~~The Board is committed to and promotes mutual respect, civility, and orderly conduct among District employees, parents, and the public. It encourages positive communication and discourages disruptive, volatile, or hostile communications or actions. The Board seeks public cooperation with this endeavor.

District staff will maintain orderly educational and administrative processes, keep schools and administrative offices free of disruptions, and prevent unauthorized persons from entering school campuses and premises of the District. ~~Members of the Clovis Unified School~~ District staff will treat parents and other members of the public with respect and expect the same in return.

This policy is not intended to deprive any person of his/her right to freedom of expression, but only to maintain a safe, harassment-free environment for our students, staff, parents and the public. ~~The Clovis Unified School District encourages positive communication and discourages disruptive, volatile or hostile communications or actions. The District seeks public cooperation with this endeavor. The District is committed to maintaining orderly educational and administrative processes, keeping schools and administrative offices free of disruptions, and preventing unauthorized persons from entering school campuses and premises of the District.~~ To maintain a safe, non-disruptive, and harassment-free environment for students, staff, parents, and the public, the Superintendent shall establish regulations that will promote mutual respect, civility, and orderly conduct among District employees, parents, and the public.

Adopted: 02/24/1999

Reviewed: 03/06/2007, 10/01/2008

Amended: 03/24/2004, 11/16/2011, \_\_/\_\_/\_\_ (BP 9210 renumbered as BP 1250.1)

**EDUCATION CODE**

32210, ~~32211~~-32212; Willful disturbance, public schools or meetings

35160-35160.1 Governing board powers and duties

44014; Reporting of assault or threats upon school district or county superintendent of schools employees

44810,-44811 Disruption upon school ground or schoolhouse

**PENAL CODE**

71; Threats or injury of public or private educational institution officer or employee

243.5; Assault and battery

415.5; Crimes against the public peace

626.2,-626.4, 626.7626.8, 626.81, 626.85; Disruption of schools

626.9; Gun-Free School Zone Act



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627.7; Access to school premises  
653m Other and miscellaneous offenses

UNITED STATES CODE  
20 U.S.C. ~~79617151~~ Gun free requirement

Doc# 40846-5 (08/2020, None)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
EDUCATIONAL FOUNDATIONS**

**PURPOSE:** To support and define the District's relation with educational foundations.

The Board recognizes the importance of community support of District programs, including voluntary financial contributions, to assist the District in achieving its goals for student learning.

The Board desires to work cooperatively with educational foundations in determining the purposes for which funds may be used to meet the changing needs of the District and its students. The Board recognizes that an educational foundation is a separate legal entity, independent of the District. Foundations are encouraged to provide regular reports to the Board on the status of its work and to communicate ways that the District can help support the foundation's activities.

With the consent of the Superintendent or designee, the educational foundation, as appropriate, may use the District's name, a school's name, a school team's name, or any logo attributable to a school or the District.

The Board supports foundation allocations that serve District schools.

Adopted:   /  /  

**EDUCATION CODE**

38130-38138 Civic Center Act, use of school property for public purposes

**BUSINESS AND PROFESSIONS CODE**

12580-12599.7 Fundraisers for Charitable Purposes Act

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

**PENAL CODE**

319-329 Lottery, raffle

**CODE OF REGULATIONS, TITLE 11**

300-312.1 Fundraising for charitable purposes

**COURT DECISIONS**

Serrano v. Priest (1976) 18 Cal. 3d 728

Doc# 40847-3 (08/2020, 07/2007)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL COMMUNITY RELATIONS~~****~~FORMAL COMPLAINTS REGARDING DISTRICT EMPLOYEES PERSONNEL AND PRACTICES~~**

**PURPOSE:** To establish a process for the ~~expeditious~~ ~~prompt and equitable~~ resolution of complaints regarding District ~~employees personnel and practices~~.

~~It is the Governing~~ The Board's policy ~~is to provide~~ ~~develop and publish~~ a ~~complaint~~ process for the ~~expeditious~~ ~~prompt and equitable~~ resolution of complaints filed by pupils, employees, parents/guardians, and the public regarding District ~~employees personnel and practices~~ pursuant to the procedures in the administrative regulation to this policy.

The Superintendent or designee will not investigate a complaint that is filed anonymously unless there is specific and reliable information, and/or consideration of other pertinent factors warrant an investigation.

Upon receipt of a complaint, the Superintendent or designee shall determine whether the complaint is against the District and/or a District employee and whether it should be handled pursuant to this policy and the accompanying administrative regulation. Complaints regarding subject matters that are addressed by other policies shall be handled using the procedures set forth in the applicable policy and administrative regulation.

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except ~~to for~~ the extent necessary to investigate the complaint. ~~The District will not investigate anonymous complaints unless it so desires.~~

**Complaints not covered by this policy**

This policy does not apply to the following types of complaints:

- ~~1) Complaints regarding materials used in the instruction of pupils (see Board Policy No. 3306—Reconsideration of Learning Resources)~~
- ~~2) Complaints regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancies or misassignments, or the failure to provide intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12 (see Board Policy No. 9211, Uniform Complaint Procedures Regarding Areas Included in Williams Settlement)~~
- ~~3) Pupil sexual harassment complaints (see Board Policy/Administrative Regulation No. 2111—Sexual Harassment)~~
- ~~4) Employee sexual harassment complaints (see Board Policy/Administrative Regulation No. 6301—Sexual Harassment)~~

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~~5) Complaints alleging violation of federal or state laws or regulations governing the following educational programs, including allegations of unlawful discrimination in the programs and activities receiving state funds:~~

~~a) Adult basic education~~

~~b) Consolidated categorical aid programs~~

~~e) Migrant education~~

~~d) Career Technical and Technical Education and Career Technical Training Programs~~

~~e) Child care and development programs~~

~~f) Child nutrition programs~~

~~g) Special education programs~~

~~h) Federal School Safety Plan Requirements~~

~~(See: Board Policy/Administrative Regulation No. 9208 – Uniform Complaint Procedures Regarding Programs/Discrimination)~~

Adopted: 11/14/1984

Reviewed: 01/11/1989, 02/22/2006, 01/14/2009, 06/15/2010, 01/25/2012

Amended: 04/10/1991, 05/13/1992, 08/02/1995, 09/22/1999, 12/15/2004, 01/23/2008,  
01/15/2014, \_\_/\_\_/\_\_\_\_ (BP 9207 renumbered as BP 1312.1)

**EDUCATION CODE**

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

**GOVERNMENT CODE**

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

**PENAL CODE**

273 Cruelty or unjustifiable punishment of child

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11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

COURT DECISIONS

Baca v. Moreno Valley Unified School District (1996) 936 F. Supp. 719

Doc# 40851-4 (05/2020, 05/2019)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS CURRICULUM SERVICES AND INNOVATIONS Instructional  
Materials and Equipment  
COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS RECONSIDERATION  
OF LEARNING RESOURCES**

**PURPOSE:** To establish a procedure for parents, community members, or employees to submit complaints concerning the content or use of District instructional materials ~~formally challenge learning resources used in the District's educational program on the basis of appropriateness.~~

The Board recognizes the importance of age and developmentally appropriate instructional materials that are aligned with the adopted core curriculum. The Board uses a comprehensive process to adopt District instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians, community members, and employees.

The Board authorizes the Superintendent or designee to ~~use~~ enlist the ~~following~~ procedures set forth in the accompanying administrative regulation when parents/guardians, community members, or employees submit ~~dispute the appropriateness of materials being used in the instruction of students.~~ complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment. ~~The procedure in t~~ This Board Policy is for the purpose of considering the opinions of parents/guardians, community members, and employees ~~those persons in the schools and the community~~ who are not directly involved in the selection process for instructional materials.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

For complaints regarding alleged deficiencies of textbooks and ~~related to~~ instructional materials, the procedure ~~listed~~ in Board Policy and Administrative Regulation No. 1312.4 9214 – Williams Uniform Complaint Procedures shall apply ~~(Instructional Materials, Conditions of Facilities, and Teacher Vacancies or Misassignments)~~ should be followed.

**A. Request for Informal Reconsideration**

- ~~1. The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.~~
  - ~~a. The principal or library media teacher shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.~~

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- ~~b. The principal or other appropriate staff shall explain the particular learning function the questioned resourcee serves in the education program, its intended educational usefulness, and additional information regarding its use, or refer the party to someone who can identify and explain the use of the resourcee.~~

**~~B. Request For Formal Reconsideration~~**

- ~~1. If resolution is not obtained through the informal reconsideration procedure and the questioner wishes to file a formal challenge, the site principal shall provide the questioner with a copy of the District Selection of Learning Resources Policy and a District Request for Reconsideration of Learning Resources Form.~~
- ~~2. The Request for Reconsideration of Learning Resources Form shall be completed and signed by the questioner and filed with the principal.~~
- ~~3. The Associate Superintendent Curriculum Services and Innovations shall be informed of the filing of the Request for Reconsideration of Learning Resources Form, along with the Administrator Elementary Curriculum and Professional Development or the Administrator Secondary Curriculum and Professional Development, as appropriate.~~
- ~~4. Within five business days of the filing, the principal shall submit a copy of the form to the Reconsideration Committee.~~
- ~~5. The Reconsideration Committee shall be made up of ten members including:~~
  - ~~a. The Administrator Elementary Curriculum and Professional Development, the Administrator, Secondary Curriculum and Professional Development, and the Coordinator, Instructional Resources and Library Services.~~
  - ~~b. A District principal designated annually by the Administrator Elementary Curriculum and Professional Development and/or the Administrator Secondary Curriculum and Professional Development.~~
  - ~~c. District library media teacher designated annually by the Associate Superintendent Curriculum Services and Innovations.~~
  - ~~d. Five members of the community designated by the Associate Superintendent Curriculum Services and Innovations.~~
- ~~6. Access to challenged material shall not be restricted during the reconsideration process.~~
- ~~7. The Administrator Elementary Curriculum and Professional Development or the Administrator Secondary Curriculum and Professional Development shall distribute copies of challenged material as available.~~



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- ~~8. After the Committee has reviewed the challenged material a conference shall be arranged with the Reconsideration Committee and the
  - ~~a. Site principal,~~
  - ~~b. Site library media teacher and/or other appropriate staff, and~~
  - ~~c. Questioner~~~~
- ~~9. The sole criteria for the Committee's decision shall be the appropriateness of the material for its intended educational use. The Reconsideration Committee's decision shall be:
  - ~~a. To take no removal action;~~
  - ~~b. To remove the challenged material from the total school environment;~~
  - ~~c. To allow students to use alternate titles, approved by school personnel involved; or~~
  - ~~d. To limit the educational use of the challenged material.~~~~
- ~~10. If not satisfied with the decision of the Reconsideration Committee, the questioner may request that the matter be reviewed by the Associate Superintendent Curriculum Services and Innovations and the Associate Superintendent School Leadership. The decision of the Associate Superintendents on a piece of literature or material shall be final.~~
- ~~11. Before the Committee can accept a request to review materials the Committee has reviewed within the last five years, a majority of the Committee members must agree to do so. Every Request for Reconsideration of Learning Resources Form shall be acted upon by the Reconsideration Committee.~~

Adopted: 06/21/1995

Amended: 02/11/2004, 12/12/2007, 01/27/2016, \_\_/\_\_/\_\_\_\_ (BP 3306 renumbered as BP 1312.2)

**EDUCATION CODE**

- 18111 Exclusion of books by governing board
- 35010 Control of district; prescription and enforcement of rules
- 35186 Williams Uniform Complaint Procedures
- 44805 Enforcement of course of studies; use of textbooks, rules and regulations
- 51501 Subject matter reflecting on race, color, etc.
- 60000-60005 Instructional materials, legislative intent
- 60040-60048 Instructional requirements and materials
- 60119 Public hearing on sufficiency of materials

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60200-60206 Elementary school materials

60226 Requirements for publishers and manufacturers

60400-60411 High school textbooks

60510-60511 Donation of sale of obsolete instructional materials

Doc# 40852-5 (08/2020, 03/2006)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL~~ COMMUNITY RELATIONS****~~Community Relations~~ UNIFORM COMPLAINT PROCEDURES ~~REGARDING~~  
~~PROGRAMS/DISCRIMINATION~~**

**PURPOSE:** To establish ~~uniform complaint~~ procedures for resolving complaints that are required to be resolved through the District's uniform complaint procedures ~~seertain~~  
~~state and federal programs and unlawful discrimination.~~

The Board recognizes that the District has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**A. Complaints Subject to Uniform Complaint Procedures**

The District's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging District violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the District, including:
  - a. Adult education programs.
  - b. After School Education and Safety programs.
  - c. Agricultural career technical education.
  - d. American Indian education centers and early childhood education program assessments.
  - e. Bilingual education.
  - f. California Peer Assistance and Review programs for teachers.
  - g. State career technical and technical education, career technical, and technical training programs.
  - h. Federal career technical education.
  - i. Childcare and development programs.
  - j. Child nutrition programs.
  - k. Compensatory education.
  - l. Consolidated categorical aid programs.
  - m. Economic Impact Aid.
  - n. The federal Every Student Succeeds Act.
  - o. Migrant education.
  - p. Regional Occupational Centers and Programs.
  - q. School safety plans.
  - r. Special education programs.
  - s. California State Preschool Programs.
  - t. Tobacco-Use Prevention Education programs.
  - u. Any other District-implemented state categorical program that is not funded

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through the local control funding formula pursuant to Education Code section 64000.

2. Any complaint, by a student, employee, or other person participating in a District program or activity, alleging the occurrence of unlawful discrimination. (5 CCR 4610)
3. Any complaint alleging District noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student. (Education Code 222)
4. Any complaint alleging District noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code section 46015. (Education Code 46015)
5. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
6. Any complaint alleging District noncompliance with applicable requirements of Education Code sections 52060-52077 related to the implementation of the local control and accountability plan. (Education Code 52075)
7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding. (Education Code 64000-64001, 65000-65001)
8. Any complaint, by or on behalf of a student who is a foster youth, as defined in Education Code section 51225.2, alleging District noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the District's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, District, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
9. Any complaint, by or on behalf of a student who transfers into the District after the second year of high school and is a homeless child or youth as defined in 42 USC section 11434a, a former juvenile court school student currently enrolled in the District, a child of a military family as defined in Education Code section 49701, or a migrant student as defined in Education Code section 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code section 51225.2 in the third or fourth year of high school, alleging District noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation



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requirements. (Education Code 51225.1)

10. Any complaint, by or on behalf of a student who is a homeless child or youth, a former juvenile court school student, a child of a military family, a migrant child, or a newly arrived immigrant student who is participating in a newcomer program, alleging District noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, District, or country. (Education Code 51225.2)
11. Any complaint alleging District noncompliance with the requirements of Education Code sections 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions. (Education Code 51228.3)
12. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in elementary school. (Education Code 51210, 51223)
13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.

The Superintendent or designee shall ensure that employees ~~responsible for compliance and/or designated to receive and~~ investigation~~se~~ of complaints are knowledgeable about the laws and programs for which they are assigned to investigate~~responsible~~. (5 CCR 4621) Such employees may have access to legal counsel as determined by the Superintendent or designee.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR sections 4631 and 4633.

~~The District shall investigate and seek to resolve complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws related to all programs and activities implemented by the District that are subject to the Uniform Complaint Procedure, which include the following:~~

- ~~1. Adult Basic Education~~
- ~~2. Consolidated Categorical Aid Programs~~
- ~~3. Migrant Education~~
- ~~4. Career Technical and Technical Education and Career Technical Training Programs~~

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- ~~5. Child Care and Development Programs~~
- ~~6. Child Nutrition Programs~~
- ~~7. Special Education Programs~~
- ~~8. School Safety Planning Requirements of Title IV of Every Student Succeeds Act/No Child Left Behind~~
- ~~9. Student Fees~~
- ~~10. Local Control and Accountability Plans (LCAP)~~
- ~~11. Exemption from Graduation Requirements and Award of Coursework Credits for Pupils Who are in Foster Care, Homeless Children or Youth, Former Juvenile Court School Pupils, Children of Military Families, or Migratory Children Pursuant to Education Code section 51225.1~~
- ~~12. Accommodation for Pregnant and Parenting Pupils~~
- ~~13. Reasonable Accommodation to lactating pupils~~
- ~~14. Assignment to Course without Educational Content or to Course Previously Satisfactorily Completed (without meeting certain requirements)~~
- ~~15. Physical Education Instructional Minutes~~
- ~~16. Graduation Requirements for Former Juvenile Court School Students~~
- ~~17. After School Education and Safety~~
- ~~18. Agriculture Vocational Education~~
- ~~19. American Indian Education Centers and Early Childhood Program Assessments~~
- ~~20. Bilingual Education~~
- ~~21. California Peer Assistance and Review Programs for Teachers~~
- ~~22. Compensatory Education~~
- ~~23. Economic Impact Aid~~
- ~~24. English Learner Programs~~

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~~25. Every Student Succeeds Act/No Child Left Behind (Titles I-VII)~~

~~26. Regional Occupational Centers and Programs~~

~~27. Deficiencies related to preschool health and safety issues for California State Preschool Program pursuant to Education Code section 8235.5~~

~~28. Tobacco Use Prevention Education~~

~~The District shall also follow the Uniform Complaint Procedure when addressing complaints of unlawful discrimination, harassment, intimidation and bullying for protected groups identified in Education Code sections 200 and 220, and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55, or any other basis provided by law, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by the District, which is funded directly by, or that receives or benefits from any state financial assistance. The District shall investigate and seek to resolve complaints at the local level.~~

**B. Non-UCP Complaints**

When an allegation that is not subject to UCP is included in a UCP complaint, the District shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the District's UCP. Non-UCP complaints and/or allegations shall be investigated and resolved using the procedures set forth in the applicable policy and administrative regulation.

~~The District's Uniform Complaint Procedure does not apply to the following types of complaints:~~

- ~~1. Complaints regarding materials used in the instruction of pupils (see Board Policy No. 3306, Reconsideration of Learning Resources);~~
- ~~2. Complaints regarding alleged deficiencies related to instructional materials, the conditions of a facility that is not maintained in a clean or safe manner or in good repair, teacher vacancies or misassignments, and the provision of intensive instruction and services to students who have not passed one or both parts of the high school exit examination after the completion of grade 12 (see Board Policy No. 9211, Uniform Complaint Procedures Regarding Areas Included in Williams Settlement);~~
- ~~3. Employee complaints alleging sexual harassment (see Board Policy No. 6301, Sexual Harassment);~~
- ~~4. Pupil complaints alleging sexual harassment (see Board Policy/Administrative Regulation No. 2111, Sexual Harassment), and~~



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~~5. Complaints by the public regarding District personnel and practices (see Board Policy No. 9207, Formal Complaints Regarding District Personnel and Practices).~~

Discrimination issues involving Title IX of the Educational Amendments of 1972 shall be referred to the U. S. Office of Civil Rights (OCR). Title IX complaints shall only be referred to the OCR if there is no state discrimination law or regulation at issue. Unless otherwise negotiated through a memorandum of understanding/agreement, a preliminary inquiry and/or investigation concerning these complaints shall be conducted by OCR. The complainant shall be notified by certified mail if the complaint has been transferred to OCR by the Superintendent.

Complaints concerning special education programs shall be addressed in accordance with the regulations and procedures of the Special Education Local Planning Area (SELPA). However, the SELPA's complaint procedure must comply with the UCP ~~Uniform Complaint Procedures~~ outlined in this policy.

Complaints concerning student fees or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the applicable legal requirements governing student fees or LCAPs.

The following complaints shall not be subject to the District's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the county department of social services protective services division and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to department of social services and shall, for licensing-exempt facilities, be referred to the appropriate child development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the District in accordance with the procedures specified in applicable District policy and administrative regulation AR 4030 – ~~Nondiscrimination in Employment~~, including the right to file the complaint with the California Department of Fair Employment and Housing.

**C. No Retaliation**

The Board prohibits retaliation in any form for the filing of a complaint, the reporting of instances of discrimination, harassment, intimidation or bullying, or for participation in complaint procedures. ~~Such participation shall not in any way affect the status, grades, or work assignments~~

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~~of the complainant.~~ For allegations of retaliation based on the filing of a complaint, the District also shall follow the ~~UCP~~**Uniform Complaint Procedures**.

**D. Privacy/Confidentiality**

The Board acknowledges and respects pupil and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant alleging discrimination, harassment, intimidation, retaliation or bullying shall be kept confidential as appropriate and permitted by law.

~~The Superintendent or designee shall ensure that employees designated to receive and investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.~~

**Responsibilities of Complainant****The Complainant:**

- ~~1. Shall receive the District Complaint Procedures.~~
- ~~2. Shall file the Complaint in writing and follow the steps in the District Complaint Procedures Administrative Regulation.~~
- ~~3. May appeal to the state agency for resolution if he/she is dissatisfied with the decision of the District.~~
- ~~4. May appeal to the State Superintendent of Public Instruction if the complainant is dissatisfied with the determination of the state agency.~~

**Responsibilities of the District****The District:**

- ~~1. Shall designate a staff member to be responsible for complaint resolution.~~
- ~~2. Shall develop complaint procedures consistent with California Code of Regulations, Title 5, sections 4600-4670.~~
- ~~3. Shall inform pupils, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties at least annually of approved Uniform Complaint Procedures, including the opportunity to appeal the District's decision or to seek civil law remedies, including, but not limited to, injunctions, restraining orders, or other court orders which may be available to complainant. The District will make this information available by publication in its~~

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~~informational materials, including the Student and Parent Rights and Responsibilities Handbook that is available at the beginning of each school year. This information shall also be available on the District's web site at [www.eusd.com](http://www.eusd.com). Notification to appropriate private school officials or representatives shall be given at the annual consultation meeting between CUSD and private school officials.~~

- ~~4. Shall resolve the complaint through an informal complaint process or through the formal complaint procedures by completing an investigation and a written report within 60 calendar days of receipt of a formal complaint. The time period for completion may be extended by written agreement of the complainant.~~

~~The District's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.~~

- ~~5. Shall submit, on notification of an appeal, information requested by the California State Department of Education (CDE):-~~

- ~~a. The original complaint.~~
  - ~~b. A copy of the District's decision.~~
  - ~~c. A summary of the nature and extent of the investigation conducted by the District, if not covered in the District's decision.~~
  - ~~d. A copy of the investigation file, including but not limited to, all notes, interviews and documents submitted by the parties or gathered by the investigator.~~
  - ~~e. A report of any action taken to resolve the complaint.~~
  - ~~f. A copy of the Uniform Complaint Procedures.~~
  - ~~g. Such other relevant information as the CDE may require.~~
- ~~6. May appeal to the State Superintendent of Public Instruction if the District is dissatisfied with the state agency's decision.~~

Adopted: 07/08/1992

Reviewed: 10/14/2009

Amended: 04/10/1996, 09/22/1999, 04/24/2002, 07/19/2006, 01/23/2008, 02/27/2013,  
03/12/2014, 09/24/2014, 05/25/2016, 06/28/2017, 09/27/2017, 08/28/2019,  
\_\_\_/\_\_\_/\_\_\_ (BP 9208 renumbered as BP 1312.3)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****EDUCATION CODE**

200-262.4 Prohibition of discrimination  
8200-8498 Child care and development programs  
8500-8538 Adult basic education  
18100-18203 School libraries  
32280-32289 School safety plan, uniform complaint procedures  
33380-33384 California Indian Education Centers  
35186 Williams uniform complaint procedures  
44500-44508 California Peer Assistance and Review Program for Teachers  
46015 Parental leave for students  
48853-48853.5 Foster youth  
48985 Notices in language other than English  
49010-49014 Student fees  
49060-49079 Student records, especially:  
49069.5 Records of foster youth  
49490-49590 Child nutrition programs  
49701 Interstate Compact on Educational Opportunity for Military Children  
51210 Courses of study grades 1-6  
51223 Physical education, elementary schools  
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements  
51226-51226.1 Career technical education  
51228.1-51228.3 Course periods without educational content  
52060-52077 Local control and accountability plan, especially:  
52075 Complaint for lack of compliance with local control and accountability plan requirements  
52160-52178 Bilingual education programs  
52300-52462 Career technical education  
52500-52616.24 Adult schools  
54000-54029 Economic Impact Aid  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56865 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process; school plan for student achievement  
65000-65001 School site councils

**GOVERNMENT CODE**

11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act

**HEALTH AND SAFETY CODE**

1596.792 California Child Day Care Act; general provisions and definitions

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

1596.7925 California Child Day Care Act; health and safety regulations  
104420 Tobacco-Use Prevention Education

**PENAL CODE**

422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege

**CODE OF REGULATIONS, TITLE 2**

11023 Harassment and discrimination prevention and correction

**CODE OF REGULATIONS, TITLE 5**

3080 Applicability of uniform complaint procedures to complaints regarding students with disabilities  
4600-4670 Uniform complaint procedures  
4680-4687 Williams uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

**UNITED STATES CODE, TITLE 20**

1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6576 Title I Improving the Academic Achievement of the Disadvantaged  
6801-7014 Title III language instruction for limited English proficient and immigrant students  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
12101-12213 Title II equal opportunity for individuals with disabilities

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.107 Nondiscrimination on basis of disability; complaints

**CODE OF FEDERAL REGULATIONS, TITLE 34**

99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age

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~~Education Code 200-262.3 Prohibition of discrimination~~

~~Education Code section 32289 complaint of non-compliance with school safety planning~~

~~Education Code 46015 Pregnant and Parenting Pupils; accommodation rights; complaints of noncompliance-~~

~~Education Code 49060-49079 Student Records~~

~~Education Code 52075 Local Control Accountability Plan (LCAP) and Education Code 49010-49013 Student Fees~~

~~Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2 Homeless and Foster Youth, Former Juvenile Court School Pupils, Children of Military Families, Migratory Children~~

~~Education Code 51228.1, 51228.2 and 51228.3 Repeat of Previously Taken Course and Assignment to Course without Educational Content~~

~~Education Code 51210 and 51223 Elementary Physical Education Minutes~~

~~Education Code 222 Lactating Pupil~~

~~Code of Regulations Title 5 3080 Application of section 4600-4671~~

~~Code of Regulations Title 5 4600-4671 Uniform Complaint Procedures~~

~~Government Code 950-950.8 Actions against public employees~~

~~Government Code 54957-54957.8 Closed Sessions~~

~~Title VI, Civil Rights Act of 1964~~

~~Title IX, Education Amendments of 1972~~

~~Section 504, Rehabilitation Act of 1973~~

~~Code of Federal Regulations 200.74 and Part 300~~

~~General Education Provisions Act, 20 U.S.C. 1221 et seq., especially:~~

~~Family Education and Privacy Rights Act, 20 U.S.C. 1232g~~

Doc# 40853-5 (08/2020, 03/2019)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL COMMUNITY RELATIONS~~****~~WILLIAMS UNIFORM COMPLAINT PROCEDURES REGARDING AREAS  
INCLUDED IN THE WILLIAMS SETTLEMENT~~**

**PURPOSE:** To establish a uniform complaint procedure to resolve complaints specified in Education Code ~~section~~ 35186 regarding the Williams ~~S~~settlement.

The Board recognizes that the District has primary responsibility for ~~i~~ensuring that it complies with state and federal laws and regulations governing educational programs. Persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate.

The District shall follow ~~this complaint~~ procedures set forth in the accompanying administrative regulation only to investigate and resolve the following ~~to identify and resolve deficiencies in three primary areas:~~

1. Complaints regarding the insufficiency of textbooks and instructional materials. (Education Code 35186, 5 CCR 4681)
2. Complaint regarding teacher vacancy or misassignment. (Education Code 35186, 5 CCR 4682)
3. Complaints regarding, the condition of aschool facilities~~y that poses an emergency or urgent threat to the health and safety of students or staff, and teacher vacancy and misassignment.~~ (Education Code 35186, 5 CCR 4683)
4. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code section 1596.7925 and related state regulations. (Education Code 8235.5; Health and Safety Code 1596.7925)

Complaints regarding matters that do not fall under this policy shall be investigated and resolved using the procedures set forth in the applicable policy and administrative regulation. ~~This complaint procedure does not~~ apply to the following types of complaints:

- ~~1. Complaints regarding the appropriateness of learning resources or other instructional materials (see Board Policy No. 3306, Reconsideration of Learning Resources)~~
- ~~2. Employee complaints alleging sexual harassment (see: Board Policy/Administrative Regulation No. 6301, Sexual Harassment)~~
- ~~3. Pupil complaints alleging sexual harassment (see: Board Policy/Administrative Regulation No. 2111, Sexual Harassment)~~



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- ~~4. Complaints by the public regarding personnel or practices of the District (see: Board Policy/Administrative Regulation No. 9207, Formal Complaints Regarding District Personnel and Practices)~~
- ~~5. Complaints alleging District violation of certain state and federal programs and unlawful discrimination (see: Board Policy/Administrative Regulation No. 9208, Uniform Complaint Procedures Regarding Programs/Discrimination)~~

The Board prohibits retaliation in any form for the filing of a complaint or for participation in complaint procedures. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board acknowledges and respects pupil and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate and permitted by law; ~~however, complaints and responses shall be considered public records.~~

The Superintendent or designee shall ensure that employees ~~responsible for compliance and/or designated to receive and~~ investigation~~se~~ of complaints are knowledgeable about the laws and programs for which they are assigned to investigate~~responsible~~. (5 CCR 4621) Such employees may have access to legal counsel as determined by the Superintendent or designee.

**Responsibilities of Complainant****The Complainant:**

- ~~1. Shall receive a copy of the Uniform Complaint Procedures without charge.~~
- ~~2. Shall file the complaint in writing with the principal of the school or his or her designee and follow the steps in the Uniform Complaint Procedures Administrative Regulation 9211.~~
- ~~3. If dissatisfied with the resolution of the school Principal or Superintendent's designee, may describe the complaint to the Governing Board during public comment at a regularly scheduled meeting of the Board.~~
- ~~4. If dissatisfied with the resolution proffered by the school Principal or Superintendent's designee, and if the complaint involves a condition of a facility that poses an emergency or urgent threat as defined in Education Code section 17592.72(e)(1), has the right to file an appeal to the Superintendent of Public Instruction within fifteen calendar days of receiving the report, who shall provide a written report to the State Board of Education describing the basis for the complaint and, as appropriate, a proposed remedy for the issue described in the complaint.~~

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SCHOOL DISTRICT****Responsibilities of the District****The District:**

- ~~1. Shall designate a staff member to be responsible for complaint resolution.~~
- ~~2. Shall develop complaint procedures consistent with California Code of Regulations, Title 5, sections 4600-4687.~~
- ~~3. Shall inform parents and the public at least annually of approved Uniform Complaint Procedures, including the opportunity to appeal the District's decision or to seek civil law remedies, including, but not limited to, injunctions, restraining orders, or other court orders which may be available to complainant. The District shall make this information available by publication in its informational materials, including the Student and Parent Rights and Responsibilities Handbook given to each pupil upon registration in the District and at the beginning of each year. This information can also be found at [www.eusd.com](http://www.eusd.com).~~
- ~~4. Shall resolve a complaint with respect to alleged deficiencies related to instructional materials, the condition of a facility that poses an emergency or urgent threat to the health and safety of students or staff, and teacher vacancies and misassignments.~~
- ~~5. Shall report summarized data on the nature and resolution of all complaints to the Governing Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. The complaints and responses shall be available as public records.~~

Adopted: 12/15/2004

Reviewed: 10/14/2009

Amended: 05/23/2007, 01/23/2008, 01/15/2014, 06/28/2017, \_\_/\_\_/\_\_\_\_ (BP 9211  
renumbered as BP 1312.4)

~~Education Code sections 17592.72, 33126, 35186, 35292.5,  
37254, 48985, and 60119~~

~~Code of Regulations Title 5 3080, 4600-4687~~

**EDUCATION CODE**

234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

8235-8239.1 California State Preschool Programs, especially:

8235.5 California State Preschool Program, complaints regarding health and safety issues

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedures

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SCHOOL DISTRICT**

35292.5-35292.6 Restrooms, maintenance and cleanliness

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

**HEALTH AND SAFETY CODE**

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

**CODE OF REGULATIONS, TITLE 5**

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

**UNITED STATES CODE, TITLE 20**

6314 Title I schoolwide program

Doc# 40854-4 (05/2020, None)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONSSTUDENT SERVICES RIGHTS AND RESPONSIBILITIES  
~~Student Activities~~FUNDRAISING AND SOLICITATION OF FUNDS FROM AND BY  
STUDENTS**

**PURPOSE:** To establish procedures for student fundraising and solicitation by students.

The ~~Governing~~ Board recognizes that student participation in fundraising and solicitation activities for the schools and non-profit, non-partisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program. All fundraising and solicitation activities that meet the conditions of this policy must be approved by the ~~Governing~~ Board prior to start of the fundraising activity.

This policy does not apply to the sale of student pictures, the operation of school stores, the District publication CUSD Today, or ~~Pparent-Tteacher Cclub~~ or ~~Ffoundation~~ fundraising activities where students are not active participants. If ~~Pparent-Tteacher Cclub~~ or ~~Ffoundation~~ fundraising involves active student participation, this policy applies and Board approval is required.

The ~~Superintendent~~ shall adopt regulations setting forth the procedures for implementing this policy ~~are outlined in Administrative Regulation No. 2503 and cross-referenced in Board Policy and Administration Regulation No. 2101—Student Rights and Responsibilities.~~

**~~A. Fundraising~~**

Fundraising efforts by students ~~must be on a voluntary basis and~~ may be authorized under conditions that do not conflict with the instructional program and the normal conduct of the schools.

During school hours, and within one hour before the time of opening and ~~within one hour after the time of closing of school~~, students ~~of the public school~~ shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the District's control ~~of the school authorities~~, unless the organization is a nonpartisan, charitable organization; ~~1.0~~ organized for charitable purposes by an act of Congress or under laws of the State, and; ~~a~~ the purpose of the solicitation is nonpartisan and charitable; and ~~b~~ the solicitation has been approved by the Superintendent or ~~his/her~~ designee. (Education Code 51520)

Nothing in this section shall be construed as prohibiting the solicitation of students of the public school on school premises by students of that school for any otherwise lawful purpose.

No person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any public school or the student body of any public school, unless such person obtains the prior written approval of the Superintendent or his/her designee.

**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~B. Advertising in School Publications~~**

~~Prior to distribution or publication, school-sponsored publications containing paid advertisements shall be reviewed and approved by the Superintendent or designee to ensure such publications do not include content inconsistent with the goals and purpose of a public school district.~~

**~~C. Collections~~**

~~—Principals may shall have the authority to~~ permit students to collect and/or donate material goods for the needy.

**~~D. Informational Material~~**

~~—~~Informational material regarding fundraising may be displayed on a school at appropriate places designated by the principal or designee or, if on any other District premises, at places designated by the Superintendent or designeeat the school sites or campuses.

**~~E. Budgeting and Accounting~~**

~~The principal or designee shall establish proper budgeting and accounting controls for each fundraising activity.~~

**~~F. Prizes and Awards for Students~~**

~~Prizes and awards for students who participate in fundraising may be provided so long as they do not interfere with the instructional program.~~

Adopted: 07/23/1975

Reviewed: 10/20/2006

Amended: 06/08/1992, 01/1996, 02/28/1996, 02/11/2004, 07/16/2008, 03/11/2009, 02/24/2010,  
\_\_\_\_/\_\_\_\_/\_\_\_\_ (BP 2503 renumbered as BP 1321; all contents of BP 9205 moved to BP  
1321)

~~Education Code sections 41020, 48930-48938, 51521, 51220~~

**EDUCATION CODE**

51520 Prohibited solicitations on school premises

51521 Unlawful solicitations of contribution or purchase of personal property for benefit of public school or student body; exception

**BUSINESS AND PROFESSIONS CODE**

17510-17510.95 Charitable solicitations

**PENAL CODE**

319-329 Raffles

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**REVENUE AND TAX CODE**

6361 Sales tax exemption for certain sales

**CODE OF REGULATIONS, TITLE 8**

11706 Dangerous activities and occupations

Doc# 40855-5 (08/2020, 07/2003)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
ADVERTISING AND PROMOTION**

**PURPOSE:** To establish standards for advertisements and promotions by non-school groups in school-sponsored publications, on District and school web sites and social media, and on school facilities and grounds.

The Board establishes this policy to set standards for advertisements and promotions by non-school groups in school-sponsored publications, on District and school web sites and social media, and on school facilities and grounds.

The Board desires to promote positive relationships between District schools and the community to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians.
2. Distribution of promotional materials of a commercial nature to students or parents/guardians.
3. Paid advertisements on District property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards. Any signs containing the advertisements shall comply with the requirements of the District's board policies, including but not limited to, Board Policy No. 3517 – Maintenance of District Facilities and Grounds/Facilities Inspection.
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media.
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product.

Prior to the distribution, posting, or publishing of any non-school group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any non-school group's promotional materials to be distributed, posted, or published, stating that the

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distribution, posting, or publishing of the materials does not imply District endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the District or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous.
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools.
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act.
5. Position the District on any side of a controversial issue.
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration.
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children.
8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code sections 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy.
10. Distribute unsolicited merchandise for which an ensuing payment is requested.

The Superintendent or designee may also consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the

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materials or advertisements support the basic educational mission of the District, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38139 Civic Center Act

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

**BUSINESS AND PROFESSIONS CODE**

25664 Advertisements encouraging minors to drink

**CALIFORNIA CONSTITUTION**

Article 1, Section 2 Free speech rights

**U.S. CONSTITUTION**

Amendment 1, Freedom of speech and expression

**UNITED STATES CODE, TITLE 42**

1751-1769j School Lunch Program

1773 School Breakfast Program

**COURT CASES**

Hills v. Scottsdale Unified School District (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District (1999) 196 F.3d 958

Yeo v. Town of Lexington (1997) 131 F.3d 241

Hemry v. School Board of Colorado Springs (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District (1976) 18 Cal. 3d 450

Lehman v. Shaker Heights (1974) 418 U.S. 298



**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS FACILITIES****~~Leasing and Community Use~~****USE OF DISTRICT FACILITIES**

**PURPOSE:** To establish ~~procedures and requirements~~ **guidelines** for the use of District facilities.

The Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development.

**A. Permitted Uses of District Facilities.**

The Board ~~authorizes~~ **directs** the Superintendent ~~or designee~~ to make District facilities and grounds ~~under its jurisdiction~~ available as a civic center to citizens and community groups for the following purposes, subject to ~~applicable laws and~~ District policies and regulations: (Education Code 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings.
2. The discussion of matters of general or public interest.
3. The conduct of religious services ~~for temporary periods, on a one-time or renewable basis, by any church or religious organization that has no suitable meeting place for the conduct of the services, provided the church or religious organization is charged a fee as specified in Education Code section 38134(d).~~
4. Childcare ~~or daycare~~ programs to provide supervision and activities for children of preschool and elementary school age.
5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies.
6. Supervised recreational activities.
7. ~~A~~ **e**Community youth centers.
8. A ceremony, patriotic celebration, or related assembly conducted by a veterans' organization.
- ~~8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, and shall cooperate in furnishing and maintaining such services as it deem necessary to meet community needs.~~
9. Other purposes deemed appropriate by the Board.

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The Board authorizes the use of District facilities for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, and shall cooperate in furnishing and maintaining such services as it deems necessary to meet community needs.

The Superintendent or designee may grant the use of District facilities or grounds on days on which District schools are closed. (Education Code 37220)

**B. Prohibited Uses of District Facilities.**

The Board shall not grant the use of District facilities for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law.
2. Any use of District facilities or grounds which is inconsistent with their use for school purposes or which interferes with the regular conduct of school or school work.
3. Any use that violates the establishment clause of the Ffederal Constitution.
4. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances on school property.
5. Any use for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States or the state by force, violence, or other unlawful means.
6. Any use which is not open to the public or which is not supportive of the multicultural goals of the District.
7. Any use of District Ffacilities which is inconsistent or conflicts with the District's educational mission, including the growth and development of the whole student to "Be the best you can be in mind, body and spirt."

There shall be no advertising on District facilities and grounds except as allowed by Board Policy No. 1325 – Advertising and Promotion.

**C. Fees for Use of District Facilities.****1. Fee Schedule (Exhibit No. 13305301):**

~~1.~~ The Board authorizes the Superintendent or designee to ~~District has established~~ a Facility Use Fee Schedule, Exhibit No. 1330, setting forth fees to be charged for community use of



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District facilities and grounds and ~~that~~ reflecting the direct costs for the ~~intended~~ use of ~~its~~ the facilities or grounds. The schedule of fees shall be prepared in accordance with applicable law.

Pursuant to Education Code section 38134, the District will charge non-profit organizations an amount not to exceed the District's direct costs for the ~~intended~~ use of District facilities or grounds. Direct costs shall be determined in accordance with applicable law, including 5 CCR 14037-14041 ~~includes supplies, utilities, custodial services, services of other District employees and salaries paid to district employees necessitated by the organization's use of District facilities.~~ For-profit organizations Other groups that request the use of District facilities or grounds under this policy and the Civic Center Act will be charged pursuant to the established Facility Use ~~Fee~~ ~~s~~ Schedule. When District facilities or grounds are used for religious services, the amount that is charged shall be at least equal to the District's direct costs. (Education Code 38134)

The Superintendent or designee shall, as appropriate, review the fee schedule ~~shall be reviewed annually~~ with consideration to the consumer price index.

The facility use fee schedule ~~does not apply to~~ ~~will be suspended for~~ District-sponsored activities which include District students.

2. Waiver of Fee Schedule:

When an alternative location is not available, the Superintendent or designee may ~~Board will consider~~ waiver of the fee schedule for the use of District facilities or grounds by nonprofit organizations or clubs/associations which promote youth and school activities. These groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire, Inc., parent-teachers' associations, and school/community advisory councils.

Where a group is eligible for a waiver of the fee schedule and prefers to use District facilities at a time when custodial, grounds, and/or food services are not normally available, the District will charge for the direct cost of a custodian, grounds personnel, and/or food services personnel. The principal or designee shall first ensure the availability of other times during the week when the facility could be provided without charge, and this availability shall be pointed out to the ~~requesting free-use~~ group. The District will charge for the direct cost of a security guard for events requiring security.

3. Fair Rental Value for Certain Groups and Organizations:

~~3.~~ Groups shall be charged fair rental value when using District facilities or grounds for entertainment or meetings where ~~ren~~ admission fees are charged, or contributions are solicited and net receipts are not to be expended for charitable purposes or for the welfare of the District's students. (Education Code 38134) Fair rental value means the direct costs to the District, plus the amortized costs of the District facilities or grounds used for the duration of the activity authorized. (Education Code 38134)

**CLOVIS UNIFIED  
SCHOOL DISTRICT****4. Expending Funds Collected as Capital Direct Costs**

4. Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of District facilities and grounds. (5 CCR 14042).

**D. Use by a Church or Religious Organization.**

Subject to the requirements of law and this policy, ~~the purpose of this policy is to permit rental of~~ District facilities ~~shall be available for use~~ by outside organizations without regard to their religious or non-religious nature. ~~It is the policy of the District not to become entangled in the nature of the use of District facilities by religious organizations provided that such use complies~~ ~~in compliance~~ with this policy and the law.

~~It is to be expressly understood that~~ The Board, in approving the use of District facilities for religious services, does not support, condone, endorse, or in any way whatsoever indicate any District preference for a particular sect, belief, or religion, and no member of the Board, ~~or District administrator, or any~~ employee, may cause to be printed, distributed, or posted any material, or any other manner recognize through any auspices of the District, any particular organization approved for religious services.

Any sign, notice, or other means of announcing a religious use shall be posted only on the day of the use itself, and shall not be posted during school hours.

**E. Priority of Users.**

Applications for use of District facilities shall be given preference in the following order:

1. In-school uses, ~~such as (clubs and, class events, etc.).~~
2. Contracted uses.
3. School support groups, ~~or~~ youth and senior citizens groups.
4. Public agencies and public affairs groups.
5. Community recreational and cultural groups (nonprofit).
6. Nonprofit special interest groups, ~~such as ( the Audubon Society, etc.).~~
7. Others as approved by the Superintendent ~~or designee.~~

**CLOVIS UNIFIED  
SCHOOL DISTRICT****F. Damage to District Property.**

Groups or persons using District facilities under the provisions of this policy shall be liable for any property damages caused by the activity.

~~The Board shall charge the amount necessary to repair the damages and may deny the group further use of District facilities. (Also see Board Policy No. 5202.)~~

~~Groups or persons using District facilities shall be liable for property damages. In order to maintain the integrity of the physical plants, a~~Any major damage to District facilities caused by or arising out of any group's or person's use of such facilities, including but not limited to, painted surfaces, wood moldings, walls, backboards, ceilings, and/or other equipment caused by improper use of scotch tape, masking tape, or any other type of tape or adhesive, or by improper use of nails, tacks, thumbtacks, etc., shall be charged against the groups or persons ~~found to be responsible for the damage or for authorizing actions that would result in damage.~~ The Superintendent or designee ~~Board~~ shall charge the amount necessary to repair or restore the damaged surface ~~or equipment to its original condition before the group or person's use of District facilities and may deny the group or persons further use of District facilities.~~

**G. Application for Use of Facilities.**

The Superintendent ~~or designee~~ shall maintain application procedures and regulations for the use of District facilities. Regulations shall include, but not be limited to: (Education Code 38133)

1. Providing ~~aid, assistance, and encouragement and assistance~~ for any of the activities listed in Paragraph A above.
2. Preserving order in District ~~facilities~~buildings and on District grounds; and protecting District facilities. If necessary, a person may be designated to supervise this task.
3. Ensuring that the use of ~~District~~ facilities or grounds under this policy is not inconsistent with the use of the District facilities or grounds for school purposes and does not interfere with the regular conduct of school work.

~~A copy of this Board policy and administrative regulation governing use of District facilities shall be issued to all persons or groups requesting use of District facilities or grounds.~~

Any persons applying for the use of District property on behalf of any society, group, or organization shall be a member of the applicant group. Unless the applicant is an officer of the group, the applicant shall present written authorization from the group to make the application.

**H. Use of District Facilities as Polling Places**

If a city or county elections official specifically requests the use of a school building as a polling

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place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elections Code 12283)

Adopted: 07/23/1975

Reviewed: 10/22/2008, 05/12/2010

Amended: 09/27/1978, 09/28/1988, 10/22/1989, 06/08/1992, 07/07/1993, 02/23/2000,  
08/10/2005, 09/12/2012, \_\_/\_\_/\_\_\_\_ (BP 5301 renumbered as BP 1330; selected  
provisions of BP 5202 moved to BP 1330; all contents of BP 9401 moved to BP  
1330)

~~Education Code sections 10900 et seq., 38130-38139~~

**EDUCATION CODE**

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

**BUSINESS AND PROFESSIONS CODE**

25608 Alcoholic beverage on school premises

**ELECTIONS CODE**

12283 Polling places: schools

**GOVERNMENT CODE**

54950-54963 The Ralph M. Brown Act

**MILITARY AND VETERANS CODE**

1800 Definitions

**CODE OF REGULATIONS, TITLE 5**

14037-14042 Proportionate direct costs for use of school facilities and grounds

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UNITED STATES CODE, TITLE 20  
7905 Equal access to public school facilities

**COURT DECISIONS**

Good News Club v. Milford Central School (2001) 533 U.S. 98  
Lamb's Chapel v. Center Moriches Union Free School District (1993) 508 U.S. 384  
Cole v. Richardson (1972) 405 U.S. 676  
Connell v. Higgenbotham (1971) 403 U.S. 207  
ACLU v. Board of Education of Los Angeles (1961) 55 Cal .2d 167  
Ellis v. Board of Education (1945) 27 Cal.2d 322

**ATTORNEY GENERAL OPINIONS**

82 Ops.Cal.Atty.Gen. 90 (1999)  
79 Ops.Cal.Atty.Gen. 248 (1996)

Doc# 40857-5 (08/2020, 07/2018)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONSACCOUNTABILITY, PLANNING & RESEARCH  
ACCESS TO DISTRICT RECORDS/PUBLIC RECORDS**

**PURPOSE:** To establish requirements and procedures for public access to public records~~define these records included/excluded as "public records," and is consistent with public records provisions of the Government Code.~~

The Board recognizes the importance of providing access to public records of the District ~~as the official record of the acts of this public body~~ and the District's responsibility to make ~~those~~ public records, ~~with certain exceptions~~, available to the public. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other stated and federal law.

In response to a public records request made in accordance with law, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a District-provided device or account or through an employee's or Board member's personal device or account.

~~For purposes of this policy, "public records" shall include all writings containing information relating to the conduct of the public's business and made, maintained or kept on file by this Board or its officials, except that "public records" shall not include:~~

- ~~A. Statements of personal worth or personal financial data required by law of any officer or employee;~~
- ~~B. Personnel payroll, medical and similar information concerning employees, the disclosure of which would constitute an invasion of personal privacy;~~
- ~~C. Records carrying information regarding individual students;~~
- ~~D. Records pertaining to an investigation in progress when the inspection of such records would be inimical to the public interest;~~
- ~~E. Real estate appraisals, engineering or feasibility estimates and evaluations relative to the acquisition of property, or to prospective public supply and construction contracts, until such time as all of the property has been acquired or all of the contract agreement obtained, provided that the law of eminent domain shall not be affected by this limitation;~~
- ~~F. Instructions given to a Board negotiator;~~



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- ~~G. Temporary notations or tape recordings made by an individual solely as an administrative convenience in the performance of his duties;~~
- ~~H. Rosters of Board employees, except as they are required by law to be supplied to bargaining units;~~
- ~~I. Rosters of students, except as they are released by the Board to recognize student achievement;~~
- ~~J. The home address and telephone numbers of any individual staff member or student;~~
- ~~K. Preliminary drafts, notes, interagency or intra-agency memoranda, circulars, etc. which are not retained by the District in the ordinary course of business, provided that the public interest in withholding such information clearly outweighs the public interest in disclosure;~~
- ~~L. Records pertaining to pending litigation to which the District is a party, or to claims and actions against the District or an employee acting in behalf of the District;~~
- ~~M. Records of complaints to, or investigations conducted by the District or any local or state agency, for correctional, law enforcement, or licensing purposes. This includes records of intelligence information and security procedures involved;~~
- ~~N. Test questions, scoring keys, and other examination data used for academic, employment, or licensing purposes;~~
- ~~O. Information obtained in confidence from any person, necessary to the proper conduct of District affairs;~~
- ~~P. Information required from any taxpayer in connection with the collection of local taxes which is received in confidence, the disclosure of which would result in unfair competitive disadvantage to that taxpayer;~~
- ~~Q. Library and museum materials made or acquired and presented solely for reference or exhibition purposes;~~
- ~~R. Records, the disclosure of which is exempted or prohibited by any other federal or state law, including but not limited to provisions of the Evidence Code relating to privilege.~~

The Board directs that all records of this District be made, maintained, and safeguarded in full compliance with the requirements of law and policies and regulations.

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~~Any citizen who has an interest in the public records of this Board may inspect them between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday (Monday-Thursday during the District's observation of summer work hours, and unless affected by the observance of legal holidays) provided a written request specifying these records to be inspected has been submitted in advance to the Office of the Superintendent. Said written request may be made by letter or by Public Records Request form (Exhibit No. 7202).~~

The District may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

~~Any citizen may purchase copies of the public records of this District upon payment of a reasonable fee to be determined by the District in advance. Copies may be picked up at the District Administration Office at 1450 Herndon Avenue in Clovis between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday. (Monday-Thursday during the District's observation of summer work hours, and unless affected by the observance of legal holidays.) This does not apply to other school districts or agencies which interchange information with this District in the normal course of business and on the basis of reciprocity.~~

Nothing in this policy shall be construed as preventing a Board member from inspecting any records of this District, except student records, in the performance of his/her official duties.

To help maintain the security of District records, members of the public granted access shall examine records in the presence of a District staff member.

~~The Superintendent shall develop procedures to implement this policy which include:~~

- ~~A. Preparation of a retention schedule which shall conform to the State approved schedule and as a minimum require the permanent safeguarding of Board minutes, annual audit reports, and permanent student records, and the retention of all fiscal records required for audit until said audit has been received and approved;~~
- ~~B. Designation of custodians of all Board records; and~~
- ~~C. Provisions to guard the confidentiality of records exempted from the availability of public records.~~

Adopted: 12/12/1979

Amended: 06/08/1992, 02/22/2006, \_\_/\_\_/\_\_\_\_ (BP 7202 renumbered as BP 1340)

Education Code 35145, 35146, 35163, 35250 et. seq., 49060 et. seq.,  
Gov. Code 6250 et. seq.

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~~5 Cal. Code of Regulations 450, 16020 et. seq.~~

**EDUCATION CODE**

234.7 Student protections relating to immigration and citizenship status

35145 Public meetings

35170 Authority to secure copyrights

35250 Duty to keep certain records and reports

41020 Requirement for annual audit

42103 Publication of proposed budget; hearing

44031 Personnel file contents and inspections

44839 Medical certificates; periodic medical examination

49060-49079 Student records

49091.10 Parental review of curriculum and instruction

**GOVERNMENT CODE**

3547 Proposals relating to representation

6250-6270 California Public Records Act

6275-6276.48 Other exemptions from disclosure

8310.3 California Religious Freedom Act

53262 Employment contracts

54957.2 Minute book record of closed sessions

54957.5 Agendas and other writings distributed for discussion or consideration

81008 Political Reform Act, public records; inspection and reproduction

**CALIFORNIA CONSTITUTION**

Article 1, Section 3 Right of access to governmental information

**CODE OF REGULATIONS, TITLE 5**

430-438 Individual student records

**COURT DECISIONS**

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282

International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County (2007) 42 Cal.4th 319

Los Angeles Times v. Alameda Corridor Transportation Authority (2001) 88 Cal.App.4th 1381

Kleitman v. Superior Court (1999) 74 Cal.App. 4th 324

Fairley v. Superior Court (1998) 66 Cal.App. 4th 1414

North County Parents Organization for Children with Special Needs v. Department of Education (1994) 23 Cal.App. 4th 144

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**ATTORNEY GENERAL OPINIONS**

71 Ops.Cal.Atty.Gen. 235 (1988)

64 Ops.Cal.Atty.Gen. 186 (1981)

Doc# 40859-5 (08/2020, 05/2017)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****COMMUNITY RELATIONS  
RELATIONS WITH OTHER GOVERNMENTAL AGENCIES**

**PURPOSE:** To address relations and collaboration with other governmental agencies.

The Board believes that District efforts to provide a high-quality education for students in the community can be enhanced by collaboration with other government and public agencies that are responsible for the health, safety, and well-being of children and youth. The District is committed to maintaining good working relationships with representatives of state and local agencies to maximize student and family access to support services that will help students achieve to their highest potential.

The Board may initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of District and community resources.

The Superintendent and appropriate staff shall cooperate with government and public agencies in the planning and implementation of joint projects or activities within the community.

The Board shall approve the services to be offered by the District, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions. All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

8800-8807 Healthy Start support services for children

10900-10914.5 Cooperative community recreation programs

49073 Privacy of student records

49075 Parent/guardian permission for release of student records

49557.2 Sharing of information for MediCal eligibility

**HEALTH AND SAFETY CODE**

120440 Immunization records; release to local health departments

130100-130155 Early childhood development; First 5 Commission

**WELFARE AND INSTITUTIONS CODE**

5850-5883 Mental Health Services Act

18961.5 Computerized database; families at risk for child abuse; sharing of information

18980-18983.8 Child Abuse Prevention Coordinating Council

18986-18986.30 Interagency Children's Services Act

**CLOVIS UNIFIED  
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18986.40-18986.46 Multidisciplinary services teams

18986.50-18986.53 Integrated day care program

18987.6-18987.62 Family-based services

Doc# 40860-4 (08/2020, 07/2018)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****~~SCHOOL COMMUNITY RELATIONS AND PARTNERSHIPS~~  
RELATIONS WITH COMMUNITY, AND PRIVATE INDUSTRY, INSTITUTIONS AND  
PARTNERSHIPS**

**PURPOSE:** To address ~~ensure appropriate~~ relations and collaboration with the community, and ~~private industry, and business institutions and partnerships.~~

The Board encourages program development and communication mutually beneficial between the public schools of the District and community, industry, business, and other institutions ~~which comprises the community as served by the District.~~ The Board also encourages these institutions to be involved in efforts to support the District's core mission and goals and students.

The Board encourages, for its secondary education students, cooperative training programs with its community partners described above. Any programs which develop from community cooperative efforts require Board approval prior to implementation.

In developing ~~a~~ community partnerships and educational training programs in the community, the Superintendent or designee ~~administration~~ shall be guided by the following principles:

1. Students shall not be used to promote private or commercial interests;
2. Students shall not be used for direct sales promotion of goods or services;
3. Students shall not be assigned outside tasks which do not benefit the student primarily; and
4. Students shall not engage in school/business partnerships that are in violation of any existing board policy or applicable law.

Adopted: 12/12/1979

Reviewed: 02/22/2006, 06/18/2007, 09/07/2008

Amended: 05/13/1992, 11/25/1996, 02/11/2004, \_\_/\_\_/\_\_\_\_ (BP 9206 renumbered as BP 1700)

~~E.C. 51760, et. seq.~~

**EDUCATION CODE**

8070 Career technical education advisory committee

35160 Authority of governing boards

35160.1 Broad authority of school districts

41030-41037 Gifts and bequests

51760-51769.5 Work experience education

52300-52499.66 Career technical education

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UNITED STATES CODE, TITLE 20

2301-2414 Strengthening Career and Technical Education for the 21st Century Act, especially:

2354 Local application for career technical education, business involvement

Doc# 40861-5 (08/2020, 03/2008)

TABS 34 - 39  
2000 ADMINISTRATION



**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION ~~DISTRICT ORGANIZATION & GOALS~~****Governing Board****~~RESPONSIBILITY OF THE OFFICE OF~~ SUPERINTENDENT RESPONSIBILITIES  
AND DUTIES**

**PURPOSE:** To specify the major responsibilities of the office of the Superintendent.

The Board desires to establish a productive working relationship with the Superintendent and to ensure that the work of the Superintendent is focused on student learning and achievement and the attainment of the District's vision and goals. The Board also desires to provide a basis for holding the Superintendent accountable. The responsibilities of the Superintendent are detailed in law, in the Superintendent's contract, and throughout Board policies and administrative regulations.

The Board may, if it determines necessary, clarify expectations and goals for the Superintendent at the beginning of each academic year.

The ~~District~~ Superintendent's responsibilities and duties include, but are not limited to, the following:

1. ~~Shall s~~ Serve as secretary to the Board and is the chief executive officer of the ~~District~~ Board. The Superintendent shall ~~be charged with the responsibility for~~ implementing the policies and decisions of the Board, support Board decision making, and manage the District's instructional and noninstructional operations.
2. ~~Act as an advisor to the Board and r~~ Recommend a course of action on all matters presented to ~~the Superintendent for~~ the Board.
3. Recommend for employment all certificated and classified employees.
4. ~~After discussion with the Board, m~~ Make personnel assignments, re-assignments, and transfers for the best interests of the educational program.
5. Serve as the Board's representative in cooperative undertakings with ~~other~~ community agencies and be charged with the responsibility of maintaining both within and outside the school system a program of public information designed to improve public understanding of the public school system.
6. ~~May d~~ Delegate to other staff members any of the powers and duties which the Board has entrusted to the ~~Superintendent office~~, but in every instance that a power or duty is delegated, the Superintendent shall continue to be responsible to the Board for the execution of the power or duty delegated.
7. ~~Will k~~ Keep the Board informed of significant administrative decisions.

**CLOVIS UNIFIED  
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~~9.8. Will~~ ~~r~~Respect the opinion of Board members, the staff, and community members.

~~10.9. Will~~ ~~t~~Treat each Board member, the staff, and community members with dignity and respect.

~~11.10. Will~~ ~~e~~Consider any matter reported by a Board member and, if necessary, seek approval of the Board if the matter requires extensive staff time to research.

~~12.11. Will~~ ~~p~~Provide ~~equal~~ information ~~equally~~ to all Board members.

~~13.12. Will~~ ~~give~~Provide the Board full disclosure of significant school problems.

~~14.13. Will~~ ~~i~~Involve the Board in periodic ~~careful~~ planning.

~~15. Will defend Board members from unwarranted accusations.~~

~~16.14. Will~~ ~~r~~Receive and welcome constructive criticism.

~~17.15. Will~~ ~~e~~Conduct special studies requested by the Board.

~~18.16. Will~~ ~~s~~Secure legal opinions when needed.

~~19.17. As Secretary to the Board, along with the Board President, prepare the agenda and minutes of Board meetings, handle~~ ~~process~~ Board correspondence, and maintain all Board records, contracts, securities, and other documents.

~~20.18. Arrange for the evaluation of each staff member and identify appropriate opportunities for continued professional development.~~

~~21.19. Together with staff, study the curricula and make recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and potentially sound new and/or innovative programs.~~

~~22.20. Apprise the Board of contemporary educational practices and related legislative issues.~~

~~21~~23. —Represent the Board on legislative matters at the local, state, and federal level.

~~22~~24. Seek and identify sources of income and funding.

~~23~~25. —Annually prepare and submit to the Board the District ~~B~~budget.



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- ~~2426.~~ — Make recommendations to the Board regarding the maintenance, safety, improvement, and/or expansion of school facilities, sites, equipment, transportation services, food services, insurance, and other non-instructional programs.
- ~~2527.~~ ~~Hear~~**Review** complaints against the schools and resolve controversies between employees or between employees and students or parents/guardians.
- ~~2628.~~ Report **expeditiously** ~~immediately~~ to ~~each member of~~ the Board when an unusual incident arises in the District which may cause community concern or may be referred to the Board members by ~~parents/guardians or community members~~**patrons** of the District.
- ~~2729.~~ ~~Will b~~**Be** visible and accessible at each site and within the community.
- ~~2830.~~ ~~Will w~~**Work** effectively and communicate with the Board, staff, and community.
- ~~2931.~~ ~~Will e~~**Effectively** use technology to increase efficiency and improve communication.

**Chain of Command and Organization of Staff**

~~It is the policy of the Board that~~ The Superintendent shall be responsible for all matters related to the District's operations ~~of the District be the control of the Superintendent, except where the law designates that responsibility to others.~~

The ~~Governing~~ Board authorizes the Superintendent to organize the administrative and supervisory staff in a manner that best supports student achievement, the educational program, and efficient operations, ~~subject to approval by the Governing Board.~~ The Superintendent or designee may adjust staff responsibilities temporarily or permanently as needed to accommodate the workload and/or individual responsibilities.

~~Under the direction of the Superintendent, organizational charts which designate lines of primary responsibility shall be developed for each division and department of the District. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient services.~~

The Superintendent ~~Governing Board~~ shall cause to be prepared and shall approve organizational charts reflecting the organization and ~~for the operations of the District which shall be included as exhibits to this policy.~~ Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient services.

Adopted: 09/24/1997

Reviewed: 10/20/2008

Amended: 11/15/2000, 02/11/2004, 08/08/2007, \_\_/\_\_/\_\_\_\_ (BP 1106 renumbered as BP 2110,

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all contents of BP 1201 and BP 1202 moved to BP 2110)

**EDUCATION CODE**

17604 Delegation of powers to agents

17605 Delegation of authority to purchase supplies, equipment and services

35020-35046 Powers and duties of superintendent

48900 Authority of superintendent to recommend suspension or expulsion

Doc# 38897-5 (08/2020, 07/2005)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION ~~DISTRICT ORGANIZATION & GOALS~~****Governing Board****RECRUITMENT AND SELECTION ~~APPOINTMENT~~ OF SUPERINTENDENT**

**PURPOSE:** To specify procedures to recruit and employ the Superintendent.

The Board considers the selection and appointment of a superintendent who can effectively translate into action the policies of the Board and the aspirations of the community for its schools, foremost among its responsibilities. Whenever a vacancy in the ~~school—office of the s~~Superintendent ~~occurs approaches~~, the Board will conduct an active search to locate the most promising candidates.

The Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may hire consultant(s) to assist in ~~the recruitment and selection of the Superintendent~~. However, final selection will rest with the Board after a thorough consideration of qualified applicants.

The Board shall interview preliminary and final candidates in closed session and determine the best match for the District. (Government Code 54957)

The selected candidate shall hold both a valid school administration certificate and a valid teacher's certificate. However, the Board may waive any credential requirement but shall not employ a person whose credential has been revoked by the California Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

The Board shall deliberate in closed session to affirm the selection of the candidate and shall report the selection in open session. (Government Code 54957)

A vote of the majority of the Board membership present at a Board meeting, for which due notice was given of the intended action, will be required for the employment of the Superintendent.

As necessary, the Board may appoint an interim Superintendent to manage the District during the recruitment and selection process for a permanent Superintendent.

**Catastrophic Vacancy ~~in~~ The Superintendent's Position**

If for any reason the Superintendent is unable to carry out the responsibilities of the office of the Superintendent ~~ey~~, the Deputy Superintendent will assume the ~~responsibilities of the Superintendentey as designated by the Board President~~ until such time as the Board takes action to appoint an interim Superintendent or permanent Superintendent.

~~If it becomes apparent that the Superintendent will be unable to resume the duties of the office in a reasonable time, the Board may designate the Deputy Superintendent to serve as an interim~~

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~~Superintendent or make an interim appointment other than the aforementioned positions until a permanent Superintendent is appointed.~~

~~The Board may then take the appropriate steps to implement the procedures to recruit and employ a District Superintendent.~~

Adopted: 02/14/1990

Reviewed: 06/18/2007

Amended: 11/06/1991, 11/15/2000, 02/11/2004, 10/14/2009, 08/08/2012, \_\_/\_\_/\_\_\_\_ (BP 1105  
renumbered as BP 2120)

**EDUCATION CODE**

220 Prohibition of discrimination

35026 Employment of superintendent by board

35028 Certification

35029-35029.1 Waiver of credential requirement

35031 Term of employment

44420-44440 Revocation and suspension of certification documents

**GOVERNMENT CODE**

11135 Unlawful discrimination

12900-12996 California Fair Employment and Housing Act

53260-53264 Employment contracts

54954 Time and place of regular meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

**CODE OF REGULATIONS, TITLE 2**

11019 Terms, conditions and privileges of employment

**UNITED STATES CODE, TITLE 29**

794 Section 504 of the Vocational Education Rehabilitation Act of 1973

**UNITED STATES CODE, TITLE 42**

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

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

2000h-2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.101-35.190 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 34**

100.6 Compliance information

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**106.9 Dissemination of nondiscrimination policy**

Doc# 38889-5 (08/2020, 03/2002)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION  
SUPERINTENDENT'S CONTRACT**

**PURPOSE:** To establish the framework for the Superintendent's employment contract.

The Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent will work together as a governance team to achieve District goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the value of stability in District administration, the best use of District resources, and the Board's duty to ensure accountability to the public for the performance of the District's schools.

The contract shall be reviewed by the District's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code section 35031.
2. Length of the work year and hours of work.
3. Salary, health and welfare benefits, and other compensation for the position, including a statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board.
4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff. The contract may also address payment for professional dues and activities, the District's provision of cell phones or other technological devices, and the use of a personal vehicle.
5. Vacation, illness and injury leave, and personal leaves.
6. Professional development.
7. General duties and responsibilities of the position.
8. Criteria, process, and procedure for annual evaluation of the Superintendent.
9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract.
10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 calendar days in advance of the expiration of the term of the contract pursuant to Education Code section 35031, and the

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responsibility of the Superintendent to remind the Board in writing and in a timely manner of the requirement to give notice.

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date.
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in the Superintendent's official capacity in the performance of employment-related duties.

The Board may deliberate about terms of the contract in closed session at a regular meeting. However, discussions regarding the salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and its designated representative(s), as permitted under Government Code section 54957.6 (the "labor exception"), for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. Such deliberations shall not be held during a special meeting. (Government Code 54956, 54957, 54957.6)

The Board may consult with District legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

Terms of the contract shall remain confidential until the ratification process commences.

The Board shall take final action on the Superintendent's contract during an open session of a regularly scheduled Board meeting, and that action shall be reflected in the Board's minutes. At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on the Superintendent's salary or compensation in the form of fringe benefits. (Government Code 3511.1, 53262, 54953)

Copies of the contract and other public records created or received in the process of developing the recommendation related to the Superintendent's salary, benefits, and other compensation shall be available to the public upon request. (Government Code 53262, 54953)

**Termination of Contract**

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with applicable law and contract provisions. Termination of the Superintendent for cause shall be as described in the Superintendent's contract.

The maximum cash settlement that the Superintendent may receive upon termination of the contract, without cause, shall not exceed the Superintendent's monthly salary multiplied by the

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SCHOOL DISTRICT**

number of months left on the contract or the Superintendent's monthly salary multiplied by 12, whichever is less. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

When the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

If the Superintendent is convicted of a crime involving an abuse of office or position, the Superintendent shall reimburse the District for payments received as paid leave salary pending investigation or as cash settlement upon termination, and for any funds expended by the District in defending the Superintendent against a crime involving the Superintendent's office or position. (Government Code 53243-53243.4, 53260)

Adopted:   /  /  

**EDUCATION CODE**

35031 Term of employment

41325-41328 Conditions of emergency apportionment

**GOVERNMENT CODE**

3511.1-3511.2 Local agency executives

6250-6270 California Public Records Act

53243-53243.4 Abuse of office

53260-53264 Employment contracts

54953 Oral summary of recommended salary and benefits of superintendent

54954 Time and place of regular meetings

54956 Special meetings

54957 Closed session personnel matters

54957.1 Closed session, public report of action taken

54957.6 Closed sessions regarding employee matters

**UNITED STATES CODE, TITLE 26**

105 Self-insured medical reimbursement plan; definition of highly compensated individual

**UNITED STATES CODE, TITLE 42**

300gg-16 Group health plan; nondiscrimination in favor of highly compensated individuals

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CODE OF FEDERAL REGULATIONS, TITLE 26  
1.105-11 Self-insured medical reimbursement plan

COURT DECISIONS  
San Diego Union v. City Council (1983) 146 Cal.App.3d 947

ATTORNEY GENERAL OPINIONS  
57 Ops. Cal. Atty. Gen. 209 (1974)

Doc# 38891-3 (04/2020, 12/2019)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION ~~DISTRICT ORGANIZATION & GOALS~~****~~Governing Board~~****EVALUATION OF THE SUPERINTENDENT**

**PURPOSE:** To specify the procedures and timeline for the District Superintendent's evaluation.

The Board shall annually conduct a formal evaluation of the Superintendent's performance and may provide additional opportunities throughout the year to review the Superintendent's progress toward meeting established goals regularly.

The purpose for the Superintendent's evaluation is to:

1. Clarify the Superintendent's function and responsibilities and to ~~review~~ ~~confer on~~ the Superintendent's performance on a regular basis.
2. Identify areas of strengths and weaknesses and provide recommendations to improve performance and effectiveness.
3. ~~Give~~ Provide encouragement and commendation and improve job satisfaction of the Superintendent.
4. Enhance the Board's ability to monitor progress toward established goals and issues.
5. Provide a means ~~a regular and anticipated outlet~~ for resolving conflicts.
- ~~6. Establish reasonable standards for continued employment.~~
7. Promote communication and strengthen working relationships between the Board and Superintendent.

The evaluation format shall be reasonably objective and may contain, but not be limited to, ~~at least~~ the following criteria:

1. Board-Superintendent ~~R~~relations.
2. Community ~~R~~relations.
3. Staff and personnel ~~R~~relations.
4. Educational ~~P~~program.
5. Business and ~~F~~financial ~~M~~matters.
6. Professional and ~~L~~leadership ~~F~~functions.

**CLOVIS UNIFIED  
SCHOOL DISTRICT****7. Student Achievement.**

The Board shall develop with the Superintendent the specific format, criteria, and timeline for accomplishing the evaluation.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. (Government Code 54957)

After the Board and Superintendent have discussed the evaluation, the Board President and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file. The evaluation, including personal performance goals, shall be confidential to the extent permitted by law.

Adopted: 02/14/1990

Amended: 11/06/1991, 05/26/1993, 11/15/2000, 03/22/2006, \_\_/\_\_/\_\_\_\_ (BP 1107 renumbered as BP 2140)

**GOVERNMENT CODE**

6254.8 Public Records Act; employment contracts

54957 Closed session, personnel matters

**COURT DECISIONS**

Versaci v. Superior Court, (2005) 127 Cal.App.4th 805

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Doc# 38890-5 (08/2020, 07/2017)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION****ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY**

**PURPOSE:** To delineate the Superintendent's authority to take immediate actions consistent with law and Board policies.

The Board recognizes that, in the course of operating District schools or implementing District programs, situations may arise which may not be addressed in written policies. In such situations, or when immediate action is necessary to avoid any risk to the safety or security of students, staff, or District property, or to prevent disruption of school operations, the Superintendent is delegated the authority to take necessary action in circumstances not provided for in ~~B~~board policies, provided that such action is consistent with law and board policies and ~~is-shall-be~~ reported, as appropriate, to the Board at the meeting next following such action. This action shall be subject to review by the Board at which time it may duly consider the need for one or more policies to cover future situations of a similar nature.

As necessary, the Superintendent or designee shall consult with other District staff, including legal counsel and/or the chief business official, regarding the exercise of this authority.

Adopted:   /  /  

**EDUCATION CODE**

35010 Control of district, prescription and enforcement of rules

35035 Powers and duties of superintendent

35160 Authority of governing boards

35161 Powers and duties; authority to delegate

35163 Official actions, minutes and journal

Doc# 38892-4 (08/2020, 07/2018)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****ADMINISTRATION  
REPRESENTATIVE AND DELIBERATIVE GROUPS**

**PURPOSE:** To set parameters regarding the Superintendent's establishment and use of advisory groups or committees.

The Board believes that broad input on District operations and policy from staff, parents/guardians, students and members of the public can provide the District with a diversity of viewpoints and expertise, help build a sense of ownership of the schools, enhance District efficiency, and assist District communications. As desired, the Superintendent or designee may establish a management team, administrative councils, task forces, cabinets, or committees in accordance with law.

The membership, composition and responsibilities of these groups shall be defined by the Superintendent or designee. The Superintendent or designee may establish, change, or dissolve these groups at his/her discretion.

Groups established by the Superintendent or designee shall act only in an advisory capacity. Advisory groups shall submit their recommendations to the Superintendent or designee, who may report the recommendations to the Board as appropriate.

Expenses incurred for consulting services, materials, travel, or other related operations shall be approved by the Superintendent or designee in advance.

Adopted:   /  /  

**EDUCATION CODE**

35160.1 Broad authority of school districts

45100.5 Senior classified management positions

45256.5 Designation of certain senior classified management positions

**GOVERNMENT CODE**

3540.1 Definitions

54952 Legislative body, definition

Doc# 38893-4 (08/2020, 07/2001)

TABS 40-65  
9000 BOARD BYLAWS



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS DISTRICT ORGANIZATION AND GOALS****Governing Board****ROLE AND RESPONSIBILITY OF THE GOVERNING BOARD**

**PURPOSE:** To specify the **role and** major responsibilities of the ~~members of the Governing Board.~~

**Section 1—A. Official Name of the Board**

The Board shall be known officially as “The Board of Clovis Unified School District” in the County of Fresno.

**Section 1— Authority**

The Board is established by and derives its authority from the Constitution and ~~laws the statutes of the State of California and other applicable laws; the Education Code; the Government Code; the Motor Vehicle Code; the Business and Professions Code; the Civil Code; the Elections Code; the Insurance Code; the Military and Veterans Code; the Penal Code; the Health and Safety Code; the California Administrative Code; Title 5; Rules & Regulations of the Board of Education of Fresno County; Federal laws and regulations; and opinions of courts of jurisdiction.~~

**Section 1—B. Number of Board Members and Trustee Area**

The ~~Clovis Unified School District~~ Board shall consist of seven members ~~and one student representative.~~ Each ~~M~~members of the Board must reside within the **trustee** area which he/she they represents.

**Section 2— Area Designation**

Each ~~T~~trustee ~~election~~ area is outlined in Exhibit No. 9000-1101.

**Section 1— Corporate Body****C. Authority of the Board**

The Board ~~constitutes a corporate body which~~ possesses all the usual powers of a ~~corporation for~~ public school district duly organized under the laws of the State of California ~~purposes~~, and in that name may sue and be sued; purchase, hold, and sell personal and real property; and, enter into such obligations and exercise such powers as authorized by law.

The Board may initiate and carry on any program or activity or may otherwise act in any manner that is not in conflict with, inconsistent with, or preempted by any law and which is not in conflict with the purposes for which school districts are established. (Education Code 35160)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****Section 2—D. Responsibilities and Duties of the Board**

The Board's major duties and responsibilities shall include:

1. Establish ~~District~~ board policies and ~~Board~~ bylaws, and work with the Superintendent to ~~shall~~ implement procedures for policy and bylaw adoption, revision, and review.
2. Oversee District operations to assure policy implementation and maintenance.
3. Employ and evaluate the ~~District~~ Superintendent, who shall be the chief executive and secretary to the Board.
4. Adopt an annual budget, authorize District expenditures, establish salary schedules, and approve capital investments.
- 4.5. Establish academic expectations and adopt the curriculum and instructional materials.
- 5.6. Serve, where required by law or board policy, as the final appeal for formal complaints from the public, staff, or students.
- 6.7. Delegate such duties as may be appropriate to the Superintendent.
8. Define the mission for the District and establish priorities for District programs, services, and activities.

~~Establish other duties consistent with existing law as may be appropriate.~~

- ~~1. To select a Superintendent who shall be the Chief Executive and Secretary to the Board.~~
- ~~2. To delegate operational responsibility to the education staff through the Superintendent.~~
- ~~3. 9. To eEmploy all personnel upon the consideration of the Superintendent's recommendation of the Superintendent.~~
- ~~4. 10. To mMake continuous efforts to acquaint themselves with matters pertaining to education and to the duties and responsibilities of their offices.~~
- ~~5. 11. To rReserve judgment on all matters until hearing the Superintendent's recommendation of the Superintendent and discussing the matter with other members of the Board in a duly authorized meeting.~~
- ~~6. No member of the Board has any legal authority to direct the Superintendent on an individual basis.~~

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- ~~6.~~ 12. ~~Each member of the Board is obligated to a~~Abide by and uphold the adopted policies of the Board whether that individual board member voted for the adoption or not.
- ~~7.~~ 13. During Board meetings and out of meetings, ~~Board members will~~ not make statements that would be interpreted as having Board approval.
- ~~8.~~ 14. ~~Board members are e~~Encouraged to visit schools and attend school functions; but must not speak or act in an official capacity unless authorized by the Board.
- ~~9.~~ 15. Not unlawfully disclose ~~Only~~ items authorized by the ~~"Brown Act"~~ will be discussed in ~~C~~losed ~~S~~sessions and keep all such discussion ~~will be~~ confidential.
- ~~10.~~ 16. ~~Board members will r~~Respect the Superintendent and staff by informing them whenever possible of matters of concern prior to Board meetings.
- ~~11.~~ 16. ~~Board members will r~~Respect the opinion of other Board members, the staff, and community members.
- ~~13.~~ 17. ~~Board members will t~~Treat other Board members, the staff, and community members with dignity and respect.
- ~~14.~~ 18. Direct ~~Q~~uestions about agenda items ~~will be directed~~ to the Superintendent or appropriate staff member prior to a Board meeting when possible.
- ~~15.~~ 19. Discuss ~~A~~ny concerns regarding ~~irritation with~~ the Superintendent or a staff member ~~will be discussed~~ with the Superintendent as soon as possible.
- ~~16.~~ 20. Direct ~~A~~ny request by Board members for reports or study ~~will be directed~~ to the Superintendent.
- ~~17.~~ 21. Refer ~~A~~ny complaints made to a Board member ~~will be referred~~ to the Superintendent.
22. ~~Board members will e~~Exchange ideas freely and clearly and avoid internal conflicts that block progress.
- ~~18.~~ Board members should understand and support the lines of authority and the assignment of all responsibilities.

**Section 3 Policy Making Responsibility**

~~The Board shall exercise its policy making responsibility by adopting bylaws and policies not inconsistent with the law and/or opinions of courts of competent authority for its own government and for the organization and operation of the District.~~  
~~The formulation and adoption of written bylaws and policies shall constitute the basic method by which the Board shall exercise its leadership.~~

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Adopted: 09/24/1997

Reviewed: 06/11/2007

Amended: 11/19/2003, \_\_/\_\_/\_\_ (BP 1108 renumbered as BB 9000)

**EDUCATION CODE**

5304 Duties of governing board (re school district elections)

12400-12405 Authority to participate in federal programs

17565-17592 Board duties re property maintenance and control

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents

35100-35351 Governing boards, especially:

35160-35185 Powers and duties

35291 Rules

Doc# 41113-5 (08/2020, 07/2006)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD PUBLIC STATEMENTS**

**PURPOSE:** To set forth provisions regarding public statements made by or on behalf of the Board.

The Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the District, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding District issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative. Communications with the media shall be made in accordance with Board Policy No. 1112 – Media Relations.

When speaking for the District, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board. (Government Code 54963)

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages Board members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for District students and the community.

Adopted:   /  /  

**EDUCATION CODE**

35010 Control of district; prescription and enforcement of rules

**GOVERNMENT CODE**

6250-6270 California Public Records Act

54960 Actions to stop or prevent violation of meeting provisions

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

54963 Confidential information in closed session

Doc# 41388-3 (06/2020, 08/2013)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS****DISCLOSURE OF CONFIDENTIAL/PRIVILEGED INFORMATION**

**PURPOSE:** To set forth requirements governing the disclosure of closed session and privileged/confidential information.

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law. Disclosure of closed session information by a Board member in violation of applicable laws may subject the Board member to sanctions and other liabilities pursuant to applicable laws.

**A. Disclosure of Closed Session Information**

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information, unless a majority of the Board has authorized its disclosure. (Government Code 54963)

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session. (Government Code 54963)

The Board shall not take any action against any person for disclosing confidential information, nor shall the disclosure be considered a violation of the law or Board policy, when the person is: (Government Code 54963)

1. Making a confidential inquiry or complaint to a district attorney or grand jury concerning a perceived violation of law, including disclosing facts necessary to establish the illegality or potential illegality of a Board action that has been the subject of deliberation during a closed session.
2. Expressing an opinion concerning the propriety or legality of Board action in closed session, including disclosure of the nature and extent of the illegal or potentially illegal action.
3. Disclosing information that is not confidential.

**B. Other Disclosures**

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member. (Government Code 1098)

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SCHOOL DISTRICT**

Disclosures excepted from this prohibition are those made to law enforcement officials or to the joint legislative audit committee when reporting on improper governmental activities. (Government Code 1098)

Adopted:    /    /   

**EDUCATION CODE**

35010 Power of governing board to adopt rules for its own governance

35146 Closed session

**EVIDENCE CODE**

1040 Privilege for official information

**GOVERNMENT CODE**

1098 Public officials and employees re confidential information

3549.1 Meeting and negotiating in public educational employment

6250-6270 Inspection of public records

54950-54963 Brown Act, especially:

54956.8 Open meeting laws

54956.9 Closed meeting for pending litigation

54957 Closed session; "employee" defined; exclusion of witnesses

54957.1 Subsequent public report and rollcall vote; employee matters in closed session

54957.5 Public records

54957.6 Closed session; representatives with employee organization

54957.7 Reasons for closed session

54963 Confidential information in closed session

**ATTORNEY GENERAL OPINIONS**

80 Ops.Cal.Atty.Gen. 231 (1997)

Doc# 41389-4 (08/2020, 11/2002)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD MEMBER ELECTRONIC COMMUNICATIONS**

**PURPOSE:** To address electronic communications by Board members.

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the District and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding District business.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

Board members may use electronic communications to discuss matters that do not pertain to District business, regardless of the number of Board members participating in the discussion.

A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate District process. As appropriate, communication received from the media shall be forwarded to the designated District spokesperson in accordance with Board Policy No. 1112 – Media Relations.

To the extent possible, electronic communications regarding any District-related business shall be transmitted through a District-provided device or account.

Adopted:     /    /    

**EDUCATION CODE**

35140 Time and place of meetings  
35145 Public meetings  
35145.5 Agenda; public participation; regulations  
35147 Open meeting law exceptions and applications

**GOVERNMENT CODE**

6250-6270 California Public Records Act  
11135 State programs and activities, discrimination  
54950-54963 The Ralph M. Brown Act, especially:  
54952.2 Meeting, defined  
54953 Meetings to be open and public; attendance

## **CLOVIS UNIFIED SCHOOL DISTRICT**

54954.2 Agenda posting requirements, board actions

### **COURT DECISIONS**

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Doc# 41390-3 (06/2020, 05/17)



## CLOVIS UNIFIED SCHOOL DISTRICT

### BOARD BYLAWS BOARD ORGANIZATION

**PURPOSE:** To set forth provisions and procedures regarding the annual organization meeting of the Board.

~~Section 1 – Organizational Meeting~~ Each year, Tthe Board shall hold an ~~organize annually at an~~ Organizational Mmeeting in December. The organizational meeting shall be held: (1) in any year in which a regular election of the District Board members is conducted, within a 15-day period that commences with the date upon which Board Mmembers elected that year take office; or (2) within a 15-day period of the second Friday in December if no election of District Board Mmembers ~~are elected~~is conducted that year. (Education Code 5107, 35143)

The day and time of the annual organizational meeting shall be selected by the Board at the prior annual organizational meeting or at anyits regular meeting held prior to the first day of the 15-day period. On behalf of the Board, the Superintendent shall notify the county superintendent of Sschools of the day and time selected. Within 15 days prior to the date of the annual organizational meeting, the clerk of the Board, with the assistance of the Superintendent, shall notify in writing all Board members and members-elect of the date and time selected for the meeting. (Education Code 35143)

#### Section 1 – Officers

~~The Board shall organize by the election of a President, Vice President, and a Clerk from among its members. Election may be by secret ballot. The Superintendent shall serve as Ssecretary of the Board and the Board will appoint an Assistant Secretary.~~

At this meeting, the Board shall:

1. Elect a president, vice-president, and a clerk from its members.
2. Approve a schedule of regular meetings for the year.
3. Designate Board representatives to serve on committees, subcommittees, or commissions of the District, other public agencies, or organizations with which the District partners or collaborates.

#### Section 2 – Membership

1. ~~The Board shall, at its annual Organizational Meeting, elect a representative to the Fresno County Committee on School District Organizati~~The Board may wish to appoint from its membership persons to represent the Board in organizations such as the Fresno County School Trustees Association, the California School Boards Association, and other similar organizations~~the like~~.



**CLOVIS UNIFIED  
SCHOOL DISTRICT**Election of Officers

The Board shall each year elect its entire slate of officers. The election of Board officers shall be conducted during an open session of the annual organizational meeting.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

5017 Term of office

35143 Annual organizational meeting date, and notice

35145 Public meetings

**GOVERNMENT CODE**

54953 Meetings to be open and public; attendance

**ATTORNEY GENERAL OPINIONS**

68 Ops.Cal.Atty.Gen. 65 (1985)

59 Ops.Cal.Atty.Gen. 619, 621-622 (1976)

Doc# 41391-4 (08/2020, 07/2015)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
TERMS OF BOARD MEMBER OFFICE**

**PURPOSE:** To address the terms of office of Board members.

**Section 7 – Term**

The entire Board was elected at the time of unification (July 1, 1960) and it was determined by lot that trustee areas 1, 3 and 6 would serve for an initial two-year period and trustee areas 2, 4, 5 and 7 would serve for an initial four-year period. Subsequent to this determination, Board members are elected for a four-year term. Unexpired terms are filled in accordance with the Education Code of the State of California.

The Board shall consist of seven members, whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each year in which the Board's elections are regularly held. (Education Code 35012)

The term of office for Board members elected in regular elections shall be four years, commencing on the second Friday in December following their election. (Education Code 5017)

Board members whose terms have expired shall continue to discharge the duties of office until their successors have qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360)

If a regularly scheduled Board election date is changed due to consolidation with a statewide or municipal general election, the term of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

5000-5033 Election of school district board members

35010 Control of district

35012 Board members; number, election and terms

35107 Eligibility

**ELECTIONS CODE**

1302 Local elections, school district election

10400-10418 Consolidation of elections

14050-14057 California Voter Participation Rights Act

**GOVERNMENT CODE**

1302 Continuance in office until qualification of successor

1303 Exercising functions of office without having qualified

**CLOVIS UNIFIED  
SCHOOL DISTRICT**

1360 Necessity of taking constitutional oath

Doc# 41392-3 (06/2020, 10/2018)



## CLOVIS UNIFIED SCHOOL DISTRICT

### BOARD BYLAWS PRESIDENT

**PURPOSE:** To describe the role and responsibilities of the Board president.

The President shall participate in District activities, ~~that~~ includinge but ~~are~~ not limited to:

1. Attending all ~~B~~board ~~A~~agenda ~~R~~review meetings.;
2. Serving as an active member of the Foundation for Clovis Schools.;
3. Speaking on behalf of the Board at ~~District~~the following events, including but not limited to: –annual General Session, ~~N~~national and ~~S~~state school recognition ceremonies, ~~G~~groundbreaking ceremonies, ~~E~~mployee ~~R~~ecognition ceremonies, ~~R~~etirement ceremonies, Districtwide ~~S~~tudent ~~R~~ecognition ceremonies, and other Districtwide events as necessary.;
4. Serving as the voice of the Board for media inquiries regarding significant District-related issues in accordance with Board Policy No. 1112 – Media Relations.

In collaboration with the Superintendent's ~~Executive Cabinet~~, an out-going ~~P~~resident may participate in an ~~O~~rientation ~~S~~ession for the newly appointed ~~Board P~~resident.

The ~~P~~resident shall preside at all meetings of the Board and shall perform ~~other~~all duties imposed by law~~statutes~~ and/or set forth in ~~prescribed by the B~~board policies and bylaws. The ~~P~~resident shall preserve order and decorum at ~~the Board~~ meetings. The ~~P~~resident shall declare all votes and conduct a roll call vote if required by law or requested by any Board member~~requests a roll call vote, the Assistant Secretary shall call the roll and the President shall declare the ayes and noes. The President shall have the same right as other members to discuss questions and to vote thereon.~~

To ensure that Board meetings are conducted in an efficient, transparent, and orderly manner, the president shall:

1. Call such meetings of the Board as he/she may deem necessary, causing notice to be given as required by law.
2. Consult with the Superintendent or designee on the preparation of Board meeting agendas.
3. Call the meeting to order at the appointed time or as close to the appointed time as the business of the Board permits and preside over the meeting.
4. Announce the business to come before the Board in its proper order.
5. Enforce the Board's bylaws related to the conduct of meetings and help ensure compliance

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with applicable requirements of the Brown Act and the Education Code.

6. Recognize persons who desire to speak and protect the speaker who has the floor from disturbance or interference.
7. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused.
8. Rule on issues of parliamentary procedure.
9. Put motions to a vote and state the results of the vote.

The president shall have the same rights as other members of the Board, including the right to discuss and vote on all matters before the Board.

**Section 2—Vice President**

The ~~V~~vice ~~P~~resident shall preside when the ~~P~~resident ~~resigns~~ or is absent or upon request of the ~~P~~resident.

Adopted:   /  /  

**EDUCATION CODE**

35022 President of the board

35143 Annual organizational meetings; dates and notice

**GOVERNMENT CODE**

54950-54963 Ralph M. Brown Act

Doc# 41393-3 (06/2020, 07/2017)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
SECRETARY**

**PURPOSE:** To describe the role and responsibilities of the Board secretary.

**Section 4 – Secretary**

~~The Superintendent shall serve as Secretary of the Board. The Secretary shall send out notices of all meetings. The Secretary shall keep a proper and complete record of the proceedings of the meetings of the Governing Board. The Secretary shall prepare the minutes, distribute and file same, or designate such action. The Secretary shall post all legal notices, prepare and sign all legal documents and reports that require signature. The Secretary shall perform such other duties as may be prescribed by the Board or by state statutes. The Secretary shall also serve as Parliamentarian for the Board.~~

The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:

1. Prepare, distribute, and maintain the Board agenda.
2. Record, distribute, and maintain the Board minutes.
3. Maintain Board records and documents.
4. Conduct official correspondence for the Board.
5. As directed by the Board, sign and execute official papers.
6. Post notices as required by law.
7. Perform other duties as assigned by the Board.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

35025 Secretary and bookkeeper

35143 Annual organizational meetings; dates and notice

35250 Duty to keep certain records and reports

**GOVERNMENT CODE**

54950-54963 Ralph M. Brown Act



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
CLERK**

**PURPOSE:** To describe the role and responsibilities of the Board clerk.

The Board shall elect a clerk from its own membership at the annual organizational meeting.  
(Education Code 35143)

The duties of the clerk shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such records or reports as required by law.
3. Sign documents on behalf of the District as directed by the Board.
4. Serve as presiding officer in the absence of the president and vice president.
5. Work with the Superintendent to notify Board members and members-elect of the date and time for the annual organizational meeting.
5. Perform any other duties assigned by the Board.

**Section 3—Clerk**

~~The Clerk shall perform duties of the President in the absence of the President and Vice President and shall execute all documents on behalf of the Board, except as otherwise provided by law.~~

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

17593 Repair and supervision of property (duty of district clerk)  
35038 Appointment of clerk by county superintendent of schools  
35039 Dismissal of clerk  
35121 Appointment of clerk in certain city and high school districts  
35143 Annual organizational meetings  
35250 Duty to keep certain records and reports  
38113 Duty of clerk (re provision of school supplies)

**GOVERNMENT CODE**

54950-54963 Ralph M. Brown Act

Doc# 41395-3 (06/2020, 03/2011)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD COMMITTEES**

**PURPOSE:** To describe the procedures and requirements governing the Board's establishment and use of committees.

The Board may establish a committee whenever it determines that such a committee would benefit the District. Such committees may be subcommittees of the Board or committees that include members of the community, staff, or other stakeholder groups.

Upon establishing a committee, the Board shall define the committee's purpose, any timeline for completion of assigned responsibilities, any stakeholder groups or individuals to be represented on the committee, length of time that committee members are expected to serve, expectations for reporting to the Board and/or the Superintendent or designee, and other matters that the Board determines appropriate. The committee shall act only in an advisory capacity.

Except for subcommittees of the Board, members of committees established by the Board shall, as appropriate, be recommended by the Superintendent or designee and approved by the Board.

The Superintendent or designee shall provide, as appropriate, committee members with information and assistance necessary for the fulfillment of the committee's charges and may serve as a non-voting advisor to the committee at the discretion of the Board.

Whenever so charged, a committee may actively seek input and participation by parents/guardians, staff, community, and students and may consult with local public boards and agencies.

Any committee not required by law may be dissolved when its duties or term has been completed or whenever the Board deems necessary.

**Section 1—A. Standing SubCcommittees of the School Board**

**1. Types of CSubcommittees:**

The Board ~~shall~~ establishes the following standing Board subcommittees:

- Clovis City Council/Governing Board Joint Subcommittee
- ~~Fresno City Council/Governing Board Joint Subcommittee~~
-

**CLOVIS UNIFIED  
SCHOOL DISTRICT****2. Terms**

The two standing subcommittees' membership terms of office shall be one year from the annual ~~Organizational Meeting~~ to the next ~~subsequent Organizational Meeting~~ of the Board.

**3. Membership**

Membership of Board subcommittees shall be no more than three Board members. Members shall be selected by consensus of the Board **at the annual organizational meeting**. The Superintendent, or designee, shall serve as an ex-officio member of each Board **subcommittee**.

**4. Authority**

All Board subcommittees shall be advisory to the ~~full~~ Board. Board subcommittees may **only** make recommendations to the ~~full~~ Board, ~~but no decisions made in a Board subcommittee meeting shall be binding on the full Board.~~

**Section 2—B. Special Advisory Committees**

The Board ~~may establish~~ **declares its intent to appoint** special ~~A~~advisory ~~C~~committees and **appoint members thereto**. These committees shall be charged by the Board specifically to conduct studies, make recommendations to the Board, and act in an advisory capacity. ~~, but~~ They shall, at no time, take action on behalf of the Board. Such committees shall be created by a majority vote of the Board. A motion creating a special ~~A~~advisory ~~C~~committee shall state, **at a minimum**, the following:

1. ~~†The purpose of the advisory committee.;~~
2. ~~†The number of members.;~~
3. ~~†The date the committee will be activated.;~~
4. ~~†The powers, including specific instruction and/or prohibitions., and~~
5. **The date a report is due** ~~date~~ if such report is requested by the Board.

The majority of the members of the special ~~A~~advisory ~~C~~committee shall **reside within the boundaries** ~~be bona fide residents~~ of the District during the entire period of their service on the committee. Any District resident who terminates residency during the term of service shall immediately submit a resignation to the Board. District staff shall be assigned to support special ~~A~~advisory ~~C~~committee work.

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Committee members shall be appointed by the Board in the following manner:

1. Each member of the Board shall nominate one or more persons depending upon the size of the committee.
2. Nominations shall be made at ~~the first~~ meeting following the creation of the committee.
3. Prior to the submission of names of potential committee members, each Board member ~~shall work with the Superintendent or designee to may~~ communicate with ~~the~~ nominees to determine whether the nomination will be accepted, and those who decline shall not be ~~placed in nomination~~.
4. If any vacancy occurs during the life of the committee, replacement nomination shall be ~~madenamed~~ by the Board member who nominated the committee member whose departure created the vacancy. ~~The Board shall approve any such replacement nomination.~~

Special ~~A~~advisory ~~C~~committees will receive, ~~as appropriate, full logistical~~ support from ~~the resources of~~ the District. This support may include clerical assistance, postage, local transportation for the purpose of investigation, and the assistance of District employees as experts on particular subjects. Advisory ~~C~~committees are not authorized to obligate the District for the payment of any other funds in connection with their work. If ~~thea~~ committee determines that the expenditure of public funds is required by the assigned task, it shall so report to the Board which will take action according to the circumstances and the law relating to such matters.

At the first meeting of the ~~A~~advisory ~~C~~committee, a representative of the Board and/or the Superintendent, or designee, shall be present to explain to the ~~A~~advisory ~~C~~committee the reason for being called into existence, and the task the Board wishes the committee to accomplish.

All meetings of the committee shall be open to the public, but the public shall not interfere with, nor disturb, the meetings.

The special ~~A~~advisory ~~C~~committee shall be dissolved upon its final recommendation to the Board unless the Board determines otherwise. The committee may be terminated by a majority vote of the Board any time.

Written notices of all meetings shall be prepared and provided to all committee members.

Membership may be withdrawn if a member fails to attend three successive meetings. Special ~~A~~advisory ~~C~~committees shall advise and report upon only those programs which relate to the purposes of the committee.



**CLOVIS UNIFIED  
SCHOOL DISTRICT****C. Committee Meetings**

Unless otherwise exempted by law, Board-created committees shall provide public notice of their meetings and conduct meetings in accordance with Government Code sections 54950-54963 (Brown Act).

Board subcommittees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees. Standing committees of the Board, irrespective of membership, are those that have a continuing subject matter jurisdiction or a meeting schedule established by action of the Board. (Government Code 54952)

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers. (Government Code 54952.2)

Whenever any advisory or standing committee, including a committee not otherwise subject to the Brown Act, posts a meeting agenda at least 72 hours in advance of the meeting, that meeting shall be considered as a regular meeting of the Board for purposes of the Brown Act, and therefore, must be held within District boundaries unless otherwise authorized by law. (Government Code 54954)

Committees may meet in a closed session during a regular or special meeting only as authorized by law.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

35010 Control of district; prescription and enforcement of rules

35024 Executive committee

35160 Authority of governing boards

35160.1 Broad authority of school districts

**GOVERNMENT CODE**

54950-54963 The Brown Act, especially:

54952 Legislative body, definition

54952.2 Definition of meeting

54954 Time and place of regular meetings; special meetings; emergencies

54954.3 Opportunity for public to address legislative body

54957 Closed session purposes

**COURT DECISIONS**

Frazer v. Dixon Unified School District (1993) 18 Cal.App.4th 781

**CLOVIS UNIFIED  
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**ATTORNEY GENERAL OPINIONS**

81 Ops.Cal.Atty.Gen. 156 (1998)

80 Ops.Cal.Atty.Gen. 308 (1997)

79 Ops.Cal.Atty.Gen. 69 (1996)

Doc# 41396-4 (08/2020, 04/2013)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD REPRESENTATIVES**

**PURPOSE:** To describe the procedures for designating or appointing Board members as representatives on District committees or committees of another agency or organization.

The Board recognizes that effective performance of its community leadership responsibilities may require its participation in District or community committees on matters of concern to the District and its students. As needed, the Board may appoint any of its members to serve as its representative on a District committee or on a committee of another public agency or organization of which the Board or District is a member or to which the Board is invited to participate.

When making such appointments, the Board shall, as appropriate and applicable, specify the authority and responsibilities of the representative(s), including, but not limited to, reporting back to the Board regarding committee activities and/or actions. Board representatives shall not exercise the authority of the Board without prior Board approval.

If a committee discusses a topic on which the Board has taken a position, the Board representative shall express the position of the Board. When contributing his/her own ideas or opinions, the representative shall clearly indicate that he/she is expressing his/her individual idea or opinion.

**Board Representative to Elect Members of County Committee on School District Organization**

At its annual organizational meeting, the Board shall designate one Board member as its representative to elect members to the county committee on school district organization. (Education Code 35023)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

4000-4014 County committees on school district organization

35020-35046 School district officers and agents (power of governing board to employ or appoint)

35160 Authority of governing boards

**GOVERNMENT CODE**

54952.2 Meetings

Doc# 41397-3 (06/2020, 03/2011)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS****DUTIES AND LIMITS OF AUTHORITY OF BOARD MEMBERS**

**PURPOSE:** To address the duties and limits of authority of individual Board members.

~~Section 2~~—A. Limits of Board Members Authority

As publicly elected officials, Board members may choose to be accessible and responsive to their constituents, to meet with their constituents, and to express their individual opinions and concerns. However, the Board, as a whole, is the unit of authority over the District and an individual Board member has no individual authority to act on behalf of the District, unless directed to do so by the Board. The Board shall not be bound in any way by any statement or action on the part of an individual member except when such statement or action is pursuant to specific instruction by the Board. Individual Board members shall represent the Board at official functions, such as public hearings, only by official appointment or direction from a majority of the Board in ~~P~~public Ssession.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any District employee. No member of the Board has any legal authority to direct the Superintendent on an individual basis. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate District process.

A Board member whose child is attending a District school should be aware of his/her role as a Board member when interacting with District employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide information regarding the state's open meeting laws (Brown Act) to each new Board member.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

~~Section 1~~—B. Duties of Board Members

The major duties of an individual Board member ~~include~~ ~~are as~~ the followings:

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1. ~~To be~~ familiar with ~~the State school laws governing public school districts, regulations of the State Department of Education, and Clovis Unified School~~ and District policies.
2. ~~To develop~~ a general understanding of the priorities, goals, and objectives of the ~~Clovis Unified School~~ District.
1. ~~To attend~~ regular and special Board meetings; ~~and be~~ prepared to act upon agenda items.
- 3.
- 3.4. ~~To vote and act in the Board meetings ethically and legally. To vote~~ and act in the Board meetings impartially, ethically, and in compliance with the law ~~and~~ in the best interest of the District.
- 4.5. ~~To accept~~ the will of the majority Board vote.
- 5.6. ~~To refer~~ inquiries or concerns to the Superintendent ~~proper District personnel~~.
- 6.7. ~~To follow~~ established rules of order in the conduct of ~~Board~~ meetings.
- 7.8. ~~To participate~~ in Board development activities by attending conferences and workshops designed to enhance ability to perform Board duties as needed.
- 8.9. ~~To visit~~ schools of the District.
- 9.10. ~~To adhere~~ to applicable laws and board policies ~~the Code of Ethics of the California School Boards Association as adopted by the Board.~~

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

200-262.4 Prohibition of discrimination

7054 Use of district property

35010 Control of district; prescription and enforcement of rules

35100-35351 Governing boards, especially:

35160-35184 Powers and duties

35291 Rules

35292 Visits to schools (board members)

51101 Rights of parents/guardians

**GOVERNMENT CODE**

54950-54962 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body of a local agency

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54952.7 Copies of chapter to members of legislative body

Doc# 41399-4 (08/2020, 07/2006)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD ELECTIONS**

**PURPOSE:** To describe the process and requirements for elections of Board members.

**A. Board Member Qualifications**

Any person is eligible to be a member of the Board, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the District, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A District employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

**B. Elections Process and Procedures**

Each Board member shall reside within the trustee area that he/she represents but shall be elected by all voters in the District. Members of the Board shall be elected in a manner specified by law.

**C. Campaign Conduct**

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

**D. Statement of Qualifications**

On the 125th day prior to the day fixed for the general District election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and District seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the District to be filled at the general election and which offices, if any, are for the balance of an unexpired term.
2. Whether the District or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code section 13307.

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words.

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(Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The District shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code section 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the District may require candidates to pay their estimated pro rata share of these costs to the District in advance pursuant to Elections Code section 13307.

**E. Tie Votes in Board Member Elections**

Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

Adopted:   /  /  

**EDUCATION CODE**

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

5340-5345 Consolidation of elections

5360-5363 Election notice

5380 Compensation (of election officer)

5390 Qualifications of voters

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions

7054 Use of district property

35107 Eligibility; school district employees

35177 Campaign expenditures or contributions

35239 Compensation of governing board member of districts with less than 70 ADA

**ELECTIONS CODE**

20 Public office eligibility

1302 Local elections, school district election

2201 Grounds for cancellation

4000-4008 Elections conducted wholly by mail

**CLOVIS UNIFIED  
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10010 District boundaries  
10400-10418 Consolidation of elections  
10509 Notice of election by secretary  
10600-10604 School district elections  
13307 Candidate's statement  
13308 Candidate's statement contents  
13309 Candidate's statement, indigence  
14025-14032 California Voting Rights Act  
14050-14057 California Voter Participation Rights Act  
20440 Code of Fair Campaign Practices

**GOVERNMENT CODE**

1021 Conviction of crime  
1097 Illegal participation in public contract  
12940 Nondiscrimination, Fair Employment and Housing Act  
81000-91014 Political Reform Act

**PENAL CODE**

68 Bribes  
74 Acceptance of gratuity  
424 Embezzlement and falsification of accounts by public officers  
661 Removal for neglect or violation of official duty

**CALIFORNIA CONSTITUTION**

Article 2, Section 2 Voters, qualifications  
Article 7, Section 7 Conflicting offices  
Article 7, Section 8 Disqualification from office

**UNITED STATES CODE, TITLE 52**

10301-10508 Voting Rights Act

**COURT DECISIONS**

Rey v. Madera Unified School District (2012) 203 Cal. App. 4th 1223  
Randall v. Sorrell (2006) 126 S.Ct. 2479  
Sanchez v. City of Modesto (2006) 145 Cal. App. 4th 660  
Dusch v. Davis (1967) 387 U.S. 112

**ATTORNEY GENERAL OPINIONS**

85 Ops.Cal.Atty.Gen. 49 (2002)  
83 Ops.Cal.Atty.Gen. 181 (2000)

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81 Ops.Cal.Atty.Gen. 98 (1998)  
69 Ops.Cal.Atty.Gen. 290 (1986)

Doc# 41400-3 (06/2020, 07/2017)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD MEMBER RESIGNATION**

**PURPOSE:** To describe the process for Board member resignation from the Board.

A member of the Board who wishes to resign from the Board shall file a written resignation with the Fresno County Superintendent of Schools (County Superintendent). (Education Code 5090)

The resigning Board member shall also notify the Board and give a copy of his/her written resignation to the Board secretary.

The resignation shall become effective when filed with the County Superintendent, except when a deferred effective date is specified in the resignation. A Board member may not defer the effective date of his/her resignation for more than 60 days after he/she files the resignation with the County Superintendent. (Education Code 5090, 5091)

Once filed, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090)

A Board member who tenders his/her resignation with a deferred effective date shall, until the effective date of the resignation, continue to exercise all the powers of the office, except that he/she shall not have the right to vote for his/her successor in an action taken by the Board to make a provisional appointment. (Education Code 5091, 35178)

A Board member who resigns shall file, within 30 days of leaving office, a revised Statement of Economic Interest/Form 700 covering the period of time between the closing date of the last statement required to be filed and the date he/she leaves office. (Government Code 87302, 87500)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

5090-5095 Vacancies on the board

35178 Resignation with deferred effective date

**GOVERNMENT CODE**

1770 Vacancy on the board

87300-87313 Conflict of interest code

87500 Statement of economic interests

Doc# 41401-3 (06/2020, 05/2016)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
FILLING BOARD VACANCIES**

**PURPOSE:** To describe the procedures and requirements for filling vacancies on the Board.

A vacancy on the Board occurs as specified in applicable laws. When a vacancy occurs on the Board, the Board shall comply with applicable laws in filling the vacancy. (Education Code 5093)

To be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code section 35107.

**A. Provisional Appointments**

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board may advertise in the local media to solicit candidate applications or nominations. The Board may conduct one or more interviews of the candidates at a public meeting. The Board shall accept oral or written public input and select the provisional appointee by a majority vote.

Within 10 days after the provisional appointment is made, notices of the actual vacancy or the filing of a deferred resignation, and the provisional appointment shall be posted and published in accordance with Education Code section 5092. (Education Code 5092)

The person appointed to fill a vacancy shall hold office only until the next regularly scheduled election for District Board members that is scheduled 130 or more days after the effective date of the vacancy, whereupon an election shall be held to fill the vacancy for the remainder of the unexpired term. (Education Code 5091) The appointed person shall be afforded all the powers and duties of a Board member immediately following his/her appointment. (Education Code 5091)

**B. Appointment Due to Failure to Elect**

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a District election will not be held, the Board shall appoint a qualified person to the office and provide notice thereof in accordance with Education Code section 5328 and other applicable laws. (Education Code 5328, 5328.5)

The procedure for selecting and interviewing candidates may be the same as the procedures for Provisional Appointments, as specified above.

**Section 5—Filling a Vacancy**

~~Vacancies on the Board occasioned by resignation, recall, expulsion, failure to elect, or death shall be filled in accordance with the Education and Government Codes of the State of California.~~

**CLOVIS UNIFIED  
SCHOOL DISTRICT****Section 6 – Removal**

~~A Board member may be removed by death, resignation, recall, termination of District residency, or corrupt misconduct or failure to discharge the duties of the office for a period of three consecutive months.~~

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

5000-5033 Elections  
5090-5095 Vacancies  
5200-5208 Districts governed by boards of education  
5300-5304 Elections  
5320-5329 Order and call of election  
5340-5345 Consolidation of elections  
5360-5363 Election notice  
5420-5426 Cost of elections  
5440-5442 Miscellaneous provisions, elections  
35107 Eligibility of board members  
35178 Resignation with deferred effective date

**ELECTIONS CODE**

10600-10604 School district elections  
11381-11386 Candidates for recall

**GOVERNMENT CODE**

1064 Absence from state  
1770 Vacancies: definition  
3000-3003 Forfeiture of office  
3060-3075 Removal other than by impeachment  
6061 One time notice  
54950-54963 The Ralph M. Brown Act

**PENAL CODE**

88 Bribery, forfeiture from office

**UNITED STATES CODE, TITLE 18**

704 Military medals or decorations

**ATTORNEY GENERAL OPINIONS**

58 Ops.Cal.Atty.Gen. 888 (1975)

Doc# 41402-4 (08/2020, 08/2014)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD MEMBER OATH OR AFFIRMATION**

**PURPOSE:** To set forth the requirements relating to the taking of the oath of office by Board members.

Prior to entering upon the duties of their office, all Board members shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath may be administered and certified by a Board member, secretary or assistant secretary to the Board, Superintendent, deputy or assistant superintendent, principal, or county superintendent of schools or any other person authorized in Education Code section 60.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

60 Persons authorized to administer and certify oaths

**GOVERNMENT CODE**

1303 Misdemeanor for failure to take oath

1360-1369 Oath of office

3100-3109 Oath or affirmation of allegiance

**CALIFORNIA CONSTITUTION**

Article 20, Section 3 Oath of office

**COURT DECISIONS**

Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544

Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18, 22

Doc# 41403-3 (06/2020, 07/2003)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS****BOARD MEMBER RENUMERATION, REIMBURSEMENT, AND OTHER BENEFITS**

**PURPOSE:** To describe remuneration, reimbursement, and other benefits for Board members.

**A. Compensation**

~~Compensation for voting members shall be the maximum rate established by California Education Code Section 35120.~~ Each member of the Board may receive the maximum monthly compensation as provided for in Education Code section 35120.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code section 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

**B. Reimbursement of Expenses**

Board members are reimbursed ~~upon presentation of a voucher for expenses incurred in the performance of their duties.~~ for actual and necessary expenses incurred when performing authorized services for the District. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for District employees and at the same rate of reimbursement. Approval of the warrant at a regular Board meeting shall constitute authorization for reimbursement to the individual Board member on the part of the Board.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on District-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on District business.

Any questions regarding a particular type of expense should be resolved by the Superintendent or designee before the expense is incurred.

**C. Health and Welfare Benefits for Current Board Members**

Board members, during their terms of office, who so elect may receive such health and welfare benefits as are available to District classified management employees pursuant to section B.1 of Board Policy No. 6503 (to be renumbered as Board Policy No. 4154, 4254, 4354).

Health and welfare benefits for Board members shall be no greater than that received by the District's non-safety employees with the most generous schedule of benefits. (Government Code

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53208.5)

The District shall pay the employer's share of premiums required for Board members electing to participate in the District's Health and Welfare Benefit Plan to the same extent that it pays for District classified management employees. Board members shall be responsible for the employee's share of the premiums.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

**D. Health and Welfare Benefits for Former Board Members**

Former Board members may participate in the health and welfare benefits program provided for District employees under the conditions specified below.

Health and welfare benefits for former Board members shall be no greater than those received by District non-safety employees with the most generous schedule of benefits. (Government Code 53208.5)

Former Board members may be eligible to participate in the District's Health and Welfare Benefit Plan for District retirees in accordance with the provisions in Section C.4 of Board Policy No. 6503 (to be renumbered as Board Policy No. 4154, 4254, 4354) (Government Code 53201)

Health and welfare benefits provided to a former Board member shall be extended to his/her spouse/registered domestic partner and eligible dependent children as specified in Section C.4 of Board Policy No. 6503 (to be renumbered as Board Policy No. 4154, 4254, 4354).

Adopted:   /  /  

**EDUCATION CODE**

33050-33053 General waiver authority  
33362-33363 Reimbursement of expenses for attendance at workshops  
35012 Board members; number, election and term  
35044 Payment of traveling expenses of representatives of board  
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**FAMILY CODE**

297-297.5 Rights, protections and benefits under law; registered domestic partners

**GOVERNMENT CODE**

8314 Use of public resources  
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**CLOVIS UNIFIED  
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20420-20445 Membership in Public Employees' Retirement System; definition of safety employees

53200-53209 Group insurance

54952.3 Simultaneous or serial meetings; announcement of compensation

**HEALTH AND SAFETY CODE**

1373 Health services plan, coverage for dependent children

**INSURANCE CODE**

10277-10278 Group and individual health insurance, coverage for dependent children

**UNITED STATES CODE, TITLE 26**

403 Tax-sheltered annuities

**UNITED STATES CODE, TITLE 42**

18011 Right to maintain existing health coverage

**CODE OF FEDERAL REGULATIONS, TITLE 26**

1.403(b)-2 Tax-sheltered annuities, definition of employee

**COURT DECISIONS**

Thorning v. Hollister School District (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County (1979) 93 Cal.App.3d 578

**ATTORNEY GENERAL OPINIONS**

91 Ops.Cal.Atty.Gen. 37 (2008)

83 Ops.Cal.Atty.Gen. 124 (2000)

Doc# 41404-4 (08/2020, 08/2013)





**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS****BOARD MEMBER LEGAL PROTECTION**

**PURPOSE:** To address liability insurance and legal protection for Board members.

**A. Liability Insurance**

The Board shall provide insurance necessary to protect Board members and employees while acting within the scope of their office or employment in accordance with Education Code section 35208.

**B. Protection Against Liability**

No Board member shall be liable for harm caused by his/her act or omission when acting within the scope of District responsibilities. The act or omission must be in conformity with federal, state, and local laws and made in furtherance of an effort to control, discipline, expel, or suspend a student, or maintain order or control in the classroom or school. (20 USC 7946)

The protection against liability shall not apply as provided in applicable laws. (20 USC 7946)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

17029.5 Contract funding; board liability

35208 Liability insurance

35214 Liability insurance (self-insurance or a combination of self-insurance and insurance through an insurance company)

**GOVERNMENT CODE**

815.3 Intentional torts

820-823 Tort Claims Act

825.6 Indemnification of public entity

1090-1098 Conflicts of interest, prohibitions applicable to specified officers

54950-54963 The Ralph M. Brown Act

87100-89503 Conflicts of interest

**UNITED STATES CODE, TITLE 18**

16 Crime of violence defined

**UNITED STATES CODE, TITLE 20**

6731-6738 Teacher Protection Act

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**COURT DECISIONS**

Caldwell v. Montoya (Paramount Unified School District) 10 Cal 4th 972 (1995)

Doc# 41946-3 (06/2020, 07/2003)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS ~~FINANCIAL SERVICES~~ ~~Revenue, Tuition, & Fees~~  
CONFLICT OF INTEREST CODE****A. Conflict of Interest Code**

The District's Conflict of Interest Code shall be comprised of the terms of the California Code of Regulations, Title 2, Section 18730, together with attachments specifying ~~D~~designated ~~P~~positions and the specific types of disclosure statements required for each position. (Government Code 87303)

**B. Review**

Pursuant to law, upon direction of the Fresno County Board of Supervisors, the code reviewing body, the ~~Governing~~ Board shall review the Conflict of Interest Code in even-numbered years. If no change in the code is required, the District shall notify the code reviewing body by October 1 by submitting a written statement to that effect. (Government Code 87306.5)

**C. Revisions**

When a change in the District's ~~e~~Conflict of ~~i~~Interest ~~e~~Code is necessitated by changed circumstances, such as the creation of new Designated Positions, amendments or revisions, the changed code shall be submitted to the code reviewing body within 90 days of the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the District's conflict of interest codes, the Superintendent or ~~designee~~~~District~~ shall provide officers, employees, consultants and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

**D. Designated Positions**

Unless otherwise required by law, the positions listed in Exhibit No. ~~92704605~~-(1) shall be Designated Positions.

**E. Disclosure Statement — Filing**

1. Persons holding Designated Positions shall file the appropriate statement listed below disclosing investments, interests in real property, business positions, and income required to be reported under the category or categories assigned in Exhibit ~~4605-9270~~(1). An investment, interest in real property, business position, or income shall be reportable if the business entity in which the investment or business position is held, the interest in real property, or source of income may foreseeably be affected materially by any decision made or participated in by the person holding a Designated Position. The specific disclosure responsibilities assigned to each Designated Position are set forth in Exhibit ~~4605-9270~~(2).

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2. An ~~initial~~ ~~S~~statement shall be filed by each person holding a Designated Position within 30 days after the effective date of this Conflict of Interest Code, disclosing investments, interests in real property, business positions, and income received in the ~~(12)~~ months prior to the effective date of this ~~Conflict of Interest~~ ~~e~~Code.
3. Annual statements shall be filed by April 1 disclosing investments, interests in real property, business positions, and income during the preceding calendar year by persons holding Designated Positions.
4. An Assuming Office Statement shall be filed by persons elected, appointed, promoted or transferred to Designated Positions within 30 days after assuming the position.
5. The statements for Designated Positions, other than the members of the ~~Governing~~ Board and ~~the~~ Superintendent of the District, shall be filed with the Superintendent ~~or designee~~. The members of the ~~Governing~~ Board and the Superintendent are to file their original statements directly with the Clerk of the Board for the Fresno County Board of Supervisors (~~Board of Supervisors~~) using the electronic filing system. If the statements are not filed electronically, the paper statement and waiver shall be filed with the Superintendent ~~or designee~~ and, upon receipt of these paper statements with waivers, the Superintendent ~~or designee~~ shall make and retain a copy and forward the original to the Clerk of the Board of Supervisors.

The Superintendent ~~or designee~~ shall retain a copy of all electronically filed statements, a copy of all paper statements with waivers and the original statements of Designated Positions and shall make the statements available for public review, inspection, and reproduction. (~~Government~~ Code ~~section~~ 81008.)

6. A Leaving Office Statement shall be filed by any person holding a Designated Position whose position with the District is terminated, voluntarily or involuntarily, within 30 days after termination, disclosing reportable investments, business positions, interests in real property and income held or received covering the period between the closing date of the previous Statement of Economic Interests and the termination date.
7. Any person who resigns from a Designated Position within 12 months of initial appointment, or within 30 days of the date of notice provided by the filing officer of the person's filing obligation, whichever is earlier, is not deemed to "assume or leave office," provided that during the period between appointment and resignation, the person does not make, participate in making, or use the position to influence any decision of the District or to receive or become entitled to receive any form of payment as a result of his or her appointment.
  - a. Within 30 days of the date of a notice from the filing officer, the person shall do both of the following:
    - (1) File a written resignation with the appointing power; and

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- (2) File a written statement with the filing officer signed under penalty of perjury stating that during the period between appointment and resignation he or she did not make, participate in the making, or use the position to influence any decision of the District or receive, or become entitled to receive, any form of payment by virtue of being appointed to the position.

**F. Disclosure Statements - Contents**

Disclosure statements shall be made on forms (Form 700) prescribed by the California Fair Political Practices Commission (FPPC) and supplied by the District.

**1. Contents of Investment and Interest in Real Property Reports**

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- a. A statement of the nature of the investment or interest.
- b. The name of the business entity in which each investment is held and a general description of the business activity in which the business entity is engaged.
- c. The address or other precise location of the real property.
- d. A statement whether the fair market value of the real property or investment equals or exceeds two thousand dollars (\$2,000), but does not exceed ten thousand dollars (\$10,000), exceeds ten thousand dollars (\$10,000), but does not exceed one hundred thousand dollars (\$100,000), exceeds one hundred thousand dollars (\$100,000), but does not exceed one million dollars (\$1,000,000), or exceeds one million dollars (\$1,000,000). This information need not be provided with respect to an interest in real property that is the filer's principal residence.
- e. If the property or investment was partially or wholly acquired or disposed of during the period covered by the statement, the date of acquisition or disposal.
- f. Other information required by the FPPC (**Fair Political Practices Commission**) forms.

**2. Contents of Income Reports**

- a. When income is required to be reported under this **Conflict of Interest** Code, the statement shall contain the following:
  - (1) The name and address of each source of income aggregating five hundred dollars (\$500) or more in value and a general description of the business activity, if any, of

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each source. (Persons holding Designated Positions are not required to report salary, reimbursement for expenses or per diem, social security, disability, or other similar benefit payments received from a federal, state, or local government agency, including sums received as compensation for serving as Board Members as provided in the Education Code.)

- (2) A statement whether the aggregate value of income from each source or in the case of a loan reportable as income, the highest amount owed to each source, was one thousand dollars (\$1,000) or less, was greater than one thousand dollars (\$1,000), was greater than ten thousand dollars (\$10,000), or was greater than one hundred thousand dollars (\$100,000).
  - (3) A description of the consideration, if any, for which the income was received.
  - (4) In the case of a gift valued at fifty dollars (\$50) or more, the name, address, and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received.
  - (5) In the case of a loan reportable as income, the annual interest rate and the security, if any, given for the loan, and the term of the loan.
  - (6) Other information required by the FPPC forms.
- b. When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:
- (1) The name, address, and a general description of the business activity of the business entity.
  - (2) The name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal or greater than ten thousand dollars (\$10,000) during a calendar year.
  - (3) Other information required by the FPPC forms.

**3. Contents of Business Position Reports**

When business positions are required to be reported, a person holding a Designated Position shall list the name and address of each business entity not specified above in which he/she is a director, officer, partner, trustee, employee, or in which he/she holds any position of management, a description of the business activity in which the business entity is engaged, and the designated employee's position with the business entity, and any other information required by the FPPC forms.



**CLOVIS UNIFIED  
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No person holding a Designated Position shall accept any honorarium from any source, if the person would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. Subdivisions (a), (b), and (c) of Government Code section 89501 shall apply to the prohibitions in this section. This section shall not limit or prohibit payments, advances, or reimbursements for travel and related lodging and subsistence authorized by Government Code section 89506.

Board members and persons holding Designated Positions may accept gifts only under the conditions and limitations specified in Government Code section 89503 and California Code of Regulations, Title 2, Section 18730. ~~The applicable gift limit in effect from January 1, 2017 to December 31, 2018 is \$470.~~

The limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value as described in Government Code section 89503.

Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation except as described in Government Code section 89506.

A gift of travel does not include travel provided by the District for Board members and persons holding Designated Positions.

**H. Loans to Public Officials**

1. No member of the ~~Governing~~ Board of the District shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any officer, employee, member, or consultant of the District (including those of any public agency over which the District has direction and control).
2. No member of the ~~Governing~~ Board of the District shall, from the date of his or her election to office through the date that he or she vacates office, receive a personal loan from any person who has a contract with the District (including those of any public agency over which the District has direction and control). This subdivision shall not apply to loans made by banks or other financial institutions or to any indebtedness created as part of a retail installment or credit card transaction, if the loan is made or the indebtedness created in the lender's regular course of business on terms available to members of the public without regard to the elected officer's official status.
3. Paragraphs 1 and 2 above shall not apply to the following:
  - a. Loans made to the campaign committee of an elected officer or candidate for elective office,

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- b. Loans made by a ~~Governing~~ Board Member's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under this section.
- c. Loans from a person who is an officer, employee, member, or consultant of the District (including those of any public agency over which the District has direction and control), or who has a contract with the District (including those of any public agency over which the District has direction and control) that, in the aggregate, do not exceed five hundred dollars (\$500) at any given time.
- d. Loans made, or offered in writing, before January 1, 1998.

**4. Loan Terms**

- a. Except as set forth in subdivision (4.b.), no Member of the ~~Governing~~ Board of the District shall, from the date of his or her election to office through the date he or she vacates office, receive a personal loan of five hundred dollars (\$500) or more from a single lender, except when the loan is in writing and clearly states the terms of the loan, including the parties to the loan agreement, date of the loan, amount of the loan, term of the loan, date or dates when payments shall be due on the loan and the amount of the payments, and the rate of interest paid on the loan.
- b. This section shall not apply to the following types of loans:
  - 1) Loans made to the campaign committee of the elected officer.
  - 2) Loans made by a ~~Governing~~ Board ~~M~~member's spouse, child, parent, grandparent, grandchild, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin, or the spouse of any such persons, provided that the person making the loan is not acting as an agent or intermediary for any person not otherwise exempted under Government Code section 87460.
  - 3) Loans made, or offered in writing, before January 1, 1998.
  - 4) Nothing in this section shall exempt any person from any other provision of Title 9 of the Government Code (the Political Reform Act of 1974).

**5. Personal Loans**

- a. Except as set forth in subdivision 5.b., a personal loan received by any person holding a Designated Position shall become a gift to the designated employee for the purposes of this

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section in the following circumstances:

- 1) If the loan has a defined date or dates for repayment, when the statute of limitations for filing an action for default has expired.
- 2) If the loan has no defined date or dates for repayment, when one year has elapsed from the later of the following:
  - a) The date the loan was made.
  - b) The date the last payment of one hundred dollars (\$100) or more was made on the loan.
  - c) The date upon which the debtor has made payments on the loan aggregating to less than two hundred fifty dollars (\$250) during the previous 12 months.
- b. This section shall not apply to the following types of loans:
  - 1) A loan made to the campaign committee of an elected officer or a candidate for elective office.
  - 2) A loan that would otherwise not be a gift as defined in Title 9 of the Government Code (the Political Reform Act of 1974).
  - 3) A loan that would otherwise be a gift as set forth under subdivision 5.a., but on which the creditor has taken reasonable action to collect the balance due.
  - 4) A loan that would otherwise be a gift as set forth under subdivision 5.a., but on which the creditor, based on reasonable business considerations, has not undertaken collection action. Except in a criminal action, a creditor who claims that a loan is not a gift on the basis of this paragraph has the burden of proving that the decision for not taking collection action was based on reasonable business considerations.
  - 5) A loan made to a debtor who has filed for bankruptcy and the loan is ultimately discharged in bankruptcy.
- c. Nothing in this section shall exempt any person from any other provisions of Title 9 of the Government Code (the Political Reform Act of 1974).

**I. Disqualification**

1. Persons holding Designated Positions must disqualify themselves from making or participating in the making of any decisions or using their official positions to influence the making of any decision which will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally on the official or a member of his or her immediate

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family or on: (2 CCR 18730)

- a. Any business entity in which the designated person has a direct or indirect investment worth two thousand dollars (\$2,000) or more;
  - b. Any real property in which the designated person has a direct or indirect interest worth two thousand dollars (\$2,000) or more;
  - c. Any source of income, other than gifts and other than loans by a commercial lending institution in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars (\$500) or more in value provided to, received by or promised to the designated person within 12 months prior to the time when the decision is made;
  - d. Any business entity in which the designated person is a director, officer, partner, trustee, employee, or holds any position of management; or
  - e. Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating exceeding the limitation specified in Government Code section 89503 and California Code of Regulations, Title 2, Section 18730, provided to, received by, or promised to the designated person within 12 months prior to the time when the decision is made. ~~The applicable gift limit in effect from January 1, 2017 to December 31, 2018 is \$470.~~
2. No person holding a Designated Position shall be prevented from making or participating in the making of any decision to the extent his or her participation is legally required for the decision to be made. The fact that the vote of a designated person who is on a voting body is needed to break a tie does not make his or her participating legally required for purposes of this section.

**J. Definition of Terms**

Except as otherwise provided, the definitions contained in the Political Reform Act of 1974, Government Code Section 81000, et seq., and any regulations adopted by the Fair Political Practices Commission pursuant to the Act, are incorporated herein and this **Conflict of Interest** Code shall be interpreted in a manner consistent therewith.

Adopted: 12/08/1976

Reviewed: 01/14/2015, 08/31/2016

Amended: 02/22/1984, 11/21/1994, 09/25/2002, 03/24/2004, 03/22/2006, 09/24/2008,  
11/14/2012, 08/27/2014, 09/26/2018, 02/06/2019,   /  /   (BP 4605 renumbered  
as BB 9270)

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**GOVERNMENT CODE**

~~Sections 81000 – 91014 Political Reform Act of 1974, et. seq., 89500, et seq.~~

**CALIFORNIA CODE OF REGULATIONS, TITLE 2, ~~Section 18730~~  
18110-18997 Regulations of the Fair Political Practices Commission**

Doc# 41114-4 (06/2020, 05/2016)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS**~~DISTRICT ORGANIZATION AND GOALS~~~~Governing Board~~**BOARD POLICIES**~~Y AND BYLAWS DEVELOPMENT AND DISSEMINATION~~

**PURPOSE:** To describe procedures for policy and bylaw development, revision, and dissemination.

The Board shall adopt written bylaws and policies to convey its expectations for actions that will be taken in the District, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to students, staff, parents/guardians, and the community.

**A. Policy Development and Adoption Process**

The Board and/or Superintendent or designee shall identify the need for a new policy or bylaw or revision of an existing policy or bylaw. The need may arise from a change in law, a new District vision or goal, educational research or trends, and/or upon request of the Board. The need may also occur as a result of an incident that has arisen in the District or a recommendation or request from staff or other interested persons.

In developing and revising policies and bylaws, the Board and Superintendent shall consider the values, culture, and practices of the District as well as applicable laws.

Policy or bylaw proposals shall be referred to the Superintendent or designee for detailed study prior to being placed for information and action on the Board agenda. At the Board's discretion, it may direct that one or more study sessions be held to provide the Board the opportunity to study and discuss certain policy or policies.

Bylaws and policies may be adopted, amended, or repealed at any Board meeting, provided that the proposed adoption, amendment, or repeal shall have been proposed at a previous Board meeting. The Board may take action on the policy during the action portion of the second meeting or request an additional meeting for further review if necessary.

Notwithstanding the above, the Board may adopt, amend, or repeal policies or bylaws at any meeting of the Board, without first presenting the policies or bylaws for information at a prior meeting to the Board, provided that they:

1. ~~a~~Are mandated by law;
2. ~~a~~Are perfunctory in nature;
3. ~~a~~Are recommended as a result of employee negotiations; or;



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4. ~~a~~Address an emergency situation. (An emergency shall include any situation or set of circumstances which the Board has reason to believe will jeopardize the safety and welfare of students or employees, ~~or may~~ require the closing of schools, ~~or result in damages or loss to District property.~~)

Policies and bylaws shall become effective upon Board adoption or at a future date designated by the Board at the time of adoption. The formal adoption of policies or bylaws shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official ~~B~~board policy or bylaws.

The Board will normally not reconsider a policy or bylaw until it has been in effect for a period of not less than one school year.

**B. Staff/Legal Counsel Involvement**

The intent and spirit of this provision is to gain the most complete and reliable information on which to base policies and bylaws, and to provide for the maximum practical interaction by way of regular administrative channels. Therefore, in the development and revision of policies and bylaws, the Board seeks the judgment and counsel of appropriate staff and legal counsel if necessary.

**~~C. Executive Action~~**

~~The Superintendent is delegated the authority to take necessary action in circumstances not provided for in Board policy, provided that such action shall be reported to the Board at the meeting next following such action. This action shall be subject to review by the Board at which time it may duly consider the need for one or more policies to cover future situations of a similar nature.~~

**~~D.C.~~ Student Involvement**

The Board views student participation in policy development as part of the educational process. Within the general framework established by the Board, students are encouraged to participate through planning programs and procedures in the government of their schools of attendance. Student requests for Board consideration of proposed policy will be considered only when submitted through regular administrative channels. Students should be cognizant of the fact that the Board is legally responsible for the development of all policies affecting the employees, students, and the educational program. The Board cannot delegate this responsibility and reserves the right in all policy development to accept or reject, in whole or in part, any proposed policy.

**~~E.D.~~ Implementing Regulations**

The Superintendent may issue regulations, including any exhibits thereto, which are consistent with such statutes, rules, and policies, and which shall be binding on the employees of this District and the students in the schools of the District and govern as to the subject matters covered therein.



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Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other necessary provisions. The Superintendent or designee also may develop procedures manuals, handbooks, or other guides to carry out the intent of ~~B~~board policy.

When Board policies are amended, the Superintendent or designee shall review corresponding regulations to ensure that they conform to the intent of the revised policy. In case of conflict between the administrative regulation and ~~B~~board policy, ~~the~~ policy shall prevail.

Administrative regulations do not require adoption by the Board; however, the Board may review and/or approve regulations for the purpose of ensuring conformity with the intent of ~~B~~board policy when revisions are necessary to an existing ~~B~~board policy or in the case of a proposed new Board policy.

**F-E. Dissemination**

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put same into effect.

As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. The appropriate communications strategy shall be determined depending on the issue.

Accessibility is to extend to all employees and citizens of the District. All policies, administrative regulations and exhibits ~~are posted have been incorporated into the Clovis Unified~~

~~School District's websiteInternet Web Page, <http://www.eusd.com>, under the section titled Board.~~  
~~In order to~~ To ensure access to the public, a public access computer is available in the main lobby of the East and West buildings of the District Office located at 1450 Herndon Avenue, Clovis.

**G-F. Review and Revision**

The Superintendent shall establish and maintain procedures to assure timely review and revision of policies and bylaws. The Superintendent shall be responsible for ensuring that policy and bylaw revisions are adopted by the Board and filed on the ~~District's websiteInternet Web Page~~ in a timely manner.

The Board shall review certain policies annually, as required by Education Code section 35160.5. If no revisions are deemed necessary, the Board minutes shall nevertheless indicate that the review was conducted. Other policies or bylaws shall be monitored and reviewed as specified in the policy or bylaw itself or as needed to reflect changes in law or circumstances of the District.

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As required by Government Code sections 87302 and 87303, the Board shall review its conflict of interest code, **Board Bylaw No. 9270**, in even-numbered years by October 1 as directed by the code reviewing body (Fresno County Board of Supervisors). The review shall be reflected in the Board minutes and reported to the code reviewing body. Any amendments made to the **bylawpolicy** are not official until approved by the code reviewing body.

**HG. Suspension of Policies, Bylaws, and Administrative Regulations**

No **B**board policy, bylaws, or administrative regulation shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy, bylaw, or administrative regulation is found to be invalid, that invalidity shall not affect other provisions of the policy, bylaw, or administration regulation.

Adopted: 10/08/1991

Reviewed: 04/23/2007, 07/29/2009

Amended: 10/14/1992, 05/27/1998, 03/09/2005, 02/25/2009, 06/12/2019,   /  /   (BP 1102  
renumbered as BB 9310)

~~Education Code sections 35010, 35160, 35160.5, 35163, 35164~~

~~Government Code sections 87302-87303~~

**EDUCATION CODE**

35010 Control of district; prescription and enforcement of rules

35160 Authority of governing boards

35160.5 Annual review of school district policies

35163 Official actions, minutes and journal

35164 Vote requirements

Doc# 41112-4 (06/2020, 07/2018)



**CLOVIS UNIFIED  
SCHOOL DISTRICT**

**BOARD BYLAWSDISTRICT ORGANIZATION AND GOALS  
BOARD MEETINGS AND NOTICESBOARD BYLAWS**

**PURPOSE:** To set forth provisions regarding meetings of the Board and notices related theretopublish the Bylaws governing the creation, organization and operation of the Governing Board of Clovis Unified School District.

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**CLOVIS UNIFIED  
SCHOOL DISTRICT**~~OFFICIAL NAME, DISTRICT CREATION AND DISTRICT CLASSIFICATION~~~~Section 1—Official Name~~

~~The Board shall be known officially as “The Board of Clovis Unified School District,” in the County of Fresno.~~

~~Section 2—District Creation~~

~~The Clovis Unified School District comprises all of the districts formerly known as Clovis Elementary, Dry Creek Elementary, Fort Washington Lincoln Elementary, Jefferson Elementary, Pinedale Elementary, Temperance Kutner Elementary, and Clovis Union High School Districts. Such District was created by the Fresno County Committee on School District Organization, July 1, 1960, with said boundaries being officially set forth in the records of the County Superintendent of Schools of Fresno County.~~

~~Section 3—Classification~~

~~The Clovis Unified School District shall be defined as a unified school district formed for the purpose of providing a program of education in grades kindergarten (K) through twelfth (12<sup>th</sup>), pre-school, adult education and community service programs.~~

Article II  
**AUTHORITY**

~~Section 1—Authority~~

~~The Board is established by and derives its authority from the Constitution and the statutes of the State of California; the Education Code; the Government Code; the Motor Vehicle Code; the Business and Professions Code; the Civil Code; the Elections Code; the Insurance Code; the Military and Veterans Code; the Penal Code; the Health and Safety Code; the California Administrative Code; Title 5; Rules & Regulations of the Board of Education of Fresno County; Federal laws and regulations; and opinions of courts of jurisdiction.~~

Article III  
**MEMBERSHIP**

~~Section 1—Number~~

~~The Clovis Unified School District Board shall consist of seven members and one student representative. Members of the Board must reside within the area which they represent.~~

~~Section 2—Area Designation~~

~~Each Trustee election area is outlined in Exhibit 1101.~~

~~Section 3—Student Representative~~

~~The Board believes it is important to seek out and consider students’ ideas, viewpoints and reactions to the educational program. In order to facilitate student input and involvement, the Board shall include a Student Board Member Representative who shall have the right to attend all Board meetings except Closed Session.~~

~~The Board shall appoint one student member who shall be selected in the following manner:~~

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- ~~a. The Interschool Council ("ISC") shall recommend one of its members who is a graduating senior for ratification by the Area high school principals;~~
- ~~b. Upon ratification by the Area high school principals, the senior student member will be seated at the first regular meeting of the Board after the beginning of the school year and shall serve until June 30 of that same academic school year;~~
- ~~c. In the event the student is unable to complete the term of office, a new member will be selected using the procedure described in "a" and "b" above.~~

~~The term of office for the Student Board Member shall be one calendar year commencing July 1 of each year.—~~

~~The Student Board Member Representative shall be seated with the members of Board and recognized as full members of the Board, which includes receiving all open meeting materials presented to Board members, being invited to staff briefings of board members or being provided a staff briefing within the same time frame, and participating in Board questioning and discussions except those matters related to Closed Sessions.—~~

~~The Student Board Member Representative shall have preferential voting rights to formally express an opinion that is recorded in the minutes and cast before the official vote of the Governing Board, but which will not serve in determining the final numerical outcome of a vote.— No preferential vote shall be solicited on matters subject to closed session discussion.~~

~~The Student Representative shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Education Code section 35120. Student Board Member Representative shall receive \$25 per meeting attended to offset expenses.—~~

#### Section 4—Election

~~Members of the Board shall be elected in a manner specified by law.~~

#### Section 5—Filling a Vacancy

~~Vacancies on the Board occasioned by resignation, recall, expulsion, failure to elect, or death shall be filled in accordance with the Education and Government Codes of the State of California.~~

#### Section 6—Removal

~~A Board member may be removed by death, resignation, recall, termination of District residency, or corrupt misconduct or failure to discharge the duties of the office for a period of three consecutive months.~~

#### Section 7—Term

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~~The entire Board was elected at the time of unification (July 1, 1960) and it was determined by lot that trustee areas 1, 3 and 6 would serve for an initial two-year period and trustee areas 2, 4, 5 and 7 would serve for an initial four-year period. Subsequent to this determination, Board members are elected for a four-year term. Unexpired terms are filled in accordance with the Education Code of the State of California.~~

**Section 8—Compensation**

~~Board members are reimbursed upon presentation of a voucher for expenses incurred in the performance of their duties. Approval of the warrant at a regular Board meeting shall constitute authorization for reimbursement to the individual member on the part of the Board.~~

~~Board members who so elect may receive such health and welfare benefits as are now extended to District management employees.~~

~~Compensation for voting members shall be the maximum rate established by California Education Code Section 35120.~~

**Article IV****DUTIES AND LIMITATIONS OF INDIVIDUAL BOARD MEMBERS****Section 1—Duties**

~~The major duties of an individual Board member are as follows:~~

- ~~1. To be familiar with the State school laws, regulations of the State Department of Education, and Clovis Unified School District policies.~~
- ~~2. To develop a general understanding of the priorities, goals and objectives of the Clovis Unified School District.~~
- ~~3. To attend regular and special Board meetings, prepared to act upon agenda items.~~
- ~~4. To vote and act in the Board meetings ethically and legally.~~
- ~~5. To vote and act in the Board meetings impartially, ethically, and in compliance with the law in the best interest of the District.~~
- ~~6. To accept the will of the majority Board vote.~~
- ~~7. To refer inquiry or concern to the proper District personnel.~~
- ~~8. To follow established rules of order in the conduct of meetings.~~
- ~~9. To participate in Board development activities by attending conferences and workshops designed to enhance ability to perform Board duties as needed.~~
- ~~10. To visit schools.~~
- ~~11. To adhere to the Code of Ethics of the California School Boards Association as adopted by the Board.~~

**Section 2—Limits of Board Members Authority**

~~As publicly elected officials, Board members may choose to be accessible and responsive to their constituents, to meet with their constituents, and to express their individual opinions and concerns. However, the Board, as a whole, is the unit of authority over the District and an individual Board member has no individual authority to act on behalf of the District, unless directed to do so by the Board. The Board shall not be bound in any way by any statement or action on the part of an~~

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~~individual member except when such statement or action is pursuant to specific instruction by the Board. Individual Board members shall represent the Board at official functions, such as public hearings, only by official appointment or direction from a majority of the Board in Public Session.~~

~~Article V~~~~BOARD DUTIES AND RESPONSIBILITIES~~~~Section 1—Corporate Body~~

~~The Board constitutes a corporate body which possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued; purchase, hold and sell personal and real property; and, enter into such obligations as authorized by law.~~

~~Section 2—Duties~~

~~The Board shall:~~

- ~~1. Establish District policy and Board bylaws, and shall implement procedures for policy and bylaw adoption, revision and review.~~
- ~~2. Oversee District operations to assure policy implementation and maintenance.~~
- ~~3. Employ and evaluate the District superintendent.~~
- ~~4. Adopt an annual budget, authorize District expenditures, establish salary schedules and approve capital investments.~~
- ~~5. Serve as the final appeal for formal complaints from the public, staff or students.~~
- ~~6. Delegate such duties as may be appropriate to the Superintendent.~~
- ~~7. Define the mission for the District and establish priorities for District programs, services and activities.~~
- ~~8. Establish other duties consistent with existing law as may be appropriate.~~

~~Section 3—Policy Making Responsibility~~

~~The Board shall exercise its policy making responsibility by adopting bylaws and policies not inconsistent with the law and/or opinions of courts of competent authority, for its own government and for the organization and operation of the District.~~

~~The formulation and adoption of written bylaws and policies shall constitute the basic method by which the Board shall exercise its leadership.—~~

~~Article VI~~~~ORGANIZATIONAL MEETING~~~~Section 1—Organizational Meeting~~

~~The Board shall organize annually at an Organizational Meeting in December. The organizational meeting shall be held within a 15-day period that commences with the date upon which Board Members elected that year take office or within a 15-day period of the second Friday in December if no Board Members are elected that year. (Education Code 5107, 35143)~~

~~Article VII~~~~OFFICES AND MEMBERSHIPS~~



**CLOVIS UNIFIED  
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~~The Board shall organize by the election of a President, Vice President, and a Clerk from among its members. Election may be by secret ballot. The Superintendent shall serve as Secretary of the Board and the Board will appoint an Assistant Secretary.~~

~~Section 2—Memberships~~

- ~~1. The Board shall, at its annual Organizational Meeting, elect a representative to the Fresno County Committee on School District Organization.~~
- ~~2. The Board may wish to appoint from its membership persons to represent the Board in organizations such as the Fresno County School Trustees Association, the California School Boards Association, and the like.~~

~~Article VIII~~  
~~DUTIES OF OFFICERS~~

~~Section 1—President~~

~~The President shall preside at all meetings of the Board and shall perform all duties imposed by statutes and/or prescribed by the Board. The President shall preserve order and decorum at the meetings. The President shall declare all votes and if any member requests a roll call vote, the Assistant Secretary shall call the roll and the President shall declare the ayes and noes. The President shall have the same right as other members to discuss questions and to vote thereon.~~

~~The President shall participate in District activities that include but are not limited to:~~

- ~~1. Attending all Board Agenda Review meetings;~~
- ~~2. Serving as an active member of the Foundation for Clovis Schools;~~
- ~~3. Speaking on behalf of the Board at the following events: annual General Session, National and State school recognition ceremonies, Groundbreaking ceremonies, Employee Recognition ceremonies, Retirement ceremonies, Districtwide Student Recognition ceremonies, and other Districtwide events as necessary; and~~
- ~~4. Serving as the voice of the Board for media inquiries regarding significant District-related issues.~~

~~In collaboration with the Superintendent's Executive Cabinet, an out going President may participate in an Orientation Session for the newly appointed Board President.~~

~~Section 2—Vice President~~

~~The Vice President shall preside when the President is absent or upon request of the President.~~

~~Section 3—Clerk~~

~~The Clerk shall perform duties of the President in the absence of the President and Vice President and shall execute all documents on behalf of the Board, except as otherwise provided by law.~~

~~Section 4—Secretary~~

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~~The Superintendent shall serve as Secretary of the Board. The Secretary shall send out notices of all meetings. The Secretary shall keep a proper and complete record of the proceedings of the meetings of the Governing Board. The Secretary shall prepare the minutes, distribute and file same, or designate such action. The Secretary shall post all legal notices, prepare and sign all legal documents and reports that require signature. The Secretary shall perform such other duties as may be prescribed by the Board or by state statutes. The Secretary shall also serve as Parliamentarian for the Board.~~

Article IX  
**BOARD SUBCOMMITTEES, SPECIAL ADVISORY COMMITTEES,  
AND BOARD CONSULTANTS**

Section 1—Committees of the School Board

~~1. Types of Committees~~

~~—The Board shall establish the following standing Board committees:~~

- ~~• Clovis City Council/Governing Board Joint Subcommittee~~
- ~~• Fresno City Council/Governing Board Joint Subcommittee~~

~~2. Terms~~

~~—The two standing subcommittees' membership terms of office shall be one year from the annual Organizational Meeting to the next subsequent Organizational Meeting of the Board.~~

~~3. Membership~~

~~—Membership of Board subcommittees shall be no more than three Board members. Members shall be selected by consensus of the Board. The Superintendent, or designee, shall serve as an ex-officio member of each Board committee.~~

~~4. Authority~~

~~—All Board subcommittees shall be advisory to the full Board. Board subcommittees may make recommendations to the full Board, but no decisions made in a Board subcommittee meeting shall be binding on the full Board.~~

Section 2—Special Advisory Committees

~~The Board declares its intent to appoint special Advisory Committees. These committees shall be charged by the Board specifically to conduct studies, make recommendations to the Board, and act in an advisory capacity, but they shall at no time take action on behalf of the Board. Such committees shall be created by a majority vote of the Board. A motion creating a special Advisory~~

~~Committee shall state the following:~~

- ~~1. the purpose,~~
- ~~2. the number of members,~~
- ~~3. the date the committee will be activated,~~
- ~~4. the powers, including specific instruction and/or prohibitions, and~~
- ~~5. report date~~

~~The majority of the members of the special Advisory Committee shall be bona fide residents of the District during the entire period of their service on the committee. Any District resident who~~

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~~terminates residency during the term of service shall immediately submit a resignation to the Board. District staff shall be assigned to support special Advisory Committee work. Committee members shall be appointed by the Board in the following manner:~~

- ~~1. Each member of the Board shall nominate one or more persons depending upon the size of the committee.~~
- ~~2. Nominations shall be made at the first meeting following the creation of the committee.~~
- ~~3. Prior to the submission of names of potential committee members, each Board member may communicate with nominees to determine whether the nomination will be accepted, and those who decline shall not be placed in nomination.~~
- ~~4. If any vacancy occurs during the life of the committee, replacement nomination shall be named by the Board member who nominated the committee member whose departure created the vacancy.~~

~~Special Advisory Committees will receive full logistical support from the resources of the District. This support may include clerical assistance, postage, local transportation for the purpose of investigation, and the assistance of District employees as experts on particular subjects. Advisory Committees are not authorized to obligate the District for the payment of any other funds in connection with their work. If the committee determines that the expenditure of public funds is required by the assigned task, it shall so report to the Board which will take action according to the circumstances and the law relating to such matters.~~

~~At the first meeting of the Advisory Committee a representative of the Board and/or the Superintendent, or designee, shall be present to explain to the Advisory Committee the reason for being called into existence, and the task the Board wishes the committee to accomplish.~~

~~All meetings of the committee shall be open to the public, but the public shall not interfere with, nor disturb, the meetings.~~

~~The special Advisory Committee shall be dissolved upon its final recommendation to the Board unless the Board determines otherwise. The committee may be terminated by a majority vote of the Board any time.~~

~~Written notices of all meetings shall be prepared and provided to all committee members. Membership may be withdrawn if a member fails to attend three successive meetings. Special Advisory Committees shall advise and report upon only those programs which relate to the purposes of the committee.~~

**Section 3—Consultants**

~~The Board encourages the use of professional consultants from the State Department of Education, colleges, universities and other resource persons, when such services will be helpful in the improvement of the District. All consultants to the Board shall be approved by the Board prior to the invitation and arrangement for visitation by such person or persons to the District.~~

**Article X****MEETINGS**

**CLOVIS UNIFIED  
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~~Robert's Rules of Order, Newly Revised, shall govern the Board in its deliberations in all cases in which it is not inconsistent with statutes, the California Code of Regulations or these bylaws, except that the rules may be amended at any regular meeting by an affirmative vote of not less than four members of the Board, provided the amendment has been reduced to writing and proposed at a previous meeting.~~

~~Section 2—Minutes~~

~~Minutes shall be kept of all public meetings of the Board and shall be maintained in a suitable journal of proceedings. Such minutes shall record every official act of the Board and be kept in sufficient detail to show compliance with the law. The minutes shall be part of the public record of this Board and shall be available for public inspection.~~

Meetings of the Board are conducted for the purpose of accomplishing District business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws and policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or District. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or District official may engage in separate conversations with Board members to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or District official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

To help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

**A. Section 3—Regular Meetings**

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The Board normally meets twice monthly on the second and fourth Wednesday of each month, **public session commencing** at 6:30 p.m. Unless specified elsewhere, the meeting place shall be the Boardroom of the Clovis Unified School District, located at 1680 David E. Cook Way, Clovis, California.

The agenda and notice of a regular meeting shall be prepared and disseminated in accordance with Board Bylaw 9322 – Board Agenda/Meeting Materials.

~~The Secretary shall, at least 72 hours before a regular Board meeting, post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items that are to be discussed in Closed Session. The agenda shall specify the time and location of the regular meeting and shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2). The Secretary shall also provide the agenda and agenda booklets of all regular meetings at least seventy-two (72) hours before the meeting to all members of the Board.~~

**B. ~~Section 4~~—Special Meetings**

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, Deputy Superintendent, Associate Superintendent, Assistant Superintendent, or other management employees as described in Government Code **section 3511.1. (Government Code 54956)**

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. ~~The notice also shall be posted on the District's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting.~~ **(Education Code 35144; Government Code 54956)**

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the ~~C~~lerk or ~~S~~ecretary of the Board or by being present at the meeting at the time it convenes. **(Government Code 54956)**

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. **(Government Code 54954.3)**

**~~Section 5—Closed Session Meetings~~**

~~The Governing Board is committed to complying with state open meeting laws and modeling~~

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~~transparency in its conduct of district business. The Board shall hold Closed Sessions only for purposes authorized by law, which includes the following: personnel matters to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee, in accordance with Government Code 54957; to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an Open Session in accordance with Government Code 54957; session to discuss a District employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan in accordance with Government Code 54957.10; to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, in accordance with Government Code 54957.6; Closed Sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees in accordance with Government Code 54957.6; to meet with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6; to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in Open Session. Regardless of whether the expulsion hearing is conducted in Open or Closed Session, the Board may meet in Closed Session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918); to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for Open Session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070); discuss matters of school security with law enforcement agents or agencies in accordance with Government Code 54957; to meet in Closed Session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the District in order to grant its negotiator authority regarding the price and terms of payment for the property in accordance with Government Code 54956.8; to confer with or receive advice from its legal counsel regarding a pending/anticipated litigation in accordance with Government Code 54956.9; to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the District is a member in accordance with Government Code 54956.95; upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in Closed Session to discuss its response to that report in accordance with Government Code 54956.75; and to review the contents of any student assessment instrument approved or adopted for the statewide testing system. However, before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617).~~

~~A Closed Session may be held during a regular, special, or emergency meeting in accordance with law and each agenda shall contain a general description of each Closed Session item to be~~



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~~discussed at the meeting, as required by law. (Government Code 54954.2)~~

~~The Board shall disclose in Open Session the items to be discussed in Closed Session. In the Closed Session, the Board may consider only those matters placed on the Closed Session agenda. After the Closed Session, the Board shall reconvene in Open Session before adjourning the meeting, and when applicable, shall disclose any action taken in the Closed Session, in the manner prescribed by Government Code 54957.1. The Board shall not disclose any information that is protected by state or federal law.—~~

~~A Board member shall not disclose confidential information received in a Closed Session unless the Board authorizes the disclosure of that information. (Government Code 54963)~~

**C. Section 6—Adjourned/Continued Meetings**

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

**D. Section 7—Emergency Meetings**

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code section 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation ~~is as defined in means either of the following:~~ (Government Code section 54956.5.)

- ~~1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board~~
- ~~2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board~~

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Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

~~Section 8—Exception to the Brown Act related to Negotiations~~

~~Unless otherwise agreed upon by the parties involved, the following shall not be subject to the Brown Act: (Government Code 3549.1)~~

- ~~1.—Any meeting and negotiating discussion between the District and a recognized or certified employee organization~~
- ~~2.—Any meeting of a mediator with either party or both parties to the meeting and negotiating process~~
- ~~3.—Any hearing, meeting, or investigation conducted by a factfinder or arbitrator~~
- ~~4.—Any executive (closed) session of the District or between the District and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives.~~

E. Section 9—Order of Business at Regular and Adjourned Meetings

An invocation may be held prior to the start of the Board meeting. Attendance during and participation in the invocation are optional and voluntary. No students, parents, members of the public, Board members, student board member, or employees are required to attend or participate in the invocation.

The President, upon taking the chair, shall call the members to order on the appearance of a quorum of four. The order of business may include the following in such order as set forth in each agenda adopted by the Board:

1. Call to Order



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2. Roll Call
3. Closed Session
4. Reconvene for Public Session
5. Pledge of Allegiance to Flag
6. Adoption of Agenda
7. Approval of Minutes
- ~~6-8.~~ Superintendent's Report
- ~~7-9.~~ Recognition of Visitors
- ~~8-10.~~ Closed Session Motions
- ~~9. Approval of Minutes~~
- ~~10. Adoption of Agenda~~
- ~~10-11.~~ Student ~~Board Member~~ Report
- ~~11-12.~~ Special Presentations/Awards
- ~~12-13.~~ Public Presentations
- ~~13-14.~~ Public Hearings
- ~~14-15.~~ Staff Reports
- ~~15-16.~~ Consent Agenda

The Superintendent shall prepare the agenda and recommend to the Board those items which the Superintendent believes require only perfunctory action. This portion of the agenda will be entitled "Consent Agenda."

The Board ~~P~~resident shall request adoption of the Consent Agenda and, unless a Board member objects, the adoption of the Consent Agenda will be made by a single motion.

17. Action

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Items typically appear for vote by the Board after first being seen at an earlier meeting under the Information portion of an agenda in order to provide the Board additional opportunity for questions and/or discussion.

**18. Information**

No vote is taken on items appearing under Information.

**19. Board Member Reports****20. Adjournment****Section 10—Agendas**

~~Agenda materials shall be furnished to members of the Board and may include privileged information. As part of the agenda, the Superintendent shall submit to the individual members of the Board recommendations and reports for action. All supplemental information shall be delivered 48 hours prior to Board meetings, with the exception of litigation or emergency personnel issues. Based on current costs, the Superintendent may establish a nominal fee to be charged for agenda materials. Privileged information is to be withheld from booklets requested by the public. Public agenda materials are available online within the timeframe required by California's Public Meeting Act.~~

~~A copy of the agenda shall be posted in a location that is freely accessible to members of the regular public and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2) and shall be provided at the time of posting, if previously requested, to all newspapers of general circulation, radio and television stations. Copies will be available to the public at the meeting place and online.~~

**Section 11—Voting Method**

~~The ayes and noes, and any abstentions, upon votes by individual Board members taken shall be entered on the record, unless it is indicated in the record that the vote is unanimous. Every member shall have the privilege of having the vote and reasons therefore recorded on any and every question if requested, while the vote is being taken or immediately after the result of the vote has been announced by the President, and before the statement of a new question.~~

**Section 12—Public Participation in Board Meetings**

~~All meetings of the Board shall be open to the public. All actions of the Board shall be taken openly. The public is invited to attend Board meetings and will be given opportunity to voice opinions. However, the law requires the Board to respect employees' privacy. Members of the public may feel free to use this time to criticize either the Board or the District as a whole. However, if there is a complaint about an individual employee which could result in disciplinary action, the Board will request that the member of the public refrain from naming the public employee and refer the member of the public to the appropriate District administrator to address the member of the public's complaint.~~

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~~The Board, as the representative body of the District, wishes to provide an avenue for any citizen to express interest in, and concern for, the District. Accordingly, the Board hereby adopts the following rules concerning public participation at meetings of the Board:~~

- ~~1. Members of the public have the right to place matters “*directly related to school business*” on the formal agenda of Board meetings:
  - ~~a. So that the Board and District administrative personnel can adequately discharge their responsibilities, citizens who wish to have items placed upon the formal agenda for consideration at an upcoming Board meeting must make a request to the Clovis Unified School District Office located at 1450 Herndon Avenue, Clovis, no later than one week prior to the date of the scheduled Board meeting.~~
  - ~~b. In connection with matters included on the formal agenda by members of the public, the Board reserves the right to:
    - ~~(1) Determine the order of business as to the discussion and consideration of such items.~~
    - ~~(2) Determine the appropriate meeting at which to consider the item if a reasonable justification for doing so exists.~~~~~~
- ~~2. In addition, members of the public also have the right to comment upon all matters included on the formal agenda whether placed there by members of the public or otherwise. In connection therewith, the President of the Board reserves the right to:
  - ~~a. Limit the discussion of a particular issue~~
  - ~~b. Postpone the discussion of a particular item until a later time or later meeting provided that reasonable justification exists.~~
  - ~~c. Public comments shall be heard only from individuals physically present at the meeting.~~~~
- ~~3. Finally, the Board shall take testimony on matters not included on the agenda of a regularly scheduled meeting which members of the public wish to bring to the attention of the Board. This discussion shall occur during the “*Public Presentation*” portion of the agenda and must be delivered by an individual physically present at the meeting. Individuals wishing to make a presentation must so advise the Board President by completing a “*sign-in*” sheet prior to the meeting. Individual presentations shall be limited to a maximum of three (3) minutes. Each individual wishing to address the Board is allocated 3 minutes and may NOT give their 3 minutes to another individual. This time limit may be adjusted by the Board President if reasonable justification exists to do so. The Board will take no action on such matters at the same meeting at which such testimony is taken. Nothing herein shall limit further discussion on such subject matter at a subsequent meeting of the Board.~~

**F. Section 13—News Coverage**

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Notification of regular, adjourned, special and cancelled regular meetings shall be sent, if requested, to each local newspaper of general circulation and radio or television station by mail at least ~~twenty-four~~ (24) hours before the specified date and time of meeting.

**G. Study Sessions, Retreats, Public Forums, and Discussion Meetings**

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within District boundaries. Action items shall not be included on the agenda for these meetings.

**H. Other Gatherings**

Attendance by a majority of Board members at any of the events set forth in Government Code section 54952.2 is not subject to the Brown Act provided that a majority of the Board members do not discuss specific District business among themselves other than as part of the scheduled program. (Government Code 54952.2)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

**I. Location of Meetings**

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code section 11135. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within District boundaries, except as provided in Government Code section 54954.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

**J. Teleconferencing**

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A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within District boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

~~Section 14 – Tape Recordings~~

~~Taping of the meetings of the Board is permissible both by the news media and private citizens so long as the process does not materially interfere with the proceedings of the Board.~~

~~Section 15 – Public Records~~

~~The Superintendent, as Secretary of the Board, shall retain all official Board records. Said records are available for inspection by the public including members of the press, at the office of the Superintendent during regular hours of the school day, when a proper request is made according to established procedures, unless confidentiality of such records is prohibited by law. A nominal fee may be charged to cover costs of copies of such records.~~

Adopted: 07/23/1975

Reviewed: 01/12/2006, 04/23/2007

Amended: 11/10/1976, 06/28/1978, 12/12/1979, 07/26/1989, 11/19/1990, 01/09/1991,  
02/27/1991, 10/09/1991, 05/13/1992, 08/12/1992, 09/14/1995, 11/25/1996,  
11/15/2000, 07/11/2001, 11/19/2003, 01/25/2012, 01/29/2014, 09/24/2014,  
06/17/2015, 02/08/2017, 01/17/2018, 10/10/2018, 07/17/2019, \_\_/\_\_/\_\_\_\_ (BP 1101  
renumbered as BB 9320)

**EDUCATION CODE**

35140 Time and place of meetings

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35143 Annual organizational meeting, date, and notice  
35144 Special meeting  
35145 Public meetings  
35145.5 Agenda; public participation; regulations  
35146 Closed sessions  
35147 Open meeting law exceptions and applications

**GOVERNMENT CODE**

3511.1 Local agency executives  
11135 State programs and activities, discrimination  
54950-54963 The Ralph M. Brown Act, especially:  
54953 Meetings to be open and public; attendance  
54954 Time and place of regular meetings  
54954.2 Agenda posting requirements, board actions  
54956 Special meetings; call; notice  
54956.5 Emergency meetings

**UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

**CODE OF FEDERAL REGULATIONS, TITLE 28**

35.160 Effective communications  
36.303 Auxiliary aids and services

**COURT DECISIONS**

Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

**ATTORNEY GENERAL OPINIONS**

88 Ops.Cal.Atty.Gen. 218 (2005)  
84 Ops.Cal.Atty.Gen. 181 (2001)  
84 Ops.Cal.Atty.Gen. 30 (2001)  
79 Ops.Cal.Atty.Gen. 69 (1996)  
78 Ops.Cal.Atty.Gen. 327 (1995)

~~Education Code sections 5017, 35010, 35012, 35022, 35102, 35120, 35140, 35142, 35143,  
35145, 35145.5, 35146, 35162, 35163, 49060, 35161, 35166, 35291, 48906~~

~~Government Code sections. 6250 et. seq., 54950 et seq.~~

~~3540.1, 3549.1, 54961~~

~~Calif. Code Regs., Title 5 16023 (b)~~





**CLOVIS UNIFIED  
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CLOSED SESSION**

**PURPOSE:** To address requirements relating to closed sessions of the Board.

The ~~Governing~~ Board is committed to complying with state open meeting laws and modeling transparency in its conduct of ~~d~~District business. ~~The Board shall hold C~~losed ~~S~~essions only for purposes authorized by law, ~~which includes the following: personnel matters to consider the appointment, employment, evaluation of performance, discipline, or dismissal of an employee, in accordance with Government Code 54957; to hear complaints or charges brought against an employee by another person or employee, unless the employee requests an Open Session in accordance with Government Code 54957; session to discuss a District employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan in accordance with Government Code 54957.10; to review the Board's position and/or instruct its designated representative regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, in accordance with Government Code 54957.6; Closed Sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees in accordance with Government Code 54957.6; to meet with a state conciliator or mediator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6; to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in Open Session. Regardless of whether the expulsion hearing is conducted in Open or Closed Session, the Board may meet in Closed Session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918); to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for Open Session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070); discuss matters of school security with law enforcement agents or agencies in accordance with Government Code 54957; to meet in Closed Session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the District in order to grant its negotiator authority regarding the price and terms of payment for the property in accordance with Government Code 54956.8; to confer with or receive advice from its legal counsel regarding a pending/anticipated litigation in accordance with Government Code 54956.9; to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the District is a member in accordance with Government Code 54956.95; upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in Closed Session to discuss its response to that report in accordance with Government Code 54956.75; and to review the contents of any student assessment instrument approved or adopted for the statewide testing~~



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~~system. However, before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617).~~

A ~~C~~losed ~~S~~session may be held during a regular, special, or emergency meeting in accordance with law. ~~and-e~~Each agenda shall contain a general description of each ~~C~~losed ~~S~~session item to be discussed at the meeting, as required by law. (Government Code 54954.2)-

In the open session preceding the closed session, the Board shall disclose the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. (Government Code 54957.7) ~~The Board shall disclose in Open Session the items to be discussed in Closed Session. In the Closed Session, the Board may consider only those matters placed on the Closed Session agenda.~~

After the ~~C~~losed ~~S~~session, the Board shall reconvene in ~~O~~open ~~S~~session before adjourning the meeting, and, when applicable, shall publicly disclose any action taken in the ~~C~~losed ~~S~~session, ~~in the manner prescribed by Government Code 54957.1. The Board shall not disclose any information that is protected by state or federal law.~~ the votes or abstentions thereon, and other disclosures specified in law that are applicable to the matter being addressed. Such reports may be made in writing or orally at the location announced in the agenda for the closed session. (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request in accordance with Government Code section 54957.1.

A. Confidentiality

A Board member shall not disclose confidential information received in a ~~C~~losed ~~S~~session unless the Board authorizes the disclosure of that information. (Government Code 54963)-

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

B. Personnel Matters

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, or dismissal of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

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The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee who is the subject of the complaint requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of the right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

The Board may hold a closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Agenda items related to District employee appointments and employment, performance evaluations and employee discipline, dismissal, or release shall comply with Government Code 54954.5.

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a District employee in accordance with Government Code section 54957.1.

**C. Negotiations/Collective Bargaining**

Unless otherwise agreed upon by the parties involved, the matters set forth in Government Code section 3549.1 shall not be subject to the open meeting requirements of Brown Act. (Government Code 3549.1)

The Board may meet in closed session, prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. Prior to the closed session, the Board shall identify its designated representative in open session. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code section 54957.6.

Agenda items related to negotiations shall comply with Government Code section 54954.5.

Approval of an agreement regarding labor negotiations with represented employees pursuant to Government Code section 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other

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party or parties to the negotiation. (Government Code 54957.1)

**D. Matters Related to Students**

If a public hearing would lead to the disclosure of confidential student information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. If a written request for open session is received from the parent/guardian or adult student, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any student other than the student requesting the public meeting shall be in closed session. (Education Code 35146, 48912, 49070)

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)

However, in taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.

**E. Security Matters**

The Board may meet in closed session with the Governor, Attorney General, district attorney, District legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code section 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present. (Government Code 54956.5, 54957)

Agenda items related to these security matters shall comply with Government Code section 54954.5.

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan but need

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not disclose the District's plan for tactical responses. (Education Code 32281)

**F. Real Property Negotiations**

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the District in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), the property under negotiation, and the person(s) with whom the negotiator may negotiate. For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)

Agenda items related to real property negotiations shall comply with Government Code section 54954.5.

Board approval of a final agreement concluding real estate negotiations pursuant to Government Code section 54956.8 shall be publicly reported in accordance with Government Code 54957.1.

**G. Pending Litigation**

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding pending litigation when discussion of the matter in open session would prejudice the District's position in the litigation. (Government Code 54956.9)

Following the closed session, the Board shall publicly report, as required by Government Code section 54957.1.

**H. Joint Powers Agency Issues**

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the District is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall comply with Government Code section 54954.5.

Following the closed session, the Board shall publicly report in accordance with Government Code section 54957.1.

When the board of the JPA has so authorized and upon advice of District legal counsel, the Board may also meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA that has direct financial or liability implications for the



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District. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

Closed session agenda items related to conferences involving a JPA shall comply with Government Code section 54954.5.

**I. Review of Audit Report from California State Auditor's Office**

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the California State Auditor's Office shall comply with Government Code section 54954.5.

**J. Review of Assessment Instruments**

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

32281 School safety plans

35145 Public meetings

35146 Closed session for student suspension or disciplinary action

44929.21 Districts with ADA of 250 or more

48912 Governing board suspension of student

48918 Rules governing expulsion procedures; hearings and notice

49070 Challenging content of student records

49073-49079 Privacy of student records

60617 Closed session (re review of contents of statewide assessment)

**GOVERNMENT CODE**

3540-3549.3 Educational Employment Relations Act

6252-6270 California Public Records Act

54950-54963 The Ralph M. Brown Act

**CALIFORNIA CONSTITUTION**

**CLOVIS UNIFIED  
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Article 1, Section 3 Public right to access information

UNITED STATES CODE, TITLE 20  
1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.8 Family Educational Rights and Privacy

**COURT DECISIONS**

Moreno v. City of King (2005) 127 Cal.App.4th 17  
Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860  
Rim of the World Unified School District v. San Bernardino County Superior Court (2002) 104 Cal.App.4th 1393  
Bell v. Vista Unified School District (2000) 82 Cal.App. 4th 672  
Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87  
Kleitman v. Superior Court of Santa Clara County (1999) 87 Cal Rptr. 2d  
Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876  
Roberts v. City of Palmdale (1993) 5 Cal. 4th 363  
San Diego Union v. City Council (1983) 146 Cal.App.3d 947  
Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41

**ATTORNEY GENERAL OPINIONS**

94 Ops.Cal.Atty.Gen. 82 (2011)  
89 Ops.Cal.Atty.Gen. 110 (2006)  
86 Ops.Cal.Atty.Gen. 210 (2003)  
78 Ops.Cal.Atty.Gen. 218 (1995)  
59 Ops.Cal.Atty.Gen. 532 (1976)  
57 Ops.Cal.Atty.Gen. 209 (1974)

Doc# 41405-3 (06/2020, 07/2019)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD AGENDA/MEETING MATERIALS**

**PURPOSE:** To describe the process for preparation and dissemination of Board meeting agendas and materials.

**A. Agenda Content**

Board meeting agendas shall reflect the District's vision and goals and the Board's focus on student learning.

Each agenda shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2) The agenda shall also contain other information required by law. (Government Code 54957.5, 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item and matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

**B. Agenda Preparation**

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or Board president with supporting documents and information, if any.

- a. ~~So that the Board and District administrative personnel can adequately discharge their responsibilities, citizens~~ Members of the public who wish to have items placed upon the ~~formal~~ Board agenda for consideration at an upcoming Board meeting must ~~submit~~ make a request to the Superintendent at Clovis Unified School District Office located at 1450 Herndon Avenue, Clovis, ~~no later than one week prior to the date of the scheduled Board meeting.~~
- b. In connection with matters included on the ~~formal~~ Board agenda by members of the public, the Board reserves the right to:
  - (1) Determine the order of business as to the discussion and consideration of such items.
  - (2) Determine the appropriate meeting at which to consider the item if a reasonable justification for doing so exists.



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The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board and may be placed on the agenda of a regular Board meeting. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. Requests for information or items that are covered by an existing policy or administrative regulation may be handled by the Superintendent or designee as appropriate.

To promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items include items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item that has not been previously considered. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

**C. Agenda Dissemination to Board Members**

Agenda materials shall be furnished to Board members ~~of the Board~~ and may include privileged information. As part of the agenda, the Superintendent shall submit to ~~each the individual Board members of the Board~~ recommendations and reports for action. All supplemental information shall be delivered to Board members ~~48 hours~~ prior to or at the Board meetings, with the exception of litigation or emergency personnel issues that may be delivered at the Board meetings.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

**D. Agenda Dissemination to Members of the Public**

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

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A copy of the agenda shall be posted in ~~a one or more locations that are~~ freely accessible to members of the ~~regular public, and on the homepage of the District's internet website, consistent with the requirements in Government Code section 54954.2(a)(2) and shall be provided at the time of posting, if previously requested, to all newspapers of general circulation, radio and television stations. Copies will be available to the public at the meeting place and online.~~ (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the District's web site in accordance with Government Code section 54954.2.

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Based on current costs, the Superintendent or designee may establish a ~~nominal~~ fee to be charged to members of the public for agenda materials. Privileged information is to be withheld from booklets requested by the public. Public agenda materials are available online on the District's website ~~within the timeframe required by California's Public Meeting Act.~~

Any document prepared by the District or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Adopted:   /  /  

EDUCATION CODE  
35144 Special meetings

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## **CLOVIS UNIFIED SCHOOL DISTRICT**

35145 Public meetings  
35145.5 Right of public to place matters on agenda

### **GOVERNMENT CODE**

6250-6270 Public Records Act  
53635.7 Separate item of business  
54954.1 Mailed agenda of meeting  
54954.2 Agenda posting requirements; board actions  
54954.3 Opportunity for public to address legislative body  
54954.5 Closed session item descriptions  
54956.5 Emergency meetings  
54957.5 Availability of public records  
54960.2 Challenging board actions; cease and desist

### **UNITED STATES CODE, TITLE 42**

12101-12213 Americans with Disabilities Act

### **CODE OF FEDERAL REGULATIONS, TITLE 28**

35.160 Effective communications  
36.303 Auxiliary aids and services

### **COURT DECISIONS**

Mooney v. Garcia, (2012) 207 Cal.App.4th 229  
Caldwell v. Roseville Joint Union High School District, 2007 U.S. Dist. LEXIS 66318

### **ATTORNEY GENERAL OPINIONS**

99 Ops. Cal. Atty. Gen. 11 (2016)  
78 Ops.Cal.Atty.Gen. 327 (1995)

Doc# 41406-4 (08/2020, 12/2018)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD MEETING CONDUCT**

**PURPOSE:** To describe the procedures for conducting meetings of the Board.

**A. Meeting Procedures**

All Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority. Robert's Rules of Order, Newly Revised, shall govern the Board in its deliberations in all cases in which it is ~~not inconsistent with California law~~~~statutes, the California Code of Regulations and/or these Board bylaws, except that the rules may be amended at any regular meeting by an affirmative vote of not less than four members of the Board, provided the amendment has been reduced to writing and proposed at a previous meeting.~~ By a majority vote, the Board may use other procedures to consider any item during a Board meeting.

**B. Quorum and Abstentions**

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

**C. Public Participation**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. Persons attending Board meetings shall not be required to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending any Board meetings.

Except as authorized by law, ~~A~~all meetings of the Board shall be open to the public. All actions of the Board shall be taken openly unless otherwise provided in law. The public is invited to attend Board meetings and will be given an opportunity to provide public comments~~voice opinions.~~ ~~However, the law requires the Board to respect employees' privacy. Members of the public may feel free to use this time to criticize either the Board or the District as a whole. However, if there~~



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~~is a complaint about an individual employee which could result in disciplinary action, the Board will request that the member of the public refrain from naming the public employee and refer the member of the public to the appropriate District administrator to address the member of the public's complaint.~~

To conduct District business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. During the Public Presentation portion of the Board agenda, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2) Nothing herein shall limit discussion or action on such subject matter at a subsequent Board meeting.
3. Without taking action, Board members or District staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2) Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)
4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Except as allowed by law, members of the public must be physically present at the Board meeting to address the Board.

In general, individual speakers will be allowed up to three minutes to address the Board on each agenda or non-agenda item, and the Board president may limit the total time for public input. However, when necessary to ensure full opportunity for public input, the Board president may adjust the amount of time allowed for public input and/or the time allotted

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for each speaker. The president may ask members of the public with the same viewpoint to select a one or more individuals to address the Board on behalf of that viewpoint.

To ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
  - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
  - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
  - c. The Board shall not prohibit public criticism of District employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure or direct the individual to the Superintendent or other appropriate District employees.
7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee may contact local law enforcement as necessary.

**D. Recording by the Public**

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may

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designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Adopted:   /  /  

**EDUCATION CODE**

- 5095 Powers of remaining board members and new appointees
- 32210 Willful disturbance of public school or meeting a misdemeanor
- 35010 Prescription and enforcement of rules
- 35145.5 Agenda; public participation; regulations
- 35163 Official actions, minutes and journal
- 35164 Vote requirements
- 35165 Effect of vacancies upon majority and unanimous votes by seven member board

**CODE OF CIVIL PROCEDURE**

- 527.8 Workplace Violence Safety Act

**GOVERNMENT CODE**

- 54953.3 Prohibition against conditions for attending a board meeting
- 54953.5 Audio or video recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54954.2 Agenda; posting; action on other matters
- 54954.3 Opportunity for public to address legislative body; regulations
- 54957 Closed sessions
- 54957.9 Disorderly conduct of general public during meeting; clearing of room

**PENAL CODE**

- 403 Disruption of assembly or meeting

**COURT DECISIONS**

- City of San Jose v. Garbett (2010) 190 Cal.App.4th 526
- Norse v. City of Santa Cruz (9th Cir. 2010) 629 F3d 966
- McMahon v. Albany Unified School District (2002) 104 Cal.App.4th 1275
- Rubin v. City of Burbank (2002) 101 Cal.App.4th 1194
- Baca v. Moreno Valley Unified School District (1996) 936 F.Supp. 719

**ATTORNEY GENERAL OPINIONS**

- 90 Ops.Cal.Atty.Gen. 47 (2007)
- 76 Ops.Cal.Atty.Gen. 281 (1993)
- 66 Ops.Cal.Atty.Gen. 336 (1983)



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63 Ops.Cal.Atty.Gen. 215 (1980)  
61 Ops.Cal.Atty.Gen. 243, 253 (1978)  
59 Ops.Cal.Atty.Gen. 532 (1976)  
55 Ops.Cal.Atty.Gen. 26 (1972)

Doc# 41407-3 (08/2020, 10/2019)



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
ACTIONS BY THE BOARD**

PURPOSE: To address actions by the Board.

The Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164) An "action" by the Board shall have the meaning in Government Code section 54952.6.

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

A. Action on Non-Agenda Items

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the conditions in Government Code section 54954.2.

B. Challenging Board Actions

The district attorney's office or any interested person may file an action in court for the purpose stated in Government Code section 54960 or 54960.2.

The district attorney or any interested person may file an action in court to nullify a Board action which is alleged to be in violation of law in accordance with Government Code section 54960.1.

Prior to bringing any action to nullify a Board action, the district attorney or other interested person shall present a demand to "cure and correct" the alleged violation in accordance with Government Code section 54960.1.

Within 30 days of the Board's receipt of receiving the demand, the Board shall act in accordance with Government Code section 54960.1.

Adopted: \_\_/\_\_/\_\_

**EDUCATION CODE**

15266 School construction bonds

17466 Declaration of intent to sell or lease real property

17481 Lease of property with residence for nondistrict purposes

17510-17512 Leasing for production of gas, resolution requiring unanimous vote

17546 Private sale of personal property

17556-17561 Dedication of real property

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35140-35149 Meetings

35160-35178.4 Powers and duties

48660-48661 Community day schools, establishment and restrictions

**CODE OF CIVIL PROCEDURE**

425.16 Special motion to strike in connection with a public issue

1245.240 Eminent domain vote requirements

1245.245 Eminent domain, resolution adopting different use

**GOVERNMENT CODE**

53090-53097.5 Regulation of local agencies by counties and cities

53724 Parcel tax resolution requirements

53790-53792 Exceeding the budget

53820-53833 Temporary borrowing

53850-53858 Temporary borrowing

54950-54963 The Ralph M. Brown Act, especially:

54952.6 Action taken, definition

54953 Meetings to be open and public; attendance; prohibition against secret ballots

54960-54960.5 Actions to prevent violations

65352.2 Coordination with planning agency

**PUBLIC CONTRACT CODE**

3400 Bid specifications

20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder

20113 Emergencies, award of contracts without bids

20114 Repairs, maintenance, and improvements to district facilities by day labor or force account

22034 Uniform Public Construction Cost Accounting Act informal bidding ordinance

22035 Repair or replacement of facilities in case of emergency

22050 Emergency contracting procedures

**COURT DECISIONS**

Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003)

112 Cal.App.4th 1313

McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310

Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672

Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109



**CLOVIS UNIFIED  
SCHOOL DISTRICT****BOARD BYLAWS  
BOARD MINUTES AND RECORDINGS**

**PURPOSE:** To address recordings of Board meetings and describe procedures for retention of minutes of Board meetings.

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by District staff and the public.

The secretary of the Board shall keep ~~M~~minutes and records of all official Board actions~~shall be kept of all public meetings of the Board and shall be maintained in a suitable journal of proceedings.~~ Such minutes shall record every official act of the Board and be kept in sufficient detail to show compliance with the law. ~~The minutes shall be part of the public record of this Board and shall be available for public inspection.~~ The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

The minutes of Board meetings shall include, but not be limited to any action taken by the Board, and the vote or abstention on that action of each Board member present. (Education Code 35145; Government Code 54953)

The ayes and noes, and any abstentions, upon votes by individual Board members taken shall be entered ~~in on~~ the ~~minutes~~~~record~~, unless it is indicated in the ~~minutes~~~~record~~ that the vote is unanimous. Every Board member shall have the privilege of having the vote and ~~rational~~~~reasons~~ therefore ~~recorded on any and every item~~~~question on the agenda if requested by the Board member, while the vote is being taken or immediately after the result of the vote has been announced by the Board P~~resident, ~~and before the statement of a new question.~~

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code section 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the clerk and secretary of the Board.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

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The Superintendent, as ~~S~~secretary of the Board, shall retain all official Board records. -Said records that are public are available for inspection in accordance with law ~~by the public including members of the press,~~ at the office of the Superintendent during regular business hours ~~of the school day,~~ when a proper request is made according to established procedures, ~~unless confidentiality of such records is prohibited by law.~~ A nominal fee may be charged to cover costs of copies of such records.

**Recording or Broadcasting of Meetings**

The District may tape, film, stream, or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any District recording may be erased or destroyed 30 days after the Board meeting or upon Board approval of the minutes of the meeting, whichever is later. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on District equipment without charge. (Government Code 54953.5)

Adopted:   /  /  

**EDUCATION CODE**

- 35012 Number of members; terms; student board members
- 35145 Public meetings
- 35163 Official actions, minutes and journals
- 35164 Vote requirements
- 49061 Student records; definitions
- 49073.2 Privacy of student and parent/guardian personal information

**GOVERNMENT CODE**

- 54952.2 Meeting defined
- 54953 Meetings
  - 54953.5 Audio or video recording of proceedings
  - 54953.6 Broadcasting of proceedings
- 54957.2 Closed sessions; clerk; minute book
- 54960 Violations and remedies

**PENAL CODE**

- 632 Unlawful to intentionally record a confidential communication without consent

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CODE OF REGULATIONS, TITLE 5  
16020-16027 Classification and retention of records

Doc# 41409-4 (08/2020, 12/2018)



**Title:** Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401

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**CONTACT PERSON:** Maiya Yang

**FOR INFORMATION:** September 9, 2020

**FOR ACTION:** September 23, 2020

**RECOMMENDATION:**

Repeal Board Policies No. 1201, 1202, 3101, 5202, 6304, 9204, 9205 and 9401.

**DISCUSSION:**

The Board has conducted study sessions to review and discuss the renumbering and updating of board policies in the following policy sets: (1) 0000 – Philosophy, Goals, Objectives, and Comprehensive Plans; (2) 1000 – Community Relations; (3) 2000 – Administration; and (4) 9000 – Board Bylaws. As a result of the renumbering and updating of the board policies, the above-referenced board policies are no longer necessary. This is because their contents have been moved to renumbered or new board policies as indicated on the attached table. Therefore, staff recommends that the Board repeal the above-referenced board policies. A copy of each policy that is recommended for repeal is attached.

**FISCAL IMPACT/FUNDING SOURCE:**

None.

**ATTACHMENTS:**

<b>Description</b>	<b>Upload Date</b>	<b>Type</b>
Table of Policies and Policies to be Repealed	8/28/2020	Backup Material

**REVISIONS:**

## **BOARD POLICIES RECOMMENDED FOR REPEAL**

Staff recommends that the Board repeal the following existing policies because their contents have been moved to a new or renumbered board policies.

Tab #	Existing Board Policy (BP)	New or Renumbered Board Policy to Which Contents Have Been Moved
1	BP 1201: Organizational Charts	The first paragraph of BP 1201 has been moved to renumbered BP 2110 - Superintendent Responsibilities and Duties. The second paragraph regarding appointment of deputy superintendent in the event of the superintendent's absence or disability is addressed in renumbered BP 2120 - Superintendent Recruitment and Selection. There are no other remaining provisions in BP 1201.
2	BP 1202: Chain of Command	Renumbered BP 2110 – Superintendent Responsibilities and Duties
3	BP 3101: The Education Mission	New BP 0100 – District Philosophy
4	BP 5202: Maintenance of District Facilities and Grounds	Renumbered BP 1330 – Use of District Facilities
5	BP 6304: Health Management	New BP 0100 – District Philosophy
6	BP 9204: Public Attendance at District Events	Renumbered BP 1250 – Visitors/Public Attendance at District Events
7	BP 9205: Relations with Special Interest Groups	Renumbered BP 1321 – Solicitation of Funds From and By Students
8	BP 9401: Elections Office Relations	Renumbered BP 1330 – Use of District Facilities



## CLOVIS UNIFIED SCHOOL DISTRICT

### DISTRICT ORGANIZATION & GOALS

#### *Organizational Charts & Functions*

#### ORGANIZATIONAL CHARTS

**PURPOSE:** To delineate the process for developing organizational charts that specifies the lines of primary responsibility and the relationships between all District positions.

The Governing Board authorizes the Superintendent to organize the administrative and supervisory staff in a manner that best supports student achievement, the educational program, and efficient operations, subject to approval by the Governing Board.

The Superintendent or designee may adjust staff responsibilities temporarily or permanently as needed to accommodate the workload and/or individual capabilities.

Under the direction of the Superintendent, organizational charts which designate lines of primary responsibility shall be developed for each division and department of the District. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient services.

The Governing Board shall approve organizational charts for the operation of the District which shall be included as exhibits to this policy.

*Adopted: 7/23/75  
Amended: 2/8/84  
Amended: 11/16/91  
Amended: 5/25/94  
Amended: 7/03  
Amended: 11/19/03  
Amended: 9/28/05  
Reviewed: 11/15/06  
Reviewed: 12/12/07  
Amended: 11/5/08  
Reviewed: 10/14/09  
Reviewed: 7/1/10*

*Education Code sections 35010, 35020, 35035 and 44662*



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## CLOVIS UNIFIED SCHOOL DISTRICT

### DISTRICT ORGANIZATION & GOALS

#### *Organizational Charts & Functions*

#### CHAIN OF COMMAND

**PURPOSE:** To specify the chain of command for district administration.

It is the policy of the Board that all matters related to the operation of the District be under the control of the Superintendent except where the law designates that responsibility to others.

In the absence or disability of the Superintendent, the Superintendent or Governing Board will appoint the Deputy Superintendent to act in his/her stead.

*Adopted:* 07/23/75  
*Revised:* 02/08/84  
*Revised:* 11/06/91  
*Revised:* 05/25/94  
*Revised:* 11/19/03  
*Reviewed:* 09/08/05  
*Reviewed:* 07/09/07  
*Reviewed:* 08/27/08  
*Reviewed:* 09/15/09  
*Revised:* 08/08/12



## **CLOVIS UNIFIED SCHOOL DISTRICT**

### **CURRICULUM SERVICES AND INNOVATIONS**

#### ***Curriculum Management System***

#### **THE EDUCATIONAL MISSION**

**PURPOSE:** To define the District's educational mission.

The mission of the Clovis Unified School District, in partnership with the Clovis Unified School District community, is to graduate high school students who will have the knowledge, skills, experiences, and attitudes necessary to participate in and contribute to our democratic society.

To assure that high school graduates possess the skills and knowledge to have successful experiences in higher education and the work place, a quality program of curriculum, instruction and assessment will be provided. This educational program will be based on the following philosophical assumptions:

1. A quality educational experience nurtures the growth and development of the whole student in mind, body and spirit.
2. All students are capable of learning to achieve at the proficient or advanced level of a standards-based curriculum.
3. Instructional practices will be differentiated to improve student learning.
4. Clearly defined standards and objectives will be used to guide instruction for increased student achievement.
5. Formative assessment will be used to inform and develop appropriate instructional practices.
6. Teachers will organize learning in a manner that facilitates students' mastery of course standards.

The Governing Board authorizes the Superintendent to develop, implement, and continuously improve a system of curriculum, instructional, and co-curricular management which supports the District's educational mission and assures a quality instructional program for the students of the District.

*Adopted: 6/21/95  
Revised: 5/10/06  
Reviewed: 8/4/08  
Revised: 8/22/12*





## CLOVIS UNIFIED SCHOOL DISTRICT

### FACILITIES

#### *Operations, Conservation and Maintenance*

#### MAINTENANCE OF DISTRICT FACILITIES AND GROUNDS

**PURPOSE:** To require the maintenance of District facilities and grounds in good repair.

The Board recognizes that the fixed assets of the District represent a significant investment of the community, and the maintenance of these assets is a prime concern of the Board.

#### A. Inspection of District Facilities

The Board directs the conduct of a yearly facilities inspection system for the upkeep of all school buildings and equipment.

The primary purpose of the facilities inspection system is to ensure that the District's schools are kept in good repair, working order and condition. The term "good repair" as used here is defined in Education Code section 17002(d).

The Superintendent or designee shall develop and implement the facilities inspection system which shall include:

1. a regular review to determine whether all school facilities are in good repair as defined by Education Code section 17002(d),
2. a regular program of facilities repair and conditioning,
3. an equipment replacement program, and
4. the establishment of a system of priorities among the requests for repairs received from building principals.

#### B. Maintenance and Repair of Facilities and Grounds

The Superintendent or designee shall develop and disseminate to the staff such rules as may be necessary for the ongoing maintenance and good order of the physical plant and for the expeditious repair of those conditions which threaten the safety of the occupants or the integrity of the plant.

The Superintendent or designee is authorized to act on behalf of the Board to approve all landscaping plans.

In order to maintain good order and maintenance of District property, principals and/or site supervisors shall obtain the approval of the Assistant Superintendent-Facilities prior to purchasing all types of memorials, plaques, benches and/or plantings. Any such items, as well as the location for placement, must meet the specifications set forth by the Assistant Superintendent-Facilities. This includes any commemorative or memorial item requested by parent teacher clubs or community members and shall be appropriately marked. Following approval by the Assistant Superintendent-Facilities, a work order must be submitted to the Plant Operations Department for the proper installation or planting of the approved item.

If for any reason these items must be removed by the District, they will be replaced at District expense.

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### C. Damage to District Facilities

Groups or persons using District facilities shall be liable for any property damages. In order to maintain the integrity of the physical plants, any major damage to painted surfaces, wood moldings, walls, backboards, ceilings, and/or other equipment caused by improper use of scotch tape, masking tape, or any other type of tape or adhesive, or by improper use of nails, tacks, thumbtacks, etc., shall be charged against the groups or persons found to be responsible for the damage or for authorizing actions that would result in damage. The Board shall charge the amount necessary to restore the damaged surface or equipment to its original condition and may deny the group or persons further use of District facilities.

### D. Signs on District Property

1. The Superintendent or designee is authorized to cause suitable signs to be erected and placed in proper places in order to meet the requirements of applicable laws and codes.
2. Signs placed on District property by District personnel advertising co-curricular or other District-sponsored activities must be removed within five (5) days after the end of the event.
3. Placing signs on District property by outside organizations, groups or other members of the public without the permission of the Superintendent or designee is considered a misdemeanor as defined by the Penal Code and shall not be permitted. The Board authorizes the principal or site supervisor to remove any signs that are placed on District property without proper permission. (See Board Policy No. 3304 for the procedures for distributing advertising materials on school property.)

*Adopted: 7/23/75  
Amended: 5/13/92  
Amended: 12/15/04  
Amended: 7/18/07  
Amended: 11/5/08*

*Education Code 17002(d), 17070.75, 38134, 39292.5  
5 Cal. Adm. Code 630, 630-1  
Penal Code 556-556.4  
Health & Safety Code 104420*



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## CLOVIS UNIFIED SCHOOL DISTRICT

### HUMAN RESOURCES

*Duties, Responsibilities & Rights of Employees*

#### **Health Management**

**PURPOSE:** To establish a broad base for the Superintendent and staff to develop a health management program.

It is the intent of the Board that students, staff, and residents of the District enjoy optimum health.

The Board authorizes the Superintendent to develop a program of health management utilizing the resources of the District.



## CLOVIS UNIFIED SCHOOL DISTRICT

### SCHOOL COMMUNITY RELATIONS

#### *Community Relations*

#### PUBLIC ATTENDANCE AT DISTRICT EVENTS

**PURPOSE:** To maintain order and preserve District facilities during athletic and other public events held by the District

The Board welcomes the attendance of parents and members of the community at athletic and other public events held by the schools and District administration. To maintain order and preserve the facilities of the District during the conduct of such events, the Board has determined that all persons attending such events must treat each other and District facilities with respect and civility.

The Board declares as follows:

1. On-Site Public Events: Any person attending a public event at District facilities and hosted by a school and/or District administration shall comply with the School Visitors Policy (Board Policy No. 9202) and Civility Policy (Board Policy No. 9210). Any person who engages in conduct that violates the School Visitors Policy or Civility Policy shall be subject to the applicable procedures and actions set forth in those board policies. Further, the Superintendent or his/her designee(s) may bar any parent or member of the public who engages in conduct that violates the School Visitors Policy or the Civility Policy from attending future public events hosted by a school and/or District administration, whether they are held on or off District facilities.
2. Off-Site Public Events: Any person attending a public event hosted by a school and/or District administration at a location other than at District facilities shall comply with the Civility Policy (Board Policy No. 9210). Any person who engages in conduct that violates the Civility Policy shall be subject to the procedures and actions set forth therein. In addition to the procedures and actions set forth in the Civility Policy, the Superintendent or his/her designee(s) may take one or all of the following actions:
  - a. Direct any parent or member of the public who engages in unacceptable or disruptive behavior to promptly leave the premises where the public event is being held.
  - b. Notify and/or seek the assistance of law enforcement officials or private security personnel in resolving any incident involving a violation of the Civility Policy.
  - c. Bar any parent or member of the public who engages in unacceptable or disruptive behavior from attending future public events held by schools in the District and/or District administration, whether on or off District schools and facilities.
3. No Alcoholic Beverages and Illegal Betting: In compliance with the law, the Board directs that no alcoholic beverage be consumed at any function, event or activities, sponsored by the District, nor any illegal betting occur on District schools and premises.





## CLOVIS UNIFIED SCHOOL DISTRICT

### SCHOOL COMMUNITY RELATIONS

#### *Community Relations*

#### RELATIONS WITH SPECIAL INTEREST GROUPS

**PURPOSE:** To establish procedures to deal with special interest groups.

#### Prohibited Solicitations on School Premises

During school hours, and within one hour before the time of opening and within one hour after the time of closing of school, students of the public school shall not be solicited on school premises by teachers or others to subscribe or contribute to the funds of, to become members of, or to work for, any organization not directly under the control of the school authorities unless the organization is a nonpartisan, charitable organization:

1. Organized for charitable purposes by an act of Congress or under laws of the State;
  - a. the purpose of the solicitation is nonpartisan and charitable; and
  - b. the solicitation has been approved by the Superintendent or his/her designee.

Nothing in this section shall be construed as prohibiting the solicitation of students of the public school on school premises by students of that school for any otherwise lawful purpose.

#### Fund Raising Projects

No person shall solicit any other person to contribute to any fund or to purchase any item of personal property, upon the representation that the money received is to be used wholly or in part for the benefit of any public school or the student body of any public school, unless such person obtains the prior written approval of the Superintendent or his/her designee.

#### Activities Involving Students

In the case of community activities involving students, the Board recognizes the social and scholastic values that may be derived by students participating in various activities sponsored by community organizations, but specifies that in order to prevent unreasonable demand on the time and energies of students and staff, that requests for student participation in community sponsored activities must be made in writing to the site administrator and be approved by the Superintendent or his/her designee.

Any requests from civic institutions or special interest groups involving students in such activities as patriotic functions, contests, and exhibits must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group and that students participating do so voluntarily.

In the case of scholarships and prizes, the Board is appreciative of organizations which offer scholarships or prizes to deserving students in the District. But, in accepting the offer of such scholarships or prizes, the Board directs that the following guidelines must be observed:

## CLOVIS UNIFIED SCHOOL DISTRICT

No information, either academic or personal, shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen or the parents of a student who is younger, in accordance with Board policy on student records. The type of scholarship or prize and any restrictions pertaining thereto shall be approved by the principal.

*Adopted: 7/23/75  
Amended: 2/8/84  
Amended: 1/8/86  
Amended: 5/13/92  
Amended: 12/15/04  
Reviewed: 3/6/07  
Reviewed: 10/1/08*

*Education Code §51520 & 51521*



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## CLOVIS UNIFIED SCHOOL DISTRICT

### SCHOOL COMMUNITY RELATIONS

#### *Governmental Agencies*

#### ELECTIONS OFFICE RELATIONS

**PURPOSE:** To define the relationship of the Clovis Unified School District with the Elections Office.

If a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places.

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons.

**CONTACT PERSON:** Robyn Castillo

**FOR INFORMATION:** September 23, 2020      **FOR ACTION:** October 7, 2020

**RECOMMENDATION:**

Adopt Resolution No. 3782 authorizing the Superintendent or designee to certify compliance with Education Code Section 60119 - Sufficient Textbooks and Instructional Materials.

**DISCUSSION:**

In order to be eligible to receive instructional materials funds, the Governing Board of a district is required to hold an annual Public Hearing and adopt a resolution stating whether each pupil in the District has sufficient textbooks and instructional materials.

The Governing Board shall make a determination through a resolution to certify that each pupil in each school in the District has sufficient textbooks and instructional materials in math, science (including laboratory equipment for grades 9-12), history-social science, and English language arts, including English language development, that are aligned to the academic content standards and consistent with content and cycles of the curriculum framework adopted by the State Board of Education. This resolution certifies compliance with Education Code Section 60119.

A final copy of the textbook inventory will be provided prior to the October 7, 2020, Board meeting.

**FISCAL IMPACT/FUNDING SOURCE:**

**ATTACHMENTS:**

Description	Upload Date	Type
Reso 3782	9/15/2020	Backup Material

**REVISIONS:**

**RESOLUTION NO. 3782  
BEFORE THE GOVERNING BOARD  
OF THE CLOVIS UNIFIED SCHOOL DISTRICT  
FRESNO COUNTY, CALIFORNIA**

**ANNUAL SUFFICIENCY OF TEXTBOOKS OR INSTRUCTIONAL MATERIALS**

**WHEREAS**, the Governing Board of Clovis Unified School District, in order to comply with the requirements of Education Code section 60119 will hold a public hearing on October 7, 2020, at 6:45 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours; and

**WHEREAS**, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing; and

**WHEREAS**, the Governing Board encouraged participation by parents, teachers, and members of the community in the public hearing; and

**WHEREAS**, information provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the District; and

**WHEREAS**, the definition of "sufficient textbooks or instructional materials" indicates that each pupil has a textbook or instructional materials, or both, to use in class and to take home; and

**WHEREAS**, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks; and

**WHEREAS**, sufficient textbooks or instructional material were provided to each pupil enrolled in foreign language or health classes; and

**WHEREAS**, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

**THEREFORE, BE IT RESOLVED** that for the 2020-21 school year, the Clovis Unified School District has provided each pupil with sufficient textbooks and instructional materials

aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

**THE FOREGOING RESOLUTION** was adopted by the Governing Board of the Clovis Unified School District of Fresno County, State of California, at a meeting of said Board held on the 7<sup>th</sup> day of October, 2020, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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Christopher Casado, President  
Governing Board  
Clovis Unified School District  
Fresno County, California

I, Susan K. Hatmaker, Clerk of the Governing Board of the Clovis Unified School District, County of Fresno, State of California, do hereby certify that the foregoing is a true copy of the resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

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Susan K. Hatmaker, Clerk  
Governing Board  
Clovis Unified School District  
Fresno County, California