



**Two Rock Union School District**  
 5001 Spring Hill Road ▪ Petaluma, CA ▪ 94952  
 Phone: (707) 762-6617 ▪ Fax: (707) 762-1923  
[www.trusd.org](http://www.trusd.org)

**AGENDA  
 BOARD OF TRUSTEES  
 TWO ROCK UNION SCHOOL DISTRICT  
 SPECIAL MEETING**

**June 26, 2025  
 Closed Session 4:00 PM  
 Open Session 4:30 PM  
 Library, Room 14**

- 1. CALL TO ORDER**  
**A. ROLL CALL**
- 2. CLOSED SESSION**  
**2.1 Announcement of Closed Session Items**  
 With respect to every item of business to be discussed in closed session (Gov. Code §54957.6)  
**2.2 Closed Session Agenda**  
**2.2A Public Employee Appointment (Gov. Code §54954.5)**  
 Superintendent/Principal
- 3. Adoption and Approval of Agenda**  
**3.1 Approval of the Agenda for June 26, 2025.**

**Action**

Motion:                      Second:                      Aye:                      Nay:

- 4. PUBLIC COMMENT**  
 Members of the public may address the Board concerning any item of interest within the subject matter jurisdiction of the Board. No discussion or action shall be taken on any item not appearing on the Agenda. Each person will be allowed up to three (3) minutes per item.

- 5. CONSENT ITEMS** **ACTION**  
 Items within the Consent Agenda are routine in nature and do not require discussion. Any Board member may have any item removed from the Consent Calendar and have it acted upon separately. All items are approved with a single action.

**Background:** Routine items presented for approval.

**Plan:** Routine process.

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**Board of Trustees**

Gayleen Maas, President ◊ John Silvestrini, Clerk ◊ John Martin ◊ Nick Noyes ◊ Joel Ruiz  
 John Markatos, Interim Superintendent/Principal

**Public Comment:**

**Board Discussion:**

**Recommended motion:** Approval of Consent Agenda.

- 5.1 Approval of Tentative Agreement Between the Two Rock Union School District and the California Schools Employees Association (CSEA) for the 2024-2025 Fiscal Year and the CSEA Salary Schedule Effective July 1, 2024
- 5.2 Approval of Champions Summer 2025 Contract Revision
- 5.3 Approval of Extended Learning Opportunities Program Plan Guide

**6. REPORTS/PRESENTATIONS:**

**7 DISCUSSION ITEMS**

**8. ACTION ITEMS**

**8.1 Approval of the 2025-2026 Regular Board Meeting Calendar**

**8.2 Approval of the 2025-2026 Instructional Continuity Plan and Local Performance Indicator Self Reflection**

**9. ADJOURNMENT TO CLOSED SESSION (if necessary)**

**10. RECONVENE TO PUBLIC MEETING** Report of any actions taken during Closed Session (if necessary)

**11. DATES AND FUTURE AGENDA ITEMS**  
Regular Board Meeting July 10, 2025 at 3:30pm

**12. SIGNING OF PAPERS**

**13. ADJOURNMENT**

Posted By: John Markatos, Interim Superintendent

***Accessibility Accommodations***

*If you require assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the school office at 707-762-6617. You are encouraged to provide as much advance notice as possible to better enable Two Rock Union School District to meet your accessibility needs in accordance with applicable law.*

***Public Records***

*In accordance with Government Code section 54957.5 and the Public Records Act, public records that are distributed to a majority of the Board of Trustees concerning open session agenda items will be made available upon request. Such records distributed less than 72 hours prior to a regular meeting are available for inspection at the District Office located at 5001 Spring Hill Road, Petaluma, CA 94952.*

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**Board of Trustees**

Gayleen Maas, President ♦ John Silvestrini, Clerk ♦ John Martin ♦ Nick Noyes ♦ Joel Ruiz  
John Markatos, Interim Superintendent/Principal

**TWO ROCK UNION SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Meeting of June 26, 2025**

**ITEM:**                    **APPROVAL OF THE TENTATIVE AGREEMENT BETWEEN THE TWO ROCK UNION SCHOOL DISTRICT AND THE CALIFORNIA SCHOOLS EMPLOYEES ASSOCIATION (CSEA) FOR THE 2024-25 FISCAL YEAR AND THE CSEA SALARY SCHEDULE EFFECTIVE JULY 1, 2024**

**PREPARED BY:**    **CHRIS THOMAS, CHIEF BUSINESS OFFICIAL - CONSULTANT**

**TYPE OF ITEM:**    **CONSENT**

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**PURPOSE:** For the Board of Trustees to approve the Tentative Agreement between the Two Rock Union School District and the California Schools Employees Association and the 2024-25 CSEA Salary Schedule effective July 1, 2024.

**BACKGROUND INFORMATION:** The California Schools Employees Association California (CSEA) Collective Bargaining Agreement's (CBA) term ended on June 30, 2024. Over the past several months, representatives from both the District and CSEA met to "bargain" any changes to the contract.

**DETAILS:** On May 16, 2025, the District and the California Schools Employees Association California (CSEA) reached a Tentative Agreement on contract changes in the CSEA Collective Bargaining Agreement. The details of the TA are as follows:

- **ARTICLE 2 – ASSOCIATION RIGHTS**
  - Increase new employee orientation monthly meeting from 15 minutes to 30 minutes
- **ARTICLE 7 – COMPENSATION**
  - Increase the CSEA Salary Schedule by 2.5% and eliminate steps 1 and 2 effective July 1, 2024
  - Add 2 longevity Increments @ 2.5% at years 15 and 20 (upon anniversary for years fifteen and twenty) effective July 1, 2024
- **ARTICLE 8 – HEALTH AND WELFARE BENEFITS**
  - Increase in the Employer paid medical cap from \$8,500 to \$9,800 per year effective July 1, 2025.
- **ARTICLE 16 – TERMS AND REOPENERS**
  - Changed the term of the contract from 7/1/21 - 6/30/24 to 7/1/24 – 6/30/27
  - 2024-25 Successor Agreement
  - 2025-26 Parties agree to open Articles 7 & 8 only
  - 2026-27 Parties agree to open Articles 7 & 8 and one other Article of each party's choice

The Salary Schedule for CSEA has been updated to reflect the elimination of the first 2 steps and the increase of 2.5% COLA. In addition, two longevity increments were added at years 15 and years 20 at

2.5% each to commence on the 15- and 20-year anniversary of the CSEA unit member. The new salary schedule is attached for review and approval. A retroactive salary adjustment will be made for all bargaining unit members that are impacted.

**Submitted/Recommended by:**

Chris Thomas, Chief Business Official - Consultant

**Recommendation:**

That the Board approve the Tentative Agreement between the Two Rock Union School District and the California Schools Employees Association and the 2024-25 CSEA Salary Schedule effective July 1, 2024.

**FINANCIAL INFORMATION:** The total estimated annual cost of the 2024-25 Proposed Tentative Agreement (TA) between Two Rock Union School District and Two Rock California Schools Employees Association (CSEA) is \$10,256.

The cost for 2025-26 is estimated to be approximately \$7,350 more, contingent on at least one CSEA Member taking benefits effective October 1<sup>st</sup>, which is not known at this time and therefore not included in the multi-year projections.

<p><b>RECOMMENDATION:</b> That the Board approve the Tentative Agreement between the Two Rock Union School District and the California Schools Employees Association and the 2024-25 CSEA Salary Schedule effective July 1, 2024.</p>
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**TENTATIVE AGREEMENT  
BETWEEN  
TWO ROCK UNION SCHOOL DISTRICT  
AND  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION  
AND ITS TWO ROCK CHAPTER 897**

**Tentative Agreement  
2024-2027 Successor Agreement  
June 10, 2025**

The Two Rock Union School District and the California School Employees Association and its Two Rock Ch. 897 agree to the following:

Contract Period

July 1, 2024 ~~2024~~ – June 30, 2024 ~~2027~~

Article 2 – Association Rights

**2.7.2 Structure, Time, and Manner of New Employee Orientation**

“New employee orientation” means the on-boarding process for newly-hired bargaining unit employees as set forth in Government Code Section 3555.5 (b)(3).

To ensure compliance with AB 119, the District and CSEA agree to the following procedure:

The parties agree that in lieu of the 10-day advance notice set forth in Government Code section 3556, at the commencement of each school year, the CSEA chapter #897

President and Superintendent, or Superintendent’s designee, will schedule one, ~~15-minute~~ **30-minute** new employee orientation meeting per month. If no classified employees have been hired since the last orientation meeting, the orientation shall be deemed canceled.

CSEA will have up to fifteen (15) minutes of paid release time for one (1) CSEA representative to meet with new employees. Any additional time for new employee orientation purposes shall occur outside the CSEA representative’s and new employee’s workday.

The orientation session will be held at Two Rock School or the District Office.

In the event of an alleged violation, misinterpretation, or misapplication of this section 2.7, CSEA may utilize the Grievance Procedure set forth in Article XIII to resolve the dispute.

Article 7 – Compensation and Allowances

**7.2** A classified employee salary schedule is attached as Appendix A. Placement on the salary schedule will generally begin at Step ~~4~~ **3**, but at the discretion of the Superintendent/Principal, initial placement may be at a higher step based on previous employment experience in the same or similar position.

~~The 2020-2021 salary schedule shall be increased by six percent (6%) effective July 1, 2021.~~

~~The 2021-2022 salary schedule shall be increased by two and one half percent (2.5%) effective July 1, 2022.~~

~~The 2022-2023 salary schedule shall be increased by two and one half percent (2.5%) effective Jul 1, 2023.~~

**The 2023-2024 salary schedule shall be increased effective July 1, 2024 (2024-2025 Fiscal Year) by two and one-half percent (2.5%); steps 1 and 2 shall be eliminated with the first step beginning at step 3 (i.e. the first step of the salary schedule will be step 3); longevity increments of two and one-half percent (2.5%) each shall be added at 15 years and 20 years respectively.**

#### Article 8 – Health and Welfare Benefits

8.1 Health and welfare benefits shall be made available to full time unit **members**.

8.2 The District shall contribute up to ~~\$8500~~ **\$9,800** annually per full-time unit member (1.0 FTE, or 8 hours per day), (~~\$850~~ **\$890.90** per month paid in ~~40~~ **11** equal installments).

8.2.1 Effective ~~July 1, 2022~~ **March 1, 2025**, unit members who work less than 1.0 FTE shall **be eligible for** receive a prorated contribution to health benefits, assuming they qualify under the group medical insurance terms.

For part-time members who are employed for 6-7.75 hours per day (0.75-0.9725 FTE) the district shall pay 60% of cap. 60% = ~~\$5,100~~ **\$5,880**. For part-time members who are employed 4-5.75 hours per day, (.5-.71 FTE) the District shall contribute 40% of the cap. 40% = ~~\$3,400~~ **\$3,920**.

If a unit member elects the Delta Family option, the district shall pay up to \$131 per month and VSP vision plan \$27.86 a month not to exceed \$1,906.32 annually.

8.3 The unit member shall be responsible for payment of all insurance costs in excess of the District's contribution. The unit member's payment contribution shall be by payroll deduction; however, if the unit member's wages are insufficient to cover the payment **contribution**, the unit member shall remit payment to the business office on or before the last business day of each month.

#### Article 16 – Terms and Reopeners

16.1 Term

~~This~~ **The** term of this Agreement shall be July 1, ~~2021~~ **2024**, to June 30, ~~2024~~ **2027**.

16.2 Reopeners

2021-2022 -No Reopeners

2022-2023 - No Reopeners

2023-2024- One article of each party's choice except Article 7, which shall remain closed for the duration of the agreement. The parties can meet on an as-needed basis to negotiate implementation of any new laws that affect the contract.

**2024-2025 – Successor Agreement**

**2025-2026 – The parties agree to reopen Article 7 & 8 only**


**2026-2027 – The parties agree to reopen Article 7 & 8 and one article of each party's choice.**

For the District:

  
John Markatos, Interim  
Superintendent/Principal

Date

6-11-25

  
6/11/2025

For CSEA:

\_\_\_\_\_  
Marilee Gatlin, President CSEA Chapter  
897

\_\_\_\_\_  
Joseph Gomez, CSEA LRR

\_\_\_\_\_  
Date

**TWO ROCK UNION SCHOOL DISTRICT  
CLASSIFIED SCHOOL EMPLOYEE ASSOCIATION (CSEA) SALARY SCHEDULE  
EFFECTIVE JULY 1, 2024**

STEP	A	B	C	D	E	F	G	H
3	17.07	17.76	21.34	22.12	22.63	27.93	30.47	31.69
4	17.76	18.52	22.51	22.85	23.48	28.91	31.23	32.47
5	18.14	18.89	23.10	23.23	24.34	29.87	32.00	33.28
6	18.52	19.26	23.71	23.60	24.46	30.02	32.82	34.12
7	18.89	19.65	24.30	23.97	24.59	30.18	33.64	34.98
8	19.26	20.01	24.90	24.34	24.70	30.32	34.48	35.86
9	19.37	20.14	25.05	24.50	24.84	30.47	34.69	36.08
10	19.51	20.24	25.20	24.65	24.95	30.63	34.89	36.29
11	19.62	20.37	25.34	24.78	25.08	30.78	35.12	36.51
12	19.74	20.49	25.49	24.93	25.20	30.94	35.30	36.71
13	19.83	20.60	25.65	25.07	25.32	31.08	35.52	36.93
14	19.98	20.73	25.80	25.25	25.46	31.25	35.72	37.14
15	20.09	20.87	25.94	25.37	25.57	31.41	35.94	37.37
16	20.20	20.98	26.11	25.53	25.72	31.55	36.15	37.60
17	20.32	21.09	26.25	25.68	25.83	31.71	36.38	37.83
18	20.44	21.23	26.41	25.83	25.95	31.88	36.57	38.04
19	20.57	21.35	26.58	25.99	25.06	32.02	36.76	38.24
20	20.69	21.47	26.74	26.15	26.21	32.20	36.96	38.44

**LONGEVITY (EFFECTIVE UPON ANNIVERSARY DATE):**

**2.5% @ YEAR 15**

**2.5% @ YEAR 20**

**CLASS**

A	INSTRUCTIONAL ASSIST/DAYCARE ASSISTANT/LUNCH ASSIST
B	SPEC ED/BILINGUAL INSTRUCTIONAL ASSISTANT
C	LIBRARIAN/MEDIA SPECIALIST
D	SECRETARY/ACCOUNT TECHNICIAN/ASSISTANT DAYCARE DIRECTOR
E	CUSTODIAN/GROUNDS
F	FACILITIES MANAGER
G	SLP ASSISTANT I
H	SLP ASSISTANT II

**NOTE:** EFFECTIVE JULY 1, 2025, ELIMINATE STEPS 1 AND 2; ADD 2.5% INCREASE;  
ADD LONGEVITY INCREMENTS OF 2.5% EACH FOR YEARS 15 AND 20.



TENTATIVE AGREEMENT  
BETWEEN  
TWO ROCK UNION SCHOOL DISTRICT  
AND  
THE CLASSIFIED SCHOOLS EMPLOYEE'S ASSOCIATION (CSEA)

**Article 8 HEALTH AND WELFARE BENEFITS**



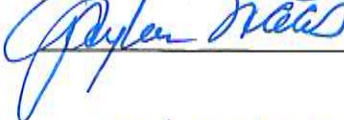
8.1. Health and welfare benefits shall be made available to full time unit **members**.

8.2. The District shall contribute up to ~~\$8500~~ **\$9,800** annually per full-time unit member (1.0 FTE, or 8 hours per day), (~~\$850~~ **\$890.90** per month paid in ~~10~~ **11** equal installments).

8.2.1. Effective ~~July 1, 2022~~, **March 1, 2025** unit members who work less than 1.0 FTE shall **be eligible for** receive a prorated contribution to health benefits, assuming they qualify under the group medical insurance terms. For part-time members who are employed for 6-7.75 hours per day (0.75-0.9725 FTE) the district shall pay 60% of cap. 60% = **\$5,880** ~~\$5,100~~. For part-time members who are employed 4-5.75 hours per day, (.5-.71 FTE) the District shall contribute 40% of the cap. 40% = **\$3,920** ~~\$3,400~~. If a unit member elects the Delta Family option, the district shall pay up to \$131 per month and VSP vision plan \$27.86 a month not to exceed \$1,906.32 annually.

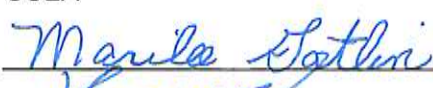

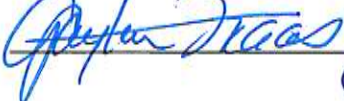

8.3. The unit member shall be responsible for payment of all insurance costs in excess of the District's contribution. The unit member's ~~payment~~ **contribution** shall be by payroll deduction; however, if the unit member's wages are insufficient to cover the **contribution** ~~payment~~, the unit member shall remit payment to the business office on or before the last business day of each month.

Two Rock Union School District

5/16/25

CSEA

may

## TENTATIVE AGREEMENT

BETWEEN

TWO ROCK UNION SCHOOL DISTRICT

AND

THE CLASSIFIED SCHOOLS EMPLOYEE'S ASSOCIATION (CSEA)

### Article 7 COMPENSATION AND ALLOWANCES

7.1. All unit members are paid once per month on or before the last working day of the month. If the normal pay date falls on a holiday, the paycheck is issued on the preceding workday.

7.2. A classified employee salary schedule is attached as Appendix A. Placement on the salary schedule will generally begin at Step 3 ~~4~~, but at the discretion of the Superintendent/Principal, initial placement may be at a higher step based on previous employment experience in the same or similar position.

The 2020-2021 salary schedule shall be increased by six percent (6%) effective July 1, 2021.

The 2021-2022 salary schedule shall be increased by two and one half percent (2.5%) effective July 1, 2022.

The 2022-2023 salary schedule shall be increased by two and one half percent (2.5%) effective Jul 1, 2023.

**The 2023-24 salary schedule shall be increased effective July 1, 2024 (2024-25 Fiscal Year) by two and one-half percent (2.5%); steps 1 and 2 shall be eliminated with the first step beginning at step 3 (i.e. the first step of the salary schedule will be step 3); longevity increments of two and one-half percent (2.5%) each shall be added at 15 years and 20 years respectively.**

No change to the remaining language of Article 7.

### Article 16 TERM AND REOPENERS

#### 16.1 Term

This ~~The~~ term of this Agreement shall be July 1, 2021 ~~2024~~, to June 30, 2024 ~~2027~~.

#### 16.2. Reopeners

~~2021-2022~~~~2025-26~~ – No Reopeners **The parties agree to reopen Article 7 & 8 only**

~~2022-2023 - No Reopeners~~ 2026-27 The parties agree to reopen Article 7 & 8 and one article of each party's choice.

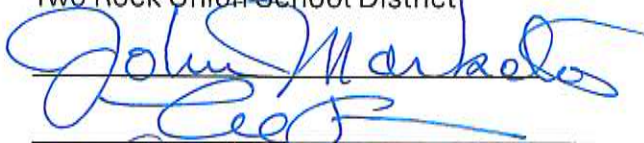
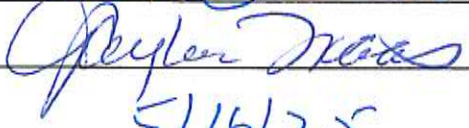
~~2023-2024 - One article of each party's choice except Article 7, which shall remain closed for the duration of the agreement. The parties can meet on an as-needed basis to negotiate implementation of any new laws that affect the contract.~~

**Article 2 ASSOCIATION RIGHTS - 2.7.2 AB 119 – New Employee Orientation - On-Boarding Process** Tentative Agreement attached

**Article 8 HEALTH AND WELFARE BENEFITS - 8.2** Tentative Agreement attached

This Agreement concludes all negotiations between the parties for 2024-25 fiscal year.

Two Rock Union School District

  
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5/16/25

CSEA

  
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TENTATIVE AGREEMENT  
BETWEEN  
TWO ROCK UNION SCHOOL DISTRICT  
AND  
THE CLASSIFIED SCHOOLS EMPLOYEE'S ASSOCIATION (CSEA)

MAY

**Article 8 HEALTH AND WELFARE BENEFITS**

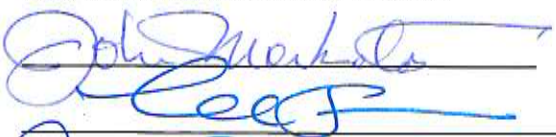
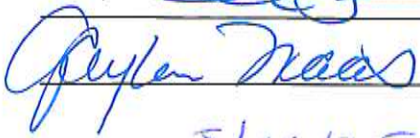
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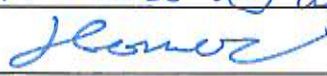
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8.3. The unit member shall be responsible for payment of all insurance costs in excess of the District's contribution. The unit member's ~~payment~~ **contribution** shall be by payroll deduction; however, if the unit member's wages are insufficient to cover the **contribution** ~~payment~~, the unit member shall remit payment to the business office on or before the last business day of each month.

Two Rock Union School District

  
  
5/16/25

CSEA

Tentative Agreement for a  
Two Rock Union School District  
And  
The California School Employees Association and its Two Rock Chapter No 897 for the  
2024-2025 School year

1. Both parties have tentatively agreed to the terms and conditions of
  - **Article 2. 2.7** New employee orientation shall read that "CSEA shall schedule a 30 minute orientation".....and replace fifteen (15) minute.

For CSEA

Marilee Gatlin

Marilee Gatlin, President

12/12/24

Date

For TRUSD

Stephen Owens

Stephen Owens,  
Superintendent/principal

12/12/24

Date

**TWO ROCK UNION SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Meeting of June 26, 2025**

**ITEM:                   APPROVAL OF THE SECOND AMENDMENT TO CHILD CARE SERVICES AGREEMENT WITH KCE CHAMPIONS LLC**

**PREPARED BY:     JOHN MARKATOS, INTERIM PRINCIPAL/SUPERINTENDENT**

**TYPE OF ITEM:    CONSENT**

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**PURPOSE:** For the Board of Trustees to approve the Second Amendment to the Child Care Services Agreement with KCE Champions LLC

**BACKGROUND INFORMATION:** The Child Care Services Agreement was approved by the Board on August 14, 2024 for the 2024-25 Fiscal Year. This Second Amendment to the Child Care Services Agreement is for the Board to extend the contract and approve the new rates for 2025-26 Summer ELOP program operated by KCE Champions LLC.

**DETAILS:** This Second Amendment to the Child Care Services Agreement extends the current 2024-25 contract and with new rates for 2025-26 Summer ELOP program operated by KCE Champions LLC.2025-26

**Submitted/Recommended:** John Markatos, Interim Principal/Superintendent.

**Recommendation:** For the Board of Trustees to approve the Second Amendment to the Child Care Services Agreement with KCE Champions LLC

**FINANCIAL INFORMATION:** Funded by ELOP grant.

**RECOMMENDATION:** For the Board of Trustees to approve the Second Amendment to the Child Care Services Agreement with KCE Champions LLC

## SECOND AMENDMENT TO CHILD CARE SERVICES AGREEMENT

This **SECOND AMENDMENT TO CHILD CARE SERVICES AGREEMENT** (this "Second Amendment") is entered into as of June 9, 2025 (the "Second Amendment Effective Date"), by and between Two Rock Elementary ("Client") and KCE Champions LLC ("Champions").

### RECITALS

- A. Client and ("Champions") entered into that certain Child Care Services Agreement dated effective August 14, 2024 as amended by that First Amendment dated August 13, 2024 (collectively, the "Agreement"); and
- B. The parties now desire to modify the Agreement as described below.

### AGREEMENT

For good and valuable consideration, the receipt of which is hereby acknowledged, the parties desire to amend the Agreement and hereby agree as follows:

1. **Amendment to Agreement.** The Agreement is hereby amended as set forth in this Section 1.
  - a. Agreement Extension: The parties hereby agree that as of this Second Amendment Effective Date, the Term of the Agreement will be extended on the same terms and conditions for one year. The Agreement will now end on July 31, 2025.
  - b. Exhibit A is hereby deleted in its entirety and replaced with the Exhibit A attached hereto.
2. **Notices.** Any notice or other communication under the Agreement and this Second Amendment will be given in writing, addressed to the addresses below for KCE (or by such other address set forth in a notice that complies with this section) and will be deemed to have been delivered and given for all purposes: (i) on the delivery date if sent by confirmed facsimile, (ii) on the delivery date if delivered personally, or (iii) one business day after deposit with an internationally recognized overnight courier.  

<b>If to KCE:</b> KinderCare Education LLC Attn: Sales Operations 5005 Meadows Rd., Suite 200 Lake Oswego, OR 97035	With a copy to: KinderCare Education Legal Attn: Christopher Kind PO Box 190 Stockbridge, MI 49285
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3. **Conflict and Full Force and Effect.** In the event any term or provision of this Second Amendment conflicts with a term or provision of the Agreement, this Second Amendment shall control. Except as expressly amended herein, the remaining terms and conditions of the Agreement shall continue in full force and effect.
4. **Counterparts and Facsimile.** This Second Amendment may be executed in counterparts, each of which will be deemed an original but all of which together will constitute one and the same instrument. A facsimile transmission by one party to another party of an executed signature page of this Second Amendment shall have the same effect as delivery of an original signature page, and the transmitting party shall forward the original signature page upon request of the receiving party.

*(Signature page to follow.)*

IN WITNESS WHEREOF, the parties have executed this Second Amendment as of the Second Amendment Effective Date written above.

**TWO ROCK ELEMENTARY**

**KCE CHAMPIONS LLC**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_



## CHILD CARE SERVICES AGREEMENT

### EXHIBIT A

Effective Date: June 9, 2025

- School or District Name:** Two Rock Elementary ("School")
- Term:** This Exhibit A is made part of that certain Child Care Services Agreement made as of the Effective Date. This Exhibit A commences on the Effective Date and will continue for 1 Year from the Projected Program Start Date ("Initial Term") between the parties at the locations and on the dates for those Programs shown in this Agreement. This Agreement will automatically renew for successive one (1) year periods (each, a "Renewal Term") on the yearly anniversary of the Effective Date. Initial Term and Renewal Term are collectively the "Term".
- Champions** will provide the Programs at the sites set forth below:

Site Location	Program	Hours of Operation
Two Rock Elementary 5001 Spring Hill Road Petaluma, CA 94952	Summer	08:00 am- 06:00 pm

**Projected Program Start Date:** June 9, 2025

**Facility Use Terms:** School will provide Champions with access to the gymnasium, cafeteria, multipurpose room, or other appropriate spaces to operate the Programs.

**Private Pay: Tuition and Fees:**

Program	1-2 Day Weekly Rate	3-5 Day Weekly Rate
Summer	\$95	\$210

**Other Fees:**

Student Registration      \$60  
Family Registration      \$100

**Discounts:**

School District Employee      10%  
Military      15%  
Multi-Child      10%

**School Sponsorship:**

School will pay to Champions at a rate of \$210 per student, per week not to exceed a maximum of 25 students. Champions will invoice the School monthly and School will remit payment within 30 days of invoice date.

**Minimum Enrollment:** Champions will establish minimum enrollments at each school and for each program to ensure sustainability. If daily attendance in any session fails to meet these target levels at any time, Champions may choose to terminate the Program session or this Agreement with 30 days' advance written notice.

**4. Addresses for Notice:**

School: Two Rock Elementary  
Attn: Steven Owens  
Phone: 707-762-6617  
E-mail: 5001 Spring Hill Road  
Petaluma, CA 94952

Champions: KCE Champions LLC  
5005 Meadows Rd., Suite 200  
Lake Oswego, OR 97035  
Phone: 503-872-1300  
Facsimile: 503-736-1954  
Attn: Vice President, Champions

With a copy to: KinderCare Education Legal  
PO Box 190  
Stockbridge, MI 49285  
Phone: (248) 227-1373  
Attn: Christopher Kind

**TWO ROCK ELEMENTARY**

**KCE CHAMPIONS LLC**

By: \_\_\_\_\_

By: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Printed Name: Dan Figurski

Title: \_\_\_\_\_

Title: President, Champions

**TWO ROCK UNION SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Meeting of June 26, 2025**

**ITEM: APPROVAL OF THE EXTENDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

**PREPARED BY: CHRIS THOMAS, CHIEF BUSINESS OFFICIAL - CONSULTANT**

**TYPE OF ITEM: CONSENT**

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**PURPOSE:** For the Board of Trustees to approve the Extended Learning Opportunities Program (ELOP) Plan Guide for 2024-25

**BACKGROUND INFORMATION:** The Extended Learning Opportunities Program (ELOP) Plan Guide must be approved minimally every 3 years. The current one was approved in 2022. Therefore, staff have updated the Extended Learning Opportunities Program (ELOP) Plan Guide for 2024-25 for Board review and approval in order to ensure compliance with the ELOP grant program requirements.

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California *Education Code* Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website

**DETAILS:** The Expanded Learning Opportunities (ELO) Program provides funding for afterschool and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade as described in California *Education Code (EC)* Section 46120, amended by AB 181 (Chapter 52, Statutes of 2022), AB 185 (Chapter 571, Statutes of 2022), and SB 114 (Chapter 48, Statutes of 2023).

The Extended Learning Opportunities Program (ELOP) Plan Guide for 2024-25 provides critical information regarding the current program and must be updated no less than every three years. Given the level of transition happening in the District, it may be prudent for the plan to be updated annually for the foreseeable future.

**Submitted/Recommended by:**

Chris Thomas, Chief Business Official - Consultant

**Recommendation:**

That the Board approve the Extended Learning Opportunities Program (ELOP) Plan Guide for 2024-25

**FINANCIAL INFORMATION:** ELOP Grant funding estimated to be \$100k in 2025-26.

<p><b>RECOMMENDATION:</b> That the Board approve the Extended Learning Opportunities Program (ELOP) Plan Guide for 2024-25</p>
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# Expanded Learning Opportunities Program Plan Guide

Prepared by:  
Expanded Learning Division  
California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code* (EC) Section 46120(b)(2).**

**Note: This cover page is an example, programs are free to use their own seals and the name of their program.**

## Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

**Local Educational Agency (LEA) Name:** Two Rock Union School District

**Contact Name:** John Markatos

**Contact Email:** jmarkatos@trusd.org

**Contact Title:** Interim Superintendent/Principal

**Contact Phone:** 77-762-6617

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Two Rock Elementary School
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**Governing Board Approval Date:** February 9, 2022

**Review/Revision Date:** June 26, 2025

**Review/Revision Date:**



## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

## Definitions

### **“Expanded learning”:**

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

### **“Expanded Learning Opportunities”:**

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

### **Educational Element:**

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

### **Enrichment Element:**

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

### **Off-Site Locations:**

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

# Plan Instructions

## Development/Review of the Plan

### Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

### Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

### Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

## Due Date, Approval, and Posting of the Plan

### Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

### Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

## **Revisions/Changes**

### **Reviewing and Revising Program Plans**

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

## **1—Safe and Supportive Environment**

### **Physical Safety**

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The ELOP/ASES Program is offered on-site with fully functioning Fire Alarm Systems, Restroom Facilities, and buildings that are well maintained, fully licensed and up-to code.

### **Emotionally Safe & Supportive**

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The ELOP program strives to engage and create a safe and supportive environment for students. The District partners with the YMCA to offer a program that provides for the development, social emotional, and physical needs of students before and after school. The staff strive to create a program where all students feel emotionally and physically safe and one that fosters creative learning and enrichment opportunities.

## **2—Active and Engaged Learning**

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The ELOP program will focus on STEAM for the after school enrichment and skill building in a cross-curricular learning environment. The school site has a dedicated STEAM lab classroom for students to use hands-on skills to create and work on projects integrating critical thinking with mathematics and science in peer groups



Students will be able to access various types of yoga and other outdoor activities/learning such as the community garden located on the school site which will provide for their physical and emotional well being. The program is designed to support students in a collaborative group learning setting and to enhance science curriculum.

### **3—Skill Building**

Detail how the program will provide opportunities for students to experience skill building.

The ELOP program will focus on STEAM for the after school enrichment and skill building in a cross-curricular learning environment. The school site has a dedicated STEAM lab classroom for students to use hands-on skills to create and work on projects integrating critical thinking with mathematics and science in peer groups. Students will also be able to seek academic skill building support in "Homework" club with a certificated teacher to help address any gaps in skill.

### **4—Youth Voice and Leadership**

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Enrichment classes offered after school were initially created through student surveys and interest. Students also voiced their desire in the classroom setting through the student leadership representatives. Student Leadership meets once per month during lunch with two teachers. Students designed questionnaires to collect student feedback. Teachers used that feedback to create classes based on a combination of student interest and teacher expertise. Enrichment classes lasted six weeks and after that time may change classes to pursue other interests. All students from TK-6<sup>th</sup> may participated in an enrichment homework club.

### **5—Healthy Choices and Behaviors**

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

The program and students have access to the community garden and they are provided healthy snacks and meals through the ELOP program.

### **6—Diversity, Access, and Equity**

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The District provides access for all students to participate in the ELOP program both after school and during the summer session program. The ELOP provider that the District contracts with provides a bilingual staff to assist with communication and all District Facilities are ADA accessible for any students with disabilities.

## **7—Quality Staff**

### **Staff Engagement**

Detail how the program will provide opportunities for students to engage with quality staff.

The provider that operates the ELOP program provide staff that is both classified and certificated and has received appropriate and ongoing training in First Aid, CPR, behavior management and other techniques to enrich the experience for the students and provide a safe environment.

### **Minimum Staff Qualifications**

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The minimum qualification meet the guidelines for Ed Code for the ELOP program. All staff members meet the childhood development, early childhood education, and/or related field requirements.

### **Staff Development**

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

The current provider for the ELOP program is Champions and they provide the necessary training and professional development opportunities to ensure that their staff meet the minimum proficiencies under ASES and ELOP.

## **8—Clear Vision, Mission, and Purpose**

Explain the program's clear vision, mission, and purpose.

The Vision, Mission, and Purpose for the program are aligned with the District LCAP and the School District Mission Statement: "The Two Rock School Community is committed to a shared responsibility for encouraging creativity while developing every child's academic and social skills as a love for lifelong learning" The Vision Statement: "It is the vision of Two Rock School that all students will be challenged and

prepared for rigorous standards in an environment of equity, respect, and responsibility." The program adheres to the two statements for developing students learning and support.

## **9—Collaborative Partnerships**

### **Students and Families**

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Two Rock School is located next to the U.S. Coast Guard Training Center-Petaluma that operates a child care and teen center. The District collaborates with stakeholders that include parent groups and community partners including the Coast Guard, to develop and implement after school programs that are designed to assist with classroom learning.

### **Community Based Organizations and other Non-LEA Partners**

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Two Rock School is located next to the U.S. Coast Guard Training Center-Petaluma that operates a child care and teen center. The District collaborates with stakeholders that include parent groups and community partners including the Coast Guard, to develop and implement after school programs that are designed to assist with classroom learning. The New Superintendent/Principal will be reaching out to various partners and stakeholders including ELAC, the Coast Guard community and ranching community to create opportunity for greater collaboration and input for future programming.

## **10—Continuous Quality Improvement**

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

The quality of the program will be measured, in part by the level of participation, as well as through various communication opportunities to gather input from parents and students.

## **11—Program Management**

## **Policies and Procedures**

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

[www.trusd.org](http://www.trusd.org)

## **Budget**

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program<sup>3</sup>. How does this budget reflect the needs of students and families within the community?

The District uses a combination of ASES Funds (\$56K) and ELOP funds (\$100K) in order to support the Extended Learning Opportunities Program. Parents who qualify for Free and Reduced Meals are not charged any fees for the program. Parents who do not qualify are eligible through Champions for Employee Discounts or Coast Guard discounts and multiple sibling discounts. In addition, the CGBase offers various subsidies to help offset the cost for parents that are housed at the CGBase.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Student registration is monitored for students that qualify to ensure they are not being charged, but rather invoiced to the District. In addition, the District monitors monthly invoices to ensure that fees are appropriate based on the students in the program. The District holds regular meetings via zoom with Champions to ensure clear communication and accounting of the program costs and funding sources.

<sup>1</sup> (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

<sup>2</sup> (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

<sup>3</sup> (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

## General Questions

### Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☒ Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The District operates one program with the provider (Champions). The District reconciles the students who register and participate in the program to ensure that they are charged accordingly. ASES is only for the Regular School Year and is used to support students who do not qualify for ELO-P as FRM.

### Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The ELO-P/ASES program operated by Champions maintains a 10:1 ratio for our TK students and the rate that they charge to the District takes this lower ratio into account for TK students that participate. The Contract Agreement between Champions and the District clearly defines the student to staff ratios and the rates that the District and or parents will be charged.

### Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The District works with Champions to develop clear communications to all families regarding enrollment/registration for the program for both the regular school year and the summer program. The communications are available in both English and

Spanish. The program is offered to all students/families in the District. Champions maintains all documents on behalf of the District for registrations and communications. Two Rock is only one school District and the program is operated on-site so not transportation is provided.

### **Field Trips**

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

The District does not offer Field Trips in this program.

### **Program Fees**

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

The District uses a combination of ASES Funds (\$36K) and ELOP funds (\$100K) in order to support the Extended Learning Opportunities Program. Parents who qualify for Free and Reduced Meals are not charged any fees for the program. Parents who do not qualify are eligible through Champions for Employee Discounts or Coast Guard discounts and multiple sibling discounts. In addition, the CGBase offers various subsidies to help offset the cost for parents that are housed at the CGBase.

### **Sample Program Schedule- Regular Schoolday**

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

### **ELOP/ASES After School Schedule:**

12:00 Welcome TK

12:15 TK reading circle

12:30 TK interest areas/free play or activity

2:00 Welcome Kindergarteners

2:15 Mellow Minutes

2:30 Interest areas or Activity

3:00 Welcome School Age

3:15 Sign in and carpet games

3:30 Snack Outside/Inside

4:30 Teacher activity Outside/Inside

5:00 Interest Areas

5:30 Chillout time/Go home







6:00 After School Program Closes for the evening. Staff Clean Up and Leave

**Program components:** Program components are a mix of arts and crafts, interactive games and activities, and outside exploration. We utilize the outside play structures, blacktop, and garden area when outside of the classroom. When inside students are encouraged to participate in many independent crafting and play activities. We have things like board games, puzzles, animal figures, toy cars and a kitchen with play foods for when students want to engage in collaborative and solo play. We have things like markers, stamps, pencils, all kinds of paper for students crafting. We have an assortment of different healthy snack options and ones that fit the different dietary needs that our students might have. Ranging from nut free, gluten free, dairy free, etc.

**Program Plan:** Our plan for this program is to have a healthy balance of students pursuing their own interests that they pick and create for themselves and being introduced to new and interesting concepts and skills (facilitated by their Champions teachers). We want to well scaffold our program to best fit each age group and meet them where they are at. So, while TK and fifth graders might be learning or experiencing similar information or concepts, they will be presented in a way that each grade or ability level.



## Sample Schedule

<b>9:00 a.m.– 9:15 a.m.</b>		<p><b>Camp Rally</b> <i>Counselor-Led</i></p> <p>You'll start each day with a high-energy camp cheer! Then you'll present a mystery in the form of a riddle or conundrum that campers try to find, discover, or solve. To close out the rally, you'll get campers moving and interacting with an energizing experience connected to the camp topic or the mystery you've presented.</p>
<b>9:15 a.m.– 9:30 a.m.</b>		<p><b>Building Curiosity</b> <i>Counselor-Led</i></p> <p>Time to aim high! Campers will set a goal for the week, reflect on and adjust it if needed and, at the end of the week, celebrate their progress. You'll also share an overview of the day's activities and end this time with a rhetorical question designed to build curiosity.</p>
<b>9:30 a.m.– 2:15 p.m.</b>		<p><b>Counselor- and Camper-Led Experiences, Daily Routines, Read-Alouds, Field Trips, Special Visitors, and More!</b></p> <p>Most activities have been designed with flexible implementation in mind! Move them around within a day or even implement them on a different day, depending on weather, field trips, and other schedule considerations.</p> <div data-bbox="1063 651 1445 945"> <p><b>Top Tip!</b></p> <p>Review activities ahead of time so you know when a Counselor-Led is teeing up a Camper-Led experience—that's when the order might matter!</p> </div>
<b>2:15 p.m.– 2:45 p.m.</b>		<p><b>Project Time* (Monday–Thursday)</b> <i>Combination of Counselor-Led and Camper-Led</i></p> <p>Early in the week, campers decide on service learning or projects they'd like to do related to the camp topic. During the week, you'll provide any needed materials and pose key questions as campers work on their projects.</p> <div data-bbox="1023 997 1445 1323"> <p><b>Project Showcase (on Friday)</b> <i>Camper-Led</i></p> <p>Campers reflect on, prepare, and share their projects with fellow campers. To make the showcase extra special, invite families to join you!</p> </div>
<b>2:45 p.m.– 3:00 p.m.</b>		<p><b>Closing Ceremony</b> <i>Counselor-Led</i></p> <p>You'll revisit the mystery, get campers' ideas about it, and reveal the solution! Campers will celebrate boosting their brains throughout the week and use this time to reflect on their experiences in a variety of fun ways.</p>
<b>3:00 p.m.– Close</b>		<p><b>Interest Area Time, Camper-Led Clubs, Group Games, and Outdoor Play</b></p> <p>The activities may be different for summer, but the interest areas that you know and love should continue all year long. And during summer, they take on a special twist with new names and enhancements! Check out the interest area "campifications" you can make to keep these open and fresh for campers throughout the summer!</p> <p>This is also a great time for Camper Clubs and activities from resources like the Plug n' Play and Fitness and Group Games Manuals (see <a href="#">page 11</a> for more information).</p>

\*In the Innovation camp, Project Time is replaced by Wonder Lab.

## **Additional Legal Requirements**

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

### **Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):**

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **Regular Schooldays and Hours EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Nonschool Days and Hours EC Section 46120(b)(1)(B):**

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

### **Prioritizing School Sites**

**EC Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

**Grades Served**

**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

**Partners**

**EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

**Audit**

**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

**Snacks and Meals**

**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

**Program Capacity, Family Fees, Sliding Scale**

**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

**Staff Minimum Qualifications, Ratio**

**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

### **Program Components**

#### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

### **Third Party Notifications**

#### **EC Section 8483.4(b-d):**

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an "event" includes any of the following:
  - (1) Death of a child from any cause.
  - (2) Any injury to a child that requires medical treatment.
  - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
  - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
  - (5) Epidemic outbreaks.



- (6) Poisonings.
  - (7) Fires or explosions that occur in or on the premises.
  - (8) Exposure to toxic substances.
  - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

**TWO ROCK UNION SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Meeting of June 26, 2025**

**ITEM: APPROVAL OF THE 2025-26 REGULAR BOARD MEETING  
CALENDAR**

**PREPARED BY: JOHN MARKATOS, INTERIM PRINCIPAL/SUPERINTENDENT**

**TYPE OF ITEM: ACTION**

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**PURPOSE:** For the Board of Trustees to approve the 2025-26 Regular Board Meeting Calendar

**BACKGROUND INFORMATION:** The initial 2025-26 Regular Board Meeting Calendar was brought to the board for approval on December 13, 2024. The agenda item inadvertently listed it as 2024-25

**DETAILS:** The 2025-26 Regular Board Meeting Calendar is attached and includes a regularly scheduled Board Meeting for July 10, 2025.

**Submitted/Recommended:** John Markatos, Interim Principal/Superintendent.

**Recommendation:** For the Board of Trustees to approve the 2025-26 Regular Board Meeting Calendar

**FINANCIAL INFORMATION:** None.

**RECOMMENDATION:** That the Board approve the 2025-26 Regular Board Meeting Calendar



**Two Rock Union School District**  
5001 Spring Hill Road ■ Petaluma, CA ■ 94952  
Phone: (707) 762-6617 ■ Fax: (707) 762-1923  
[www.trusd.org](http://www.trusd.org)

## 2025-2026 Board Meeting Calendar

July 10, 2025

August 14, 2025

September 11, 2025

October 9, 2025

November 13, 2025

December 11, 2025 (Organizational Meeting)

December 11, 2025

January 8, 2026

February 12, 2026

March 12, 2026

April 9, 2025

May 14, 2026

June 11, 2026

June 18, 2026

### **Board of Trustees**

Gayleen Maas, President • John Silvestrini, Clerk • Nicolas Noyes • John Martin • Joel Ruiz

John Markatos, Interim Superintendent/Principal

**TWO ROCK UNION SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Special Meeting of June 26, 2025**

**ITEM:**                    **APPROVAL OF THE 2025-26 INSTRUCTIONAL CONTINUITY PLAN  
AND THE 2025 LOCAL INDICATOR SELF REFLECTION**

**PREPARED BY:**    **JOHN MARKATOS, INTERIM PRINCIPAL/SUPERINTENDENT**

**TYPE OF ITEM:**    **ACTION**

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**PURPOSE:** For the Board of Trustees to approve the 2025-26 Instructional Continuity Plan and the 2025 Local Indicators Self-Reflection

**BACKGROUND INFORMATION:** Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code (EC)* Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. A locally-adopted CSSP must include an ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27. These requirements apply to school districts, county offices of education, and charter schools.

The 2025 Local Indicators Self Reflection Tool should be included in the District's LCAP. Upon approval, it will be added to the LCAP document.

**DETAILS:** The 2025-26 Instructional Continuity Plan and the 2025 Local Indicators Self-Reflection have both been completed and are being brought to the Board for review and action. Both of these items must be completed and approved by the Board on or before June 30<sup>th</sup>.

**Submitted/Recommended:** John Markatos, Interim Principal/Superintendent.

**Recommendation:** For the Board of Trustees to approve the 2025-26 Instructional Continuity Plan and the 2025 Local Indicators Self-Reflection

**FINANCIAL INFORMATION:** None.

<p><b>RECOMMENDATION:</b> That the Board approve the 2025-26 Instructional Continuity Plan and the 2025 Local Indicators Self-Reflection</p>
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# 2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Two Rock Union Elementary School District	Two Rock Elementary School	John Markatos Interim Superintendent/Principal	jmarkatos@trusd.org 707-762-6617

## Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 20, 2025 and adopted by Two Rock Elementary School on June 26, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Two Rock Elementary School will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

## Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)

Phone Calls

Email

Social Media

Flyers

Remind App

## Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Students, families and staff will have regular communication from school officials in case of an emergency closure. The LEA will use the school messaging system (emails, texts, phone calls, Remind App and the district's social media). The LEA will engage as follows with students and families within five school days following an emergency closure:

- conduct virtual or phone-based wellness checks
- determine the tech needs of each student
- distribute packets to students with limited internet access
- host virtual class mtgs or individual check-ins via Zoom platforms
- monitor accountability, attendance and engagement
- conduct follow-up with families of absent students

## Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

-Special Education: Sp Ed students will receive the services described in their IEP's in the instructional model being used (Distance Learning, Hybrid). SPED teachers will work with reg. ed. teachers to create schedules which allow students to access live sessions and their IEP services.

-Counseling: Two Rock will continue to implement its SEL program. Normally, counseling is provided in person; in the event of a closure it would be offered virtually. Typically teachers review concerns about students at faculty meetings and determine whether to recommend counseling. In the event of closure this function would be conducted virtually. Families would receive counseling related information in this manner as well.

# Access to Instruction



## Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Two Rock Elementary School will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency.

## Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

## Remote Instruction

Plans for remote instruction.

As required, Two Rock Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

## Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The LEA will provide access to in-person or remote instruction within 10 instructional days following an emergency. The access will depend on circumstances and align with Ind. St. Ed. Code and Two Rock's mission statement. On-line platforms can be challenging so Two Rock will utilize only one platform for virtual learning to the greatest extent possible. The LEA may provide both "synchronous" (live teaching via Zoom) and "asynchronous" (virtual lessons and independent work) learning based on teacher created/curated instruction. Art and some form of movement/PE will be incorporated and there will be opportunities for students to connect with each other through projects and virtual learning time.

Two Rock will continue to use instructional management systems such as Google Classroom. The overall schedule has been developed to provide stability and optimal teacher-student interaction, given the circumstances, and flexibility is a feature of the plan. Each teacher will craft a daily teaching schedule, shared with students and families, posted via text, emails and/or on the website. The schedules will address state mandates re: synchronous and asynchronous instruction, peer interaction SEL

support and Designated ELD. Students and families requiring other accommodations will be encouraged and prompted to ask their teachers about other options. Teachers will plan their schedules and assignments to meet the required instructional mins for each grade level. Teachers will regularly communicate with their students' families. They will also prioritize essential learning and make standards-aligned objectives achievable to the greatest extent possible. If possible, teachers will offer alternative academic supports, tutoring, check-ins, and virtual office hours.

### **Access to Schoolwork**

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Two Rock uses Google Classroom for learning access and assignments submission.

### **Temporary Reassignment**

Procedures and agreements for temporary reassignment with neighboring LEAs.

Two Rock Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

## **Instructional Continuity**

### **Communication Protocols**

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Students, families and staff will have regular communications from school officials in case of an emergency closure. The LEA will use the school messaging system (texts, emails, phone calls social media, and Remind).

Engagement will occur within five days following an emergency school closure to assess and initiate the following:

- virtual or phone wellness checks
- tech needs of the students
- study packets distribution for those with limited internet
- host virtual class meetings
- monitor accountability, attendance and engagement-
- absenteeism follow-up



## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Students will need appropriate devices and internet access. The LEA will provide laptops to each student. Extra devices are on-hand if some are lost or damaged during an emergency. Wifi hot spots may be provided, if possible, to families in need of a stronger internet connection.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

### -Instruction

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency closure. The plan will consider the emergency circumstances, internet access and align with the CA Ed. Code re: Ind. Study. The school's learning platforms align with its mission statement and they are designed so students can log-in to one platform and have access to all the information they will require to participate in the learning. See "Access to Instructional Materials" above for additional information re: how synchronous and asynchronous instruction and assessments will occur.

### -Assessment

Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment, and define applicable, achievable goals that take into consideration each student's unique circumstances.

# Access (Equity, Accessibility, and Inclusion)

## Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

We have English Learners, as well as Special Education students. The services they receive are customized to their particular needs and those services will need to be provided after an emergency. Regular Ed. teachers as well as Sp. Ed. teachers and English Language acquisition providers will work together to strategize how best to provide these students' identified services. The CA EL Roadmap will be utilized in planning the delivery of EL services. EL students will continue to receive dedicated Designated ELD time built into their learning sessions. English Learners will be part of small group instruction and have access to additional teacher or para-educator support. At this time Two Rock does not have homeless or foster youth. If this changes, the LEA will communicate with the student and appropriate staff to facilitate the removal of barriers and provide access to distance learning. All students will be addressed by this plan to ensure they continue receiving instruction in the event of an emergency school closure.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

SP Ed students will continue receiving the services listed in their IEP's while they are engaged in whatever instructional model is employed (Distance Learning, Hybrid, etc.). Sp Ed providers will work with the Regular Ed. staff to create schedules which allow students to access live teaching sessions, as well as IEP services to the greatest extent possible.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The LEA will strive to provide instructional continuity for EL students through a coherent set of practices and pathways to support language development skills, literacy and the knowledge needed to meet their needs based on the CA EL Roadmap. The LEA will be aware of and responsive to the different EL students' strengths, needs and identities. English Learners will continue to have dedicated Designated ELD time built into their learning sessions. Language skills development objectives will be integrated into the on-line learning. English Language acquisition will be promoted by small group instruction and extra teacher and para-educator support. The LEA will provide the tech support (devices, internet access) and reach out to families to try and eliminate barriers to participation in the instructional programs.

## Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Teachers and other staff participate in professional development at the site and county levels. This includes knowledge of trauma, first aid and first response trainings. The primary component for promoting student engagement is appropriate in-person, as well as virtual learning experiences for students, accomplished by robust teaching, the sharing of best practices, and the inclusion of social/emotional learning. Staff will continue participating in trainings which address these issues. Teachers will learn to incorporate pedagogies which support hybrid learning environments as well as virtual classroom management. Staff has been encouraged to attend workshops focused on distance learning. And faculty meetings have included academic and SEL professional development.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

School Safety & Prevention Plan

- system to connect with students and families to promote attendance
- implement trauma response strategies to support school community
- culturally appropriate and responsive techniques
- universal screening to identify social-emotional and physical needs
- staff development to increase trauma response knowledge and skills



<ul style="list-style-type: none"> <li>-institutionalize info re: health/wellness resources on school/other appropriate websites</li> <li>-add mental health/wellness resources to school website</li> </ul> <p>Community and Family Wellness</p> <ul style="list-style-type: none"> <li>-collaborate with local governments, private agencies, and the Coast Guard base for workshops and resources for adult and student mental health and trauma response, including languages other than English</li> </ul> <p>Staff Wellness</p> <ul style="list-style-type: none"> <li>-acknowledge and promote the importance of staff resilience and peer-support during an emergency</li> <li>-communication with staff promoting mindfulness, self-care, social support, staff cohesion and coping</li> <li>-administration providing an open door policy</li> </ul>	
<p>Plans to provide access back-up, water and medicines in the event of an emergency.</p> <p>-monitor/restock medical supplies</p>	
<p>Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.</p>	
<p>Special Ed</p> <ul style="list-style-type: none"> <li>-students with IEP's will receive their scheduled services</li> <li>-SPED providers will work with the regular program staff to ensure students access live teaching sessions to include their IEP identified services</li> </ul> <p>Counseling</p> <ul style="list-style-type: none"> <li>-in the event of an emergency closure, staff will discuss the social-emotional well being of each student and strategize what support to provide</li> <li>-SEL staff will provide the scheduled Social Emotional Learning, utilizing the above strategies</li> <li>-Two Rock School has shared a variety of resources associated with trauma, anxiety and stress with families</li> <li>-wellness checks will be utilized for students who have not responded to school outreach</li> </ul> <p>After School Programs</p> <ul style="list-style-type: none"> <li>-the Champions daycare program will continue to provide services if able to do so</li> <li>-if not able to do so at the school, the Superintendent and program manager will work to find alternative locations</li> </ul> <p>English Learners</p> <ul style="list-style-type: none"> <li>-English Learners will have Designated ELD time built into their study sessions.</li> </ul> <p>Food and Nutrition Services</p> <ul style="list-style-type: none"> <li>-Grab and Go meals will be provided for each student whose family members are able to collect them</li> <li>-if necessary, district staff will deliver as needed</li> </ul>	

## Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The LEA will review the ICP following the first emergency school closure. All faculty, support staff, students and parents and the Coast Guard liaison will be consulted re: its effectiveness.

It was developed utilizing advice and suggestions from the various stakeholder groups. The first post-emergency closure survey will include emails, texts, calls and discussions at the different stakeholder group meetings.

This ICP was approved by the Board of Education at their June 26, 2025 meeting.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The goal of this plan is first to provide alternative learning as described in the plan, and second, to return to in-person learning as soon as possible.

Following an emergency closure, Two Rock will consider the following conditions before resuming in-person instruction:

- evacuation orders lifted
- power and utilities functioning
- healthy air quality
- access to safe drinking water
- operating restrooms
- campus free of debris and hazards
- sufficient staffing
- food service operating
- an appropriate reopening date that is adequately communicated to the school community

## Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Two Rock Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Two Rock Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

## Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed and updated annually before March 1, and as soon as practicable following an emergency school closure





## 2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Two Rock Union Elementary School District	John Markatos Interim Superintendent/Principal	jmarkatos@scoe.org 707-762-6617

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Local Indicators

The local indicators address the following state priority areas:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

### **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.



# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024			0	1	0	0	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science			3		

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science				4	

## Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts			3			
World Language						N/A

## Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

## Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Two Rock purchased NGSS curriculum for full implementation for the 2021-2022 school year.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.



- Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	2
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	1
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	2

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Teachers and staff have developed positive relationships with the school's learning community. Many students are third and fourth generation attending Two Rock. A primary strength of the school is the communication between teachers and staff with parents whose students attend the school. Communication via Remind and social media are consistent. An area of growth is having greater parent participation in public town hall meetings and greater feedback concerning programs. This year was difficult to gauge due to the COVID-19 pandemic preventing in-person communication with parents. Still very few parents attended zoom meetings concerning school reopening and program updates.



## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	2
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	1
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	2

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The school holds parent conferences each semester where teachers discuss student progress and areas of growth. The school regularly send Remind communication in both English and Spanish to parents with information about school programs and ways to support student learning at home. Teachers regularly communicate with parents concerning school work and areas of concern via email and personal phone calls. The Spanish speaking liaison has formed important relationships with parent who do not speak English in the home. Areas of growth for the school targeted outreach to families that encourage parents to participate in meetings such school site council, offer LCAP input other important forums for parent input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	1
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	1

#### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

One the strength the site has them reaching out to Spanish speaking families in ELAC meetings and through informal channels such as the Spanish speaking liaison.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Areas of growth for the school targeted outreach to families that encourage parents to participate in meetings such school site council, offer LCAP input other important forums for parent input.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The site administrator can develop better outreach with the Coast Guard base adjacent to the campus. Approximately 60% of the student body come from the Coast Guard base. The site will upgrade the school's website to improve the its appearance and access to parents.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Based on the survey results and given the current transition with a new Superintendent, there appears to be additional progress to be made in improving the school climate and culture.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The District has learned that greater transparency is needed in order to improve trust and communication to key stakeholders.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

A new Superintendent/Principal will be starting July 1st 2025 and will need to conduct listening sessions and other means of gather input to identify steps to move the school/district forward.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)



1. Students had access to all areas of study at Two Rock Elementary School. Using the school's student information system, the school had a 96% attendance rate during the 2020-2021 school year. Local assessments such as BPST was administered to all students in K-2 to monitor progress and areas of growth in literacy. Students in Grades 3-6 were assessed with the STAR/REN ELA and math assessments. Students were assessed four times during the year, at the beginning and end of each semester. The site administered the CAASPP in grades 3-6 and the CAST in grade 5. The English Language Learners were provided with pullout ELD support by a dedicated ELD teacher on a daily basis. Students with IEPs had full RSP support provided by the resource specialist meeting accommodations of the IEP. A speech and language specialists met with students on the caseload twice a week. Each student was provided a standards based curriculum. During distance learning, students with connectivity issues were provided a space on the site in Two Rock's wifi camp.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

2. All students including those with special needs and ELL had access to the curricular program at Two Rock. Student progress was measured with the local assessments such as the BPST and STAR/REN. Overall students demonstrated growth in both ELA and mathematics during the year. Student progress was also measured with report cards for the grade level studies.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

3. The main barrier for student access to local measure was the need to purchase updated curriculum in both math and ELA.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

4. The site will use the results of the local assessments to drive instruction for the next year. One such outcome is adding professional development for writing and literacy during the next school year to promote greater proficiency in ELA. In addition, the District will assess and purchase updated curriculum in the areas of math and ELA.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					



<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					