



**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**

**October 13, 2022**  
**Closed Session 3:30pm**  
**Open Session 4:30 PM**  
**STEAM Room 12**

- 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 Section 54957.6  
**2.2 Closed Session Agenda - No Action**
- 3. RECONVENE TO PUBLIC MEETING**  
Report of any actions taken during Closed Session (if necessary).
- 4. Adoption and Approval of Agenda**  
**4.1** Approval of the Agenda for October 13th, 2022.  
  
**Action**  
Motion: **KM**                      Second: **GM**                      Aye: **ALL**                      Nay:
- 5. 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.
- 6. 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.
- 7. REPORTS/PRESENTATIONS:**  
**7.1** TREA Representative - **Eliza Zindler & Megan Jordan - No Updates**  
**7.2** CSEA Representative - **N/A**

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**Board of Trustees**

John Silvestrini, President ♦ Ken Mazetta, Clerk ♦ Gayleen Maas ♦ Kathy Wilson ♦ John Martin  
Stephen Owens, Superintendent/Principal

- 7.3 TRSEF Representative - Ashley Innman - Book Fair just ended, sold \$3k, each student got a book
- 7.4 USCG Representative - Ashley Innman - Zombie Run & Trunk or Treat - Oct 29th
- 7.5 Superintendent's Report - Stephen Owens - Front Parking Lot completed
  - Enrollment Update - 132 - possibly 2 more coming
  - Facilities Update - 8.1 - discussion item
  - Staffing Update - New Hire - Janet Ruiz - Library Clerk & Supporting in Classrooms
  - Curriculum Update - Use Music/Art Grant to buy S.S. Curriculum
  - Other Updates -
  - Upcoming Events - Red Ribbon Week, Oct. 23rd, Silent Auction/Spaghetti Dinner, Nov 8th 5-9pm

## 8. DISCUSSION ITEMS

### 8.1 Review Summer Maintenance and Construction Projects

**Background:** The site has had many improvements over the summer and since the start of the school year. The superintendent will review those projects with costs and budget items.

**Plan:** Discuss past projects and future district facilities projects.

**Public Comment:** N/A

**Board Discussion:** No Questions

### 8.2 Approved Adopted Budget from SCOE

**Background:** In accordance with Ed Code Section 42127, the Sonoma County Superintendent of School has reviewed the 2022-2023 adopted Two Rock School Budget.

**Plan:** Discuss the 2022-2023 adopted budget approval.

**Public Comment:** N/A

**Board Discussion:** No Questions

## 9. ACTION ITEMS

### 9.1 2021 - 2026 Educator Effectiveness Funds Expenditure Plan Report PG. 7

**Background:** Educator Effectiveness reporting requirements pursuant to the authorizing statute for this funding, Assembly Bill (AB) 104, Section 58 as amended by Senate Bill (SB) 103, Section 8. As a condition of receiving funds for teacher effectiveness, local educational agencies shall develop and adopt a plan for expenditure of funds.

**Plan:** The report was submitted to CDE on September 27, 2022. EEF shall be presented at a regularly scheduled public meeting. The Board of Trustees review plan and its adoption at a subsequent public meeting, during the November 10, 2022 Board meeting. Stephen Owens explains report

**Public Comment:** N/A

**Board Discussion:** No Questions

**Recommended motion:** Review and consent to the plan.

Motion: GM

Second: JM

Aye: All

Nay:

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#### Board of Trustees

John Silvestrini, President ♦ Ken Mazetta, Clerk ♦ Gayleen Maas ♦ Kathy Wilson ♦ John Martin  
Stephen Owens, Superintendent/Principal

**9.2 Review Local Indicators toward Goals in the LCAP**

**PG. 37**

**Background:** California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. The updates are recorded on the site's Dashboard.

[Stephen to explain report](#)

**Plan:** Review the progress of the goals and adjust if needed for the LCAP.

**Public Comment:** [N/A](#)

**Board Discussion:** [No Questions](#)

**Recommended motion:** Approve the current updates without any adjustments.

Motion: [JM](#)

Second: [GM](#)

Aye: [All](#)

Nay:

**9.3 Comprehensive School Safety Plan**

**PG. 38**

**Background:** The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. School districts must update the school safety plan annually. (the review date was moved to October 15, 2022) [Stephen Owens to Explain Plan](#)

**Plan:** Review the plan for any changes made to safety.

**Public Comment:** [N/A](#)

**Board Discussion:** [Review Plan](#)

**Recommended motion:** It is recommended the Board of Trustees approve the plan.

Motion: [GM](#)

Second: [JM](#)

Aye: [All](#)

Nay:

**9.4 Verkada Security Camera Bid**

**PG. 74**

**Background:** The current district security cameras no longer work and the system that supports the cameras is outdated. Net Guardians has prepared a quote for purchase and installation of a new security camera system. The cost is \$37,822. [Stephen Owens to explain bid](#)

**Plan:**

**Public Comment:** [N/A](#)

**Board Discussion:** [Nightvision? Zoom? Camera memory bank if alarm is triggered?](#)

**Recommended motion:** It is recommended that the Board of Trustees approve the security camera purchase.

Motion: [JM](#)

Second: [GM](#)

Aye: [All](#)

Nay:

**9.5 Phone System Upgrade by P65 / Pylon Communication Systems PG. 79**

**Background:** The current district phone system has an aging software and network. A new phone system will bring the district into compliance with current 911 dialing (Kari's Law) for contacting emergency services. The cost for the upgrade is \$3,815.70 including which includes phones and set up.

**Plan:** [Stephen Owens to explain bid](#)

**Public Comment:** [N/A](#)

**Board Discussion:** [No questions](#)

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**Board of Trustees**

John Silvestrini, President ♦ Ken Mazetta, Clerk ♦ Gayleen Maas ♦ Kathy Wilson ♦ John Martin  
Stephen Owens, Superintendent/Principal



**Recommended motion:** I recommend that the Board of Trustees approve the upgrades to the phone system.

Motion: [GM](#)                      Second: [JM](#)                      Aye: [All](#)                      Nay:

**9.6 CSEA, Classified Salary Schedule for 2022-23                      PG. 88**

**Background:** The new classified salary schedule reflects a 6% increase to 2021-2022 school year salary and a 2.5% increase for the 2022-2023 school year.

**Plan:** The new salary schedule once approved will go into effect retroactively.

**Public Comment:** [N/A](#)

**Board Discussion:** [N/A](#)

**Recommended motion:** It is recommended that the Board of Trustees approve the new salary schedule.

Motion: [KM](#)                      Second: [JM](#)                      Aye: [All](#)                      Nay:

**9.7 Music Teacher Contract                      PG. 91**

**Background:** Contract between Paul Rodriguea and Two Rock Union School District for student enrichment in music education.

**Plan:** Weekly music instruction for all grades.

**Public Comment:** [N/A](#)

**Board Discussion:** [N/A](#)

**Recommended motion**

Motion: [GM](#)                      Second: [JM](#)                      Aye: [All](#)                      Nay:

**9.8 Universal Prekindergarten Planning and Implementation Grant Program                      PG. 92**

**Background:** The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs).

**Plan:** Each LEA must submit a draft to the Board of Education for the Universal Pre kindergarten. The total apportionment is \$29,543 for planning and implementation of the UPK program at Two Rock.

**Public Comment:** [N/A](#)

**Board Discussion:** [DRAFT to be submitted - Final due March 2023, DRAFT subject to change](#)

**Recommended motion:** It is recommended that the Board consent to the UPK draft plan.

Motion: [KM](#)                      Second: [JM](#)                      Aye: [All](#)                      Nay:

**9.9 Appoint Board Member                      PG. 142**

**Background:** Term Expired

**Plan:** [3 Terms Expire - Appoint 2 members \(10.13.22\) - Expires in January 2023](#)

**Public Comment:** [N/A](#)

**Board Discussion:** [Appoint: Ken Mazetta \(4yr term, can resign in January 2023\) & John Martin \(4yr term, can resign in January 2023\)](#)

**Recommended motion:** That the Board appoints the Board Member

Motion: [KM/GM](#)                      Second: [GM/JM](#)                      Aye: [All/All](#)                      Nay:

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**Board of Trustees**

John Silvestrini, President ♦ Ken Mazetta, Clerk ♦ Gayleen Maas ♦ Kathy Wilson ♦ John Martin  
Stephen Owens, Superintendent/Principal



10. **ADJOURNMENT TO CLOSED SESSION** (if necessary)
11. **RECONVENE TO PUBLIC MEETING** Report of any actions taken during Closed Session (if necessary)
12. **DATES AND FUTURE AGENDA ITEMS - N/A**
13. **SIGNING OF PAPERS - Board Member Oaths**
14. **ADJOURNMENT**

**ACTION**


Motion: **KM**

Second: **GM**

Aye: **All**

Nay:

Posted By:

  
\_\_\_\_\_

Stephen Owens, 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**

John Silvestrini, President ♦ Ken Mazetta, Clerk ♦ Gayleen Maas ♦ Kathy Wilson ♦ John Martin  
Stephen Owens, Superintendent/Principal

September 15, 2022

Stephen Owens, Superintendent  
Two Rock Union School District  
5001 Spring Hill Road  
Petaluma, CA 94952

Dear Mr. Owens:

In accordance with Education Code Section 42127, the Sonoma County Superintendent of Schools (County) has reviewed the Two Rock Union School District's (District) 2022-23 Adopted Budget to determine if it complies with the Criteria and Standards for financial stability and allows the District to meet its financial obligations for the budget and two subsequent years.

The District's Adopted Budget has been analyzed in the context of the May Revision to the Governor's budget proposal for the 2022-23 year, as well as the 2022-23 Adopted State Budget and related trailer bills that were approved subsequent to the District's budget adoption, along with the County's approval of the District's 2022-23 Local Control and Accountability Plan (LCAP). Based on our analysis, the County Office has concluded the District has met the necessary requirements and therefore **approves** the District's budget as adopted by the District Board of Trustees (Board).

#### **Adopted Budget**

As adopted by the District's Governing Board, the 2022-23 budget reflects an ending fund balance in the General Fund of \$1,266,537; comprised of \$1,266,537 in unrestricted fund balance and \$0 in restricted fund balance. The minimum state reserve level of 5% for a district of your size has been met. In 2022-23, the General Fund reports an increase to unrestricted fund balance \$37,804.

The District is projecting an unrestricted ending fund balance of \$1,382,582 in 2023-24 and \$1,495,183 in 2024-25. The minimum state reserve reported as met in both years.

#### **Collective Bargaining**

Based upon the Criteria and Standards, negotiations with the certificated bargaining unit in the 2022-23 fiscal year are settled while the classified bargaining unit are not settled. Because these costs make up the largest portion of the District's budget, any salary and/or benefit increase could adversely impact the fiscal condition of the District. We caution the District to ensure that the costs of any proposed agreement be supported by ongoing revenues to avoid creating or exacerbating structural deficits. Before the District takes any action on a proposed collective

bargaining agreement, Government Code Section 3547.5 requires the District to certify financial projections reflecting the impact of any salary negotiations on the current or two subsequent years.

**Summary**

Our Office appreciates the preparation and timely submittal of your Adopted Budget report. A technical review will be communicated to the business office. The First Interim Report is due to our office no later than December 15, 2022. **Please see the attached for standard reminders.** If you have any questions, please feel free to call me at (707) 524-2635.

Sincerely,

*Sarah Lampenfeld*

Sarah Lampenfeld  
Director, External Fiscal Services

c:

Chris Thomas, District Chief Business Official (consultant)  
Steven D. Herrington, Ph.D., County Superintendent of Schools  
Greg Medici, SCOE Deputy Superintendent, Business Services  
Jenny Im, SCOE District Fiscal Management Advisor





## 2022-23 Annual Standard Reminders ~ All Districts

### Collective Bargaining Disclosure

SCOE Business requests copies of collective bargaining disclosures 10 days prior to board approval: If any collective bargaining settlements are reached during the current year all districts are being reminded of the public disclosure obligation. An important AB 1200 reporting requirement is the statute for tentative collective bargaining agreements to meet the requirements of Government Code Section 3547.5 and Education Code Sections 42131 and 42142, both of which outline the District’s responsibilities for public disclosure and budget revisions for collective bargaining agreements. A three-year analysis must be completed to determine the impact of negotiations in future years. The superintendent and chief business officer must certify that the District can meet the costs incurred under the agreement. The governing board must take formal board action to approve the proposed agreement. Please note that within 45 days of the settlement, the District must send to SCOE any revisions to the District’s current budget necessary to fulfill the terms of the agreement.

### Submission of Studies, Reports, Evaluations and/or Audits

Education Code Sections 42127 and 42127.6 require districts to submit to the County Office any studies, reports, evaluations, or audits done of the district that contain evidence that the district is showing fiscal distress. They also require the County Office to incorporate that information into the analysis of budgets, interim reports, and the District’s overall financial condition.

We request that the District submit to this office any such documents commissioned by the District (e.g. reports done by Fiscal Crisis and Management Assistance Team), or by the State Superintendent of Public Instruction and/or a state control agency any time they are received by your District.

### SB740

Please note that a SB740 funding determination may be required when a charter school offers instructional time in a non-classroom-based setting. Charter schools that do not submit a request by the due date may not receive a funding determination, and could have their State apportionment associated with its non-classroom-based ADA reduced to zero. SB740 regulations, instructions and form can be found at:

<https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp>

### Requirements for Debt Management Policy and Practices

Effective January 1, 2017, (per Senate Bill (SB) 1029, Hertzberg) issuers must certify on the Report of Proposed Debt Issuance (<http://www.treasurer.ca.gov/cdiac/reporting.asp>) that they have:

- ⚡ Adopted local debt policies concerning the use of debt; and
- ⚡ The proposed debt issuance is consistent with those policies.

The issuer’s **local debt policies** must include (A) through (E), below:

- A. The purposes for which the debt proceeds may be used.
- B. The types of debt that may be issued.
- C. The relationship of the debt to, and integration with, the issuer's capital improvement program or budget, if applicable.
- D. Policy goals related to the issuer's planning goals and objectives.
- E. The internal control procedures that the issuer has implemented, or will implement, to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

FCMAT has prepared a Fiscal Alert which provides a **sample Debt Management Policy** which is located at <http://fcmat.org/fcmat-fiscal-and-legal-alerts/>.

SB 1029 contains a declaration that state and local agencies should adopt comprehensive written debt management policies pursuant to the recommendation of the Government Finance Officers Association (GFOA). The GFOA is a national association of government finance professionals with a shared mission to promote excellence in state and local government financial management. The GFOA provides **best practices** and a link to the **Debt Issuance Checklist: Considerations When Issuing Bonds** at <http://www.gfoa.org/debt-management-policy> (bottom of the webpage).

**California Debt and Investment Advisory Commission's (CDIAC)** website contains the necessary reporting forms and fees which can be found at the website <http://www.treasurer.ca.gov/cdiac/reporting.asp>. CDIAC's guidance regarding SB1029 is located at <http://www.treasurer.ca.gov/cdiac/> by clicking on "Guidance on 1029 Implementation with SB1029" on the left side of the webpage. Some of its guidance is noted below:

**Government Code 8855(i)** requires any issuer of public debt to provide a *Report of Proposed Debt Issuance* to the California Debt Investment and Advisory Commission *no later than 30 days before the sale* of such debt.

**Government Code section 8855(k)** - Effective January 1, 2017, state and local issuers are required to submit an *annual debt transparency report* for any issue of debt for which they have submitted a *Report of Final Sale* during the reporting period. The annual debt transparency report is due to CDIAC within seven (7) months of the close of the reporting period, defined as July 1st to June 30th. This provision makes January 31st the effective deadline for submittal of the annual debt transparency report. Debt issued between January 1, 2017 and June 30, 2017, and reported to CDIAC on or after January 21, 2017 will be required to submit an annual debt transparency report no later than January 31, 2018.

Minimum annual debt transparency report information and additional requirements/stipulations apply. Please see the Guidance from CDIAC for more detailed information.

#### **Reporting Requirements for Proposed Debt Issuances**

AB 2274 amended Government Code Section 8855 and is effective January 1, 2015. It requires LEAs to notify the California Debt Investment Advisory Commission (CDIAC) of **any proposed debt issuance**, which would include refinancing and other secondary issuances. In addition, the bill established reporting timeframes. No later than 30 days *prior to the sale* of any debt issue, the issuer shall submit a report of the proposed issuance to CDIAC. Not later than 21 days *after the sale* of the debt, the issuer shall submit a report of final sale to CDIAC. Instructions to all of

the requirements that CDIAC needs depending on the type of debt transaction and applicable reporting forms are available at: <http://www.treasurer.ca.gov/cdiac/reporting.asp>

AB 2551 enhances transparency requirements for local bond elections, including Proposition 39 (2000) and two-thirds vote general obligation bonds. The bill requires LEAs attempting to pass local bonds to *submit to their local elections office* the total estimated debt service, including principal and interest, if all bonds are issued, as part of the Tax Rate Statement required pursuant to Elections Code Sections 9400-9401. The aforementioned reporting requirements are applicable to any issuance of debt after AB 2274 adds reporting requirements to debt from bonds already approved by voters. It requires agencies to notify CDIAC of *any* proposed debt issuance, which **would include refinancing and other secondary issuances**. The provisions of **AB 2551 will be required for any local bond elections after January 1, 2015.**

**Reporting Requirements for Non-Voter-Approved Debt**

Education Code Section 17150 requires school districts to notify the County Superintendent of Schools and County Auditor at least 30 days prior to the governing boards' approval of the issuance of certificates of participation (COPs) or other non-voter-approved debt secured by real property such as: Lease purchases (LP) secured by real property; Qualified Zone Academy Bonds (QZABs) secured by real property; Revenue bonds; Energy Loans or Bond Anticipation Notes (BANs). Under the new law, the district must provide repayment schedules, evidence of the ability to repay, and costs of issuance as well as information necessary to assess the anticipated effect of the debt issuance. Within 15 days of the receipt of the information, the County Superintendent of Schools and the County Auditor are authorized to comment publicly regarding the district's capacity to repay the debt obligation, based on the information provided.



## **Additional Standard Reminders for School Districts with Qualified or Negative Certifications**

### **Debt Issuance**

The statutory requirements for debt issuance for school districts with qualified or negative interim report certifications are specifically addressed by E.C. Section 42133(a), and read as follows:

**"A school district that has a qualified or negative certification in any fiscal year may not issue, in that fiscal year or in the next succeeding fiscal year, certificates of participation, tax anticipation notes, revenue bonds, or any other debt instruments that do not require the approval of the voters of the district, nor may the district cause an information report regarding the debt instrument to be submitted pursuant to subdivision (e) of Section 149 of Title 26 of the United States Code, unless the county superintendent of schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. A school district is deemed to have a qualified or negative certification for purposes of this subdivision if, pursuant to this article, it files that certification or the county superintendent of schools classifies the certification of that fiscal year to be qualified or negative."**

E.C. Section 15140 (b) notes that a district that has received a qualified or negative certification in its most recent interim report, may not issue and sell bonds on its own behalf pursuant to this chapter without further action of the board of supervisors or officers of that county or of any other county in which a portion of the school district or community college district is located.

### **Collective Bargaining**

Government Code Section 3540.2 provides added oversight related to the collective bargaining process. **Any school district with a Qualified or Negative certification under Education Code Section 42131 shall allow the county office of education at least ten working days to review and comment on any proposed agreement made between the exclusive representative and the public school employer, or designated representative, before it is ratified.** The school district shall provide the county office with all information relevant to yield an understanding of financial impact of that agreement. The county superintendent shall notify the school district, county board of education, district superintendent, governing board of the school district, and each parent and teacher organization of the district within those 10 days if, in his or her opinion, the agreement would endanger the fiscal well-being of the school district.

Per Government Code 3540.2(d), a school district shall, upon request, provide the county superintendent of schools with all information relevant to provide an understanding of the financial impact of any final collective bargaining agreement reached.



## 2021–22 Educator Effectiveness Funds (EEF) Report

### Submission Record

**Submission ID:** 1732  
**Submission Date:** Tuesday, September 27, 2022 12:12 PM PT

**LEA:** Two Rock Union (CDS Code: 49709790000000)

### EEF Overview and Contact Info

#### Total EEF Allocation

\$ 39,716.00

#### Program Administrator

Please note the Program Administrator's email address will be used to notify the local educational agency (LEA) that your report has been received by the California Department of Education (CDE) after you submit.

First Name	Stephen
Last Name	Owens
Title	Superintendent
Office	Two Rock Union Elementary School District
Telephone Number	707-762-6617
Extension (Optional)	No response
Email *	sowens@trusd.org

\* Please Note: This Program Administrator's email address will be used to notify the LEA that your report has been received by the CDE after you submit.

#### Fiscal Agent (Optional)

Please provide the name of the person who will serve as the Fiscal Agent of the EEF if this person is different from the Program Administrator. This person will be included on communications regarding budget and accounting for the EEF.

First Name	Chris
Last Name	Thomas
Title	CBO
Telephone Number	707-778-4621
Extension (Optional)	No response
Email	cthomas@petk12.org

#### EEF Plan Adopted by Local Board or Governing Body

Date of Plan Adoption (Month/Day/Year):  
12/09/2021

Provide a link to a posted EEF plan or minutes approving plan (**Optional**):  
[https://drive.google.com/file/d/1jr0F9FGHDut\\_5apllxf9h5rJQE2LrOZI/view?usp=sharing](https://drive.google.com/file/d/1jr0F9FGHDut_5apllxf9h5rJQE2LrOZI/view?usp=sharing)

**Total EEF Services Offered**

Report the overall number of participants served with EEF this fiscal year:

11

Report the number of total participants served with EEF funding this fiscal year:

Staff Type	Number Served
Teachers	7
Administrators	1
Paraprofessionals	3
Other Classified Staff	0
<b>Total Number Served</b>	<b>11</b>

**Books and Material Purchases**

Identify purchases made with EEF that supported professional learning offerings. Only identify purchases in this category:

Purchase Type	Expenditure Amount
<b>Books</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ 0.00
<b>Training Materials</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ 0.00
<b>Other</b> Please provide information about the materials purchased and the vendors they were purchased from: No response	\$ No response
<b>Purchases Total</b>	<b>\$ 0.00</b>

**EEF Additional Expenditures**

Please provide information about additional expenditures that were supported with the EEF:

Expenditure Type	Expenditure Amount
<b>Staffing Salaries and Benefits</b> Please provide information about existing staff salaries that were supported with EEF as well as their titles and basic duties: No response	\$ 0.00
<b>Travel and Per Diem</b> Please provide expenditure amounts about existing staff travel expenditures that were supported by the EEF and adhere to the allowable uses.	\$ 0.00
<b>Stipends</b> Please provide expenditure amounts about existing staff stipends that were supported by the EEF and adhere to the allowable uses for training that occurs outside of the attendee's normal working/paid hours.	\$ 0.00
<b>Substitutes</b> Please provide expenditure amounts for substitute costs that were supported by the EEF and allowed staff to attend trainings during the regular work day and adhere to the allowable uses of EEF	\$ 0.00



**Additional Total**

**\$ 0.00**

**Major Activities Supported by EEF**

What were your major activities that were supported by the EEF:

Induction support for new teachers.

**EEF Expenditure Category Selection**

Please indicate which, if any, of the following categories had EEF expenditures for the current reporting year:

Expenditure Category	Were EEF Funds Expended?
Coaching and Mentoring	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Standards-Aligned Instruction	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pupil Reengagement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Pupil Wellbeing	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Positive School Climate	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Inclusive Practices	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
English Learner Programs	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Professional Learning Networks	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Ethnic Studies	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Early Childhood Development	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**Coaching and Mentoring**

Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	2
Administrators	0
Paraprofessionals	0
Other Classified Staff	0
Total Number Served	2

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Beginning Teacher Induction	\$ 0.00
Beginning Administrator Induction	\$ 0.00
Coaches and Mentors	\$ 6,000.00
Teacher Retention	\$ 0.00
Efforts To Diversify The Teacher Workforce	\$ 0.00

Please describe your efforts to diversify the teacher workforce through coaching and mentoring:  
No response

Other Expenditures (Optional)	\$ 0.00
<b>Expenditures Total</b>	<b>\$ 6,000.00</b>

Were services provided by a vendor?

Yes    No

If "Yes," please include information about vendors and providers, and the services they offered:

North Coast School of Education, Sonoma County Office of Education.

## Standards-Aligned Instruction

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Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	6
Administrators	0
Paraprofessionals	0
Other Classified Staff	0
<b>Total Number Served</b>	<b>6</b>

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Effective standard-aligned instruction	\$ 400.00
Improve instruction in literacy across all subject areas	\$ 0.00
Coursework related to credentialing	\$ 0.00
Other Expenditures (Optional)	\$ 0.00
<b>Expenditures Total</b>	<b>\$ 400.00</b>

Were services provided by a vendor?

Yes    No

If "Yes," please include information about vendors and providers, and the services they offered:

STEAM instruction.

## Pupil Reengagement and Accelerated Learning

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Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	6
Administrators	0
Paraprofessionals	0
Other Classified Staff	0
<b>Total Number Served</b>	<b>6</b>

Expenditure Category	Expenditure Amount
Pupil reengagement	\$ 0.00
Accelerated learning	\$ 900.00
Other Expenditures (Optional)	\$ 0.00
<b>Expenditures Total</b>	<b>\$ 900.00</b>

Were services provided by a vendor?

Yes    No

If "Yes," please include information about vendors and providers, and the services they offered:

The District purchased Lexia for math and reading for accelerated and reengagement strategies for students.

## Strategies to Improve Pupil Wellbeing

Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	0
Administrators	0
Paraprofessionals	0
Other Classified Staff	0
<b>Total Number Served</b>	<b>0</b>

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Social-emotional learning	\$ 0.00
Trauma-informed practices	\$ 0.00
Suicide prevention	\$ 0.00
Access to mental health services	\$ 0.00
Efforts To Diversify The Teacher Workforce	\$ 0.00
Please describe your efforts to diversify the teacher workforce through strategies to improve pupil wellbeing: No response	
Other Expenditures (Optional)	\$ 0.00
<b>Expenditures Total</b>	<b>\$ 0.00</b>

Were services provided by a vendor?

Yes    No

If "Yes," please include information about vendors and providers, and the services they offered:

No response

## Practices to Promote Positive School Climate

Please provide information on the total number of staff served by staff type:

Staff Type	Number of Staff Served
Teachers	0
Administrators	0
Paraprofessionals	0
Other Classified Staff	0
Total Number Served	0

Please provide expenditure amounts for each category of allowable uses listed below:

Expenditure Category	Expenditure Amount
Restorative justice	\$ 0.00
Implicit bias training	\$ 0.00
Positive behavioral support training	\$ 0.00
Valuing diverse culture and ethnic backgrounds	\$ 0.00
Preventing discrimination, harassment, bullying, and intimidation	\$ 0.00
Efforts To Diversify The Teacher Workforce	\$ 0.00
Please describe your efforts to diversify the teacher workforce through practices to promote positive school climate: No response	
Other Expenditures (Optional)	\$ 0.00
<b>Expenditures Total</b>	<b>\$ 0.00</b>

Were services provided by a vendor?

Yes  No

If "Yes," please include information about vendors and providers, and the services they offered:

No response

## Final Summary

**Total EEF Allocation**

\$ 39,716.00

**Total EEF Expenditures**

Final Category	Category's Total Expenditures
Professional Learning Supplies	\$ 0.00
Coaching and Mentoring	\$ 6,000.00
Standards-Aligned Instruction	\$ 400.00
Pupil Reengagement	\$ 900.00
Pupil Wellbeing	\$ 0.00
Positive School Climate	\$ 0.00
Inclusive Practices	\$ 0.00
English Learner Programs	\$ 0.00
Professional Learning Networks	\$ 0.00
Ethnic Studies	\$ 0.00
Early Childhood Development	\$ 0.00
<b>Total Reported Expenditures</b>	<b>\$ 7,300.00</b>

If this LEA's Total Reported Expenditures value was \$0 for this fiscal year (the above total), please provide narrative details as to why and when funds will be spent:  
No response

**Electronic Signature**

**Signature by Authorizing Official**

The authorizing official should type their name in the field below, which will serve as a signature that certifies agreement with this statement:

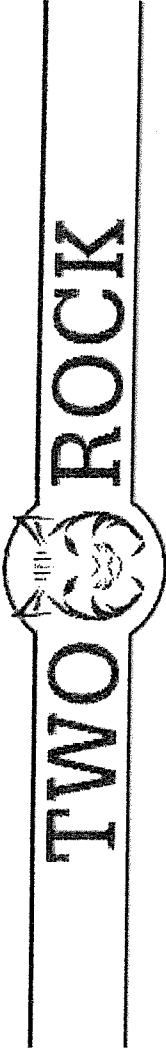
I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

Authorizing Official's Full Name: Stephen Owens

Questions: Educator Effectiveness Funds 2021–2026 | [EEF2021@cde.ca.gov](mailto:EEF2021@cde.ca.gov) | 916-445-7331

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)



## Educator Effectiveness Block Grant 2021

<b>Local Educational Agency (LEA) Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Two Rock Union Elementary School District	Stephen Owens Superintendent/Principal	sowens@trusd.org 707-762-6617

<b>Total amount of funds received by the LEA:</b>	<b>Date of Public Meeting prior to adoption:</b>	<b>Date of adoption at public meeting:</b>
\$9,716	November 10, 2021	December 9, 2021

241480

(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.

A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Two Rock teacher induction program with North Coast School of Education TKK	\$3000.00	\$3000.00				6,000.00



Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
New teacher induction program with North West School of Education Grade 3/4	\$3000.00	\$3000.00				6,000.00
Teacher induction		\$1016.00				1,016.00
<b>Subtotal</b>	<b>6,000.00</b>	<b>7,016.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>13,016.00</b>

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
EAM Staff Develop - substitute teachers for all out days for two teachers.	\$400.00	\$400.00				800.00
EAM Professional Development		\$400.00				400.00
<b>Subtotal</b>	<b>400.00</b>	<b>800.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,200.00</b>

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Extra Math and Reading Program	\$900.00		\$9,000	\$9,000		18,900.00
<b>Subtotal</b>	<b>900.00</b>	<b>0.00</b>	<b>9,000.00</b>	<b>9,000.00</b>	<b>0.00</b>	<b>18,900.00</b>

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Staff Development Activities for MTSS/PBIS		\$500.00	\$500.00			1,000.00

anned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
ubtotal	0.00	500.00	500.00	0.00	0.00	1,000.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

anned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
oolbox PBIS Strategies for school wide implementation		\$500				500.00
ubtotal	0.00	500.00	0.00	0.00	0.00	500.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

anned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
IRM training for instructional aide for special education for student with special needs.	\$200.00	\$300.00				500.00
ubtotal	200.00	300.00	0.00	0.00	0.00	500.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

anned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
rofessional Development for bilingual instructional aide and ELD instructor		\$500.00	\$500.00	\$,500.00		1,500.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	0.00	500.00	500.00	500.00	0.00	1,500.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
K instructor ECD credits at North Coast School of Education		\$3100.00				3,100.00
<b>Subtotal</b>	0.00	3,100.00	0.00	0.00	0.00	3,100.00

**Summary of Expenditures**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Total Section (1)</b>	6,000.00	7,016.00	0.00	0.00	0.00	13,016.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (2)	400.00	800.00	0.00	0.00	0.00	1,200.00
Subtotal Section (3)	900.00	0.00	9,000.00	9,000.00	0.00	18,900.00
Subtotal Section (4)	0.00	500.00	500.00	0.00	0.00	1,000.00
Subtotal Section (5)	0.00	500.00	0.00	0.00	0.00	500.00
Subtotal Section (6)	200.00	300.00	0.00	0.00	0.00	500.00
Subtotal Section (7)	0.00	500.00	500.00	500.00	0.00	1,500.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	3,100.00	0.00	0.00	0.00	3,100.00
<b>Totals by year</b>	<b>7,500.00</b>	<b>12,716.00</b>	<b>10,000.00</b>	<b>9,500.00</b>	<b>0.00</b>	<b>39,716.00</b>

<b>Total planned expenditures by the LEA:</b>
39,716.00

Note:

For EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
  - o Teachers;
  - o Administrators;
  - o Paraprofessional educators;
  - o Classified staff.

## 2021–26 Educator Effectiveness Funds Annual Expenditure Report Template

The information included in this document serves as an example of the type of data, which will be collected. The final reporting system is under development and the type of question(s) and information requested may vary from this example. The California Department of Education (CDE) must receive online submissions no later than September 30 of each fiscal year.

A link to the 2021–26 Educator Effectiveness Funds (EEF) Online Annual Expenditure Report will be available on the Educator Effectiveness web page at <https://www.cde.ca.gov/pd/ee/eef2021.asp>.

### Information

Field	Instructions
<b>Program Administrator Information</b> <ul style="list-style-type: none"> <li>• First Name</li> <li>• Last Name</li> <li>• Title</li> <li>• Office</li> <li>• Telephone</li> <li>• Telephone Extension</li> <li>• Email Address</li> </ul>	<p>Please list the name of the person who will serve as the Program Administrator of the EEF. This person will be the main point of contact between the CDE and the EEF Program Administrator.</p> <p>Program Administrator. Stephen Owens, Superintendent</p> <p>(707) 762-6617</p> <p>sowens@trusd.org</p>
<b>Type of Entity</b>	<p>Two Rock Union School District</p>
<b>Name of Entity Using Funds</b>	<p>Two Rock Elementary School</p>

<p><b>Applicant Address</b></p> <ul style="list-style-type: none"> <li>• <b>Street Address</b> (Ex: 1430 N Street)</li> <li>• <b>City</b></li> <li>• <b>State</b> (Ex: CA)</li> <li>• <b>Zip Code</b> (5-digit: 00000)</li> </ul>	<p>5001 Spring Hill Rd Petaluma, CA 94953</p>
<p><b>Fiscal Agent Information (optional)</b></p> <ul style="list-style-type: none"> <li>• First Name</li> <li>• Last Name</li> <li>• Title</li> <li>• Telephone Number</li> <li>• Telephone Extension</li> <li>• Email Address</li> </ul>	<p>Please list the name of the person who will serve as the Fiscal Agent of the EEF if this person is different from the Program Administrator. This person will be included on communications regarding budget and accounting for the EEF.</p> <p>Chris Thomas Chief Business Official, Petaluma City Schools (707) 778-4621 cthomas@petk12.org</p>



## 2021 Educator Effectiveness Funds Report

Report Field	Instructions	Total Expenditures
<b>Fiscal Year Being Reported</b>	Identify the fiscal year that this report is detailing. 2021-2022  Remember, a report is due no later than September 30 for each fiscal year.	Not Applicable (N/A)
<b>Date EEF Plan was Adopted by Local Board or Governing Body</b>	The plan was adopted December 9, 2021 (Optional: Link to posted EEF plan or minutes approving plan)	N/A
<b>Total Amount of Funds Allocated</b>	\$39,716	N/A
<b>Total Amount of Funds Used This Fiscal Year</b>	Provide the dollar amount of EEF used for this fiscal year.  (Local Educational Agencies are not required to spend funds in every fiscal year. If zero dollars were used in any fiscal year, report this as zero).  If zero funds were spent in any fiscal year provide narrative details as to why, and when funds will be spent.  Narrative Details: \$8,300.	N/A
<b>Total Number of Professional Learning Participants</b>	Report the number of participants served during this fiscal year with EEF.  Unduplicated: 11	N/A
<b>Total Number of Teachers Served</b>	Identify how many teachers received training. 7	N/A
<b>Total Number of Administrators Served</b>	Identify how many administrators received training. 1	N/A

<b>Total Number of Paraprofessionals</b>	4	N/A
<b>Total Number of Other Classified Staff Served</b>	2	N/A

<b>Report Field</b>	<b>Instructions</b>	<b>Total Expenditures</b>
<b>Coaching and Mentoring</b>	Identify the number of coaches provided 2 Identify the number of mentors provided 2 Narrative Details: The district has two teachers in their second year of teaching. Each teacher was assigned a mentor.	N/A
Coaching and Mentoring	Teachers (total number served) 2	N/A
Coaching and Mentoring	0	N/A
Coaching and Mentoring	0	N/A
Coaching and Mentoring	0	N/A
Coaching and Mentoring	Please provide expenditure amount for each category of allowable uses listed below: \$3000	Provide total expenditure amount used: \$6000 over two years for the induction program.
Coaching and Mentoring	Beginning teacher induction	\$3000 for each year for two years, \$6000 total.

Coaching and Mentoring	Beginning administrator induction	0
Coaching and Mentoring	Retaining teachers	0
Coaching and Mentoring	Social-emotional learning	0
Coaching and Mentoring	Supporting learning communities	0
Coaching and Mentoring	Coaching was provided by onsite teachers.	0
Coaching and Mentoring		0
Coaching and Mentoring	<b>Total for Coaching and Mentoring</b>	<b>\$6000</b>

Report Field	Instructions	Total Expenditures
<b>Standards-Aligned Instruction</b>	Identify the numbers of each type of educator that received professional development in this area:  Narrative Details: The number of teachers who received standard aligned instruction in NGS science standards was 6.	N/A
Standards-Aligned Instruction	6	N/A
Standards-Aligned Instruction	Administrators (total number served) 0	N/A

Standards-Aligned Instruction	Paraprofessionals (total number served) 4	N/A
Standards-Aligned Instruction	Other Classified Staff (total number served) 3	N/A
Standards-Aligned Instruction	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Standards-Aligned Instruction	Effective standard-aligned instruction	\$800
Standards-Aligned Instruction	Improve instruction in literacy across all subject areas	\$900
Standards-Aligned Instruction	Coursework related to credentialing	N/A
Standards-Aligned Instruction	Other Were services provided by a vendor? No	0
Standards-Aligned Instruction	<b>Total for Standards-Aligned Instruction Improvement</b>	<b>\$400.00</b>

Report Field	Instructions	Total Expenditures
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<b>Pupil Reengagement and Accelerated Learning</b>	Identify the number of each type of educators that received professional development in this area:  Narrative Details: A total of six teaches were trained in Lexia and IXL for reengagement and accelerated learning.	N/A
Pupil Reengagement and Accelerated Learning	Teachers (total number served) 6	N/A
Pupil Reengagement and Accelerated Learning	Administrators (total number served) 1	N/A
Pupil Reengagement and Accelerated Learning	Paraprofessionals (total number served) 4	N/A
Pupil Reengagement and Accelerated Learning	Other Classified Staff (total number served) 3	N/A
Pupil Reengagement and Accelerated Learning	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Pupil Reengagement and Accelerated Learning	Pupil reengagement	\$900
Pupil Reengagement and Accelerated Learning	Accelerated learning	\$900

Pupil Reengagement and Accelerated Learning	<p>Other</p> <p>Were services provided by a vendor? Yes</p> <p>Name of vendor(s): Lexia and IXL learning systems.</p> <p>Narrative Details (please include information about any vendors/providers that were utilized): Students engage in reengagement and accelerated learning activities in the digital based learning platform. Student progress in literacy is measured and recorded to measure growth throughout the school year and used at parent conferences.</p>	\$900
Pupil Reengagement and Accelerated Learning	<b>Total for Pupil Reengagement and Accelerated Learning is budgeted through 2025-2026.</b>	<b>\$18,900</b>

Report Field	Instructions	Total Expenditures
<b>Strategies to Improve Pupil Wellbeing</b>	<p>Identify the number of each type of educators that received professional development in this area:</p> <p>Narrative Details: 7</p>	N/A
Strategies to Improve Pupil Wellbeing	<p>Teachers (total number served)</p> <p>7</p>	N/A
Strategies to Improve Pupil Wellbeing	<p>Administrators (total number served)</p> <p>1</p>	N/A



Strategies to Improve Pupil Wellbeing	Paraprofessionals (total number served) 3	N/A
Strategies to Improve Pupil Wellbeing	Other Classified Staff (total number served) 0	N/A
Strategies to Improve Pupil Wellbeing	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used: 0
Strategies to Improve Pupil Wellbeing	Social-emotional learning	0
Strategies to Improve Pupil Wellbeing	Trauma-informed practices	0
Strategies to Improve Pupil Wellbeing	Suicide prevention	0
Strategies to Improve Pupil Wellbeing	Access to mental health services	0
Strategies to Improve Pupil Wellbeing	Other Were services provided by a vendor?  Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	0
Strategies to Improve Pupil Wellbeing	Efforts to Diversify the Teacher Workforce Narrative Details: 0	0
Strategies to Improve Pupil Wellbeing	<b>Total for Strategies to Improve Pupil Wellbeing</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>Practices to Promote Positive School Climate</b>	Identify the number of each type of educators that received professional development in this area:  Narrative Details: Certificated staff	N/A
Practices to Promote Positive School Climate	Teachers (total number served) 7	N/A
Practices to Promote Positive School Climate	Administrators (total number served) 1	N/A
Practices to Promote Positive School Climate	Paraprofessionals (total number served) 3	N/A
Practices to Promote Positive School Climate	Other Classified Staff (total number served) 0	N/A
Practices to Promote Positive School Climate	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Practices to Promote Positive School Climate	Restorative justice	0
Practices to Promote Positive School Climate	Implicit bias training	0
Practices to Promote Positive School Climate	Positive behavioral support training	0

Practices to Promote Positive School Climate	Valuing diverse culture and ethnic backgrounds	0
Practices to Promote Positive School Climate	Preventing discrimination, harassment, bullying, and intimidation	0
Practices to Promote Positive School Climate	Other Were services provided by a vendor? No Name of vendor(s): N/A Narrative Details (please include information about any vendors/providers that were utilized): N/a	0
Practices to Promote Positive School Climate	Efforts to Diversify the Teacher Workforce Narrative Details: N/A	0
Practices to Promote Positive School Climate	<b>Total for Practices to Promote Positive School Climate</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>Inclusive Practices Strategies</b>	Identify the number of each type of educators that received professional development in this area: Narrative Details: 0	N/A
Inclusive Practices Strategies	Teachers (total number served) 0	N/A
Inclusive Practices Strategies	Administrators (total number served) 0	N/A

Inclusive Practices Strategies	Paraprofessionals (total number served) 0	N/A
Inclusive Practices Strategies	Other Classified Staff (total number served) 0	N/A
Inclusive Practices Strategies	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Inclusive Practices Strategies	Universal Design for Learning	
Inclusive Practices Strategies	Best practices for early identification	0
Inclusive Practices Strategies	Development of individualized education programs for individuals with exceptional needs	\$200.
Inclusive Practices Strategies	Other Were services provided by a vendor? Yes Name of vendor(s): AFIRM Narrative Details (please include information about any vendors/providers that were utilized): An instructional aide participated in an online training for best practices to support a student of autism.	0
Inclusive Practices Strategies	<b>Total for Inclusive Practices Strategies</b>	<b>\$200</b>

Report Field	Instructions	Total Expenditures
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<b>English Learner Programs</b>	Identify the number of each type of educators that received professional development in this area: Narrative Details: N/A	N/A
English Learner Programs	Teachers (total number served) 0	N/A
English Learner Programs	Administrators (total number served) 0	N/A
English Learner Programs	<i>Paraprofessionals (total number served)</i> 0	N/A
English Learner Programs	<i>Other Classified Staff (total number served)</i> 0	N/A
English Learner Programs	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
English Learner Programs	Integrated language development across content areas	0
English Learner Programs	Increase bilingual and biliterate proficiency	0
English Learner Programs	Other Were services provided by a vendor? N/A Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	
English Learner Programs	Efforts to Diversify the Teacher Workforce Narrative Details:	0
English Learner Programs	<b>Total for English Learner Programs</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>New Professional Learning Networks</b>	Identify the number of each type of educators that received professional development in this area:  Narrative Details: N/A	N/A
New Professional Learning Networks	Teachers (total number served) N/A	N/A
New Professional Learning Networks	Administrators (total number served) N/A	N/A
New Professional Learning Networks	Paraprofessionals (total number served) N/A	N/A
New Professional Learning Networks	Other Classified Staff (total number served) N/A	N/A
New Professional Learning Networks	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used: 0
New Professional Learning Networks	New professional learning networks for educators not already engaged in an education-related professional learning network	0
New Professional Learning Networks	Other Were services provided by a vendor? N/A Name of vendor(s): Narrative Details (please include information about any vendors/providers that were utilized):	0



New Professional Learning Networks	Efforts to Diversify the Teacher Workforce  Narrative Details:	0
New Professional Learning Networks	<b>Total for New Professional Learning Networks</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>Ethnic Studies Curricula</b>	Identify the number of each type of educators that received professional development in this area:  Narrative Details: N/A	N/A
Ethnic Studies Curricula	Teachers (total number served) N/A	N/A
Ethnic Studies Curricula	Administrators (total number served) N/A	N/A
Ethnic Studies Curricula	Paraprofessionals (total number served) N/A	N/A
Ethnic Studies Curricula	Other Classified Staff (total number served) N/A	N/A
Ethnic Studies Curricula	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used: 0
Ethnic Studies Curricula	Instruction, education, and strategies to incorporate ethnic studies curricula into pupil instruction for grades 7–12	0

Ethnic Studies Curricula	Other Were services provided by a vendor? N/A Name of vendor(s): N/A Narrative Details (please include information about any vendors/providers that were utilized): N/A	0
Ethnic Studies Curricula	<b>Total for Ethnic Studies Curricula</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>Early Childhood or Child Development</b>	Identify the number of each type of educators that received professional development in this area: Narrative Details: N/A	N/A
Early Childhood or Child Development	Teachers (total number served) N/A	N/A
Early Childhood or Child Development	Administrators (total number served) N/A	N/A
Early Childhood or Child Development	Paraprofessionals (total number served) N/A	N/A
Early Childhood or Child Development	Other Classified Staff (total number served) N/A	N/A
Early Childhood or Child Development	Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used: 0

Early Childhood or Child Development	Instruction, education, and strategies in early childhood	0
Early Childhood or Child Development	Other Were services provided by a vendor? N/A Name of vendor(s): N/A Narrative Details (please include information about any vendors/providers that were utilized): N/A	0
Early Childhood or Child Development	Efforts to Diversify the Teacher Workforce Narrative Details: N/A	0
Early Childhood or Child Development	<b>Total for Early Childhood or Child Development</b>	<b>0</b>

Report Field	Instructions	Total Expenditures
<b>Specific Purchases Made</b>	Identify purchases made with EEF that supported professional learning offerings. Only identify purchases for Specific Purchases Made.  Please provide expenditure amount for each category of allowable uses listed below:	Provide total expenditure amount used:
Specific Purchases Made	Professional Learning Books Narrative Details None	0
Specific Purchases Made	Professional Learning Training Materials Narrative Details (please provide information about the materials purchased and the vendors they were purchased from): N/A	0

Specific Purchases Made	Other (Provide Narrative Details) Narrative Details (please provide information about the materials purchased and the vendors they were purchased from): N/A	0
Specific Purchases Made	<b>Total for Specific Purchases Made</b>	<b>0</b>

### Electronic Signature

Application Field	Instructions
Signature and date by Authorizing Official  Stephen Owens	The authorizing official should type their name in the field which will serve as a signature that certifies agreement with the statement below.  I hereby certify that, to the best of my knowledge, the information in this application is correct and complete. I support the proposed project and commit my organization to completing all of the tasks and activities that are described in the application.

California Department of Education  
 Educator Effectiveness Funds 2021  
 June 2022



August 31, 2022

Stephen Owens, Superintendent  
Two Rock Union School District  
5001 Spring Hill Road  
Petaluma, CA 94952

**RE: 2022-2023 Local Control Accountability Plan (LCAP)**

Dear Stephen:

We appreciate and acknowledge the significant effort of your community, staff, and school board in developing your district's LCAP during this especially trying year. The Local Control Funding Formula (LCFF) is a substantial reform of California school funding, drawing a focus on student achievement, particularly for our most at-risk students. The Local Control Accountability Plan (LCAP) is a comprehensive planning tool in which our communities address the instructional needs of all students and additional services for children in poverty, English learners, and foster youth.

The fiscal oversight responsibilities of the county office are combined with COE review and approval of the district's goals, actions, and services within the Board approved LCAP (Education Code 52070). Per state requirements, the district's LCAP is reviewed on three criteria for the 2022-23 school year:

1. Adherence to the State Board of Education Template
2. Sufficient Expenditures in Budget to Implement the LCAP
3. Adherence to State Board of Education Expenditure Regulations
4. Calculation and Implementation of Carryover

After a comprehensive review it was determined that your district's 2022-23 LCAP **meets all of the above criteria** as outlined in Education Code Section 52070. You will be notified by September 15, 2022 regarding the approval status of your district's budget.

The Sonoma County Superintendent of Schools strives to be a partner and a resource to you and your staff as you exercise this expanded local control over your educational programs and the resources provided to finance them.

Please feel free to contact us if you have questions.

Sincerely,

Gregory Medici  
Deputy Superintendent, Business Services  
(707) 524-2631 | [gmedici@scoe.org](mailto:gmedici@scoe.org)

Jennie Snyder, Ed.D.  
Deputy Superintendent, Instructional Services  
(707) 524-2786 | [jsnyder@scoe.org](mailto:jsnyder@scoe.org)

# Two Rock Union

## Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

### Local Indicators

#### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Mis-Assignments (0 EL) Of Teachers Of English Learners

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

#### Parent and Family Engagement

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 State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to stakeholders and the public through the Dashboard.

**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.**

Full Implementation

**2. Rate the LEA's progress in creating welcoming environments for all families in the community.**

Initial Implementation

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

**engage in 2-way communication between families and educators using language that is understandable and accessible to families.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

Parents have access to teachers via regularly scheduled parent conferences or make make appointments to see teachers, weekly communications from teachers to parents, bi-weekly communications from administration, important information posted on district website, communications are sent in English and Spanish, bi-lingual liaison for Spanish speaking parents.

**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.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**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.**

Full Implementation

**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.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.**

The LEA's strength in developing relationships with the learning are the following areas: the site hold regularly scheduled ELAC meetings with Spanish speaking families, the LEA uses a variety of communication methods with the families and communities such Remind, bi-weekly newsletters to parents, hired additional bi-lingual instructional aide, has a bi-lingual liaison, teacher hold parent teacher conferences twice a year, the principal hold regular coffee with the principal meetings, back to school nights, and student surveys such as Student Truth. Areas for improvement is to gain more parents to site on the LCAP parent advisory committee and parent volunteers.

**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.**

Initial Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**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.**

Full Implementation

**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.**

Full Implementation

**Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.** P. 39

## **Local Climate Survey**

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

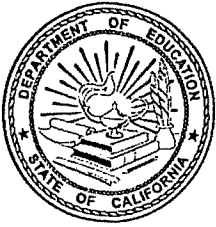
## **Local Climate Survey Summary**

In the 2020-2021 school year a survey was not given to parents or students. The COVID-19 pandemic reduced opportunities for parents to take the survey. Students also did not take the survey as a result of the pandemic.

## **Additional Comments**

Parents were surveyed during distance learning in for the overall experience with distance learning. The numbers of families who responded was 30 (Two School District had 126 students at the time of the survey). Of the families who responded over 90% thought the overall experience was positive, 86.7% responded that communication with staff was professional and timely. Over 83% responded to that their child was supported by the teacher and the school during distance learning.





**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

September 8, 2022

Dear County and District Superintendents and All School Administrators:

**Reminder for School Districts and County Offices of  
Education to Approve Comprehensive School Safety Plans  
Prior to October 15, 2022**

As the new school year begins, we thank you for your dedication and focus on student and staff health and safety.

The California Department of Education (CDE) remains committed to providing guidance and technical assistance to all of our local educational agencies (LEAs) as they update, adopt, and approve comprehensive school safety plans (CSSPs). It is critical to be as prepared as possible for emergencies and to maintain safe, welcoming learning environments.

By March 1, 2022, each school site council or designated school safety committee should have met all applicable requirements of California *Education Code* sections 32280 to 32289.5 and *adopted* its CSSP. As you know, this process includes holding a public meeting at each school site to allow for input.

After the CSSP is adopted by the school site, it must be forwarded for *approval* to the applicable school district (board of trustees or superintendent) or county office of education (COE) prior to October 15, 2022. By October 15 of each year, every school district and COE must notify the CDE of any schools that have not adopted and approved an updated CSSP. Notification should be submitted by email to [SHSO@cde.ca.gov](mailto:SHSO@cde.ca.gov) or by regular mail to California Department of Education, School Health and Safety Office, 1430 N Street, Suite 4309, Sacramento, CA 95814.

Please carefully review the extensive CDE guidance and best practice considerations for updating, adopting, and approving CSSPs on the CDE CSSP web page at <https://www.cde.ca.gov/ss/vp/cssp.asp>. The guidance contains background; timelines; requirements; recommendations; roles and responsibilities of schools, districts, and COEs; a compliance checklist; and many more resources.

To support your work on CSSPs, we invite you to attend our free, upcoming webinar on **Thursday, September 15, 2022, at 3:30 p.m.** Register in advance for this webinar via Zoom at [https://us02web.zoom.us/webinar/register/WN\\_8u5lglHwTVmoy4vje0KW0A](https://us02web.zoom.us/webinar/register/WN_8u5lglHwTVmoy4vje0KW0A).

September 8, 2022

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If you have any questions regarding this subject, please contact Nancy Zarenda, Education Programs Consultant, School Health and Safety Office, by email at [shso@cde.ca.gov](mailto:shso@cde.ca.gov).

Sincerely,

*Signed by*

Steve Zimmer, Deputy Superintendent  
Student Support Services Branch  
California Department of Education

SZ:nz

# Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023  
School Year**

**School:** Two Rock Elementary School  
**CDS Code:** 49-70979-605231  
**District:** Two Rock Union Elementary School District  
**Address:** 5001 Spring Hill Road  
 Petaluma  
**Date of Adoption:** 10/13/22

**Approved by:**

Name	Title	Signature	Date
Gayleen Maas	Board of Trustees, Member		
John Silvestrini	Board of Trustees, President		
John Martin	Board of Trustees, Member		
Kenny Mazzetta	Board of Trustees, Clerk		
Kathleen Wilson	Board of Trustees, Member		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Two Rock Elementary School Office.

### **Safety Plan Vision**

Two Rock Elementary Comprehensive School Safety plan has several overarching goals: to help our community create a school atmosphere that is safe, respectful, fair, and conducive to learning; to prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff; and to comply fully with all requirement of the California Education Code.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Two Rock Elementary School Safety Committee**

- Stephen Owens, Superintendent
- Devon Mills, Assistant Business Manager
- Amy Jones, Teacher

### **Assessment of School Safety**

School safety data sources include:

- Suspension and expulsion
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

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

It is a priority of the administration and staff at Two Rock Elementary School that every student will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. Our staff desires to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct. Staff receives training which implements and supports conflict resolution. The Two Rock Elementary School Foundation, School Site Council, Coast Guard First Responders, and other school-community partnerships are actively involved in support of Two Rock Elementary School's students.

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

All staff members are considered 'mandated reporters' and are required by law to contact County Child Protective Services (558-3665) when child abuse is suspected. Board Policy and Administrative Regulation 5141.4 outline requirements and updated as required by law.

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

##### **Disaster Plan (See Appendix C-F)**

Two Rock Elementary School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Two Rock Elementary School Disaster Procedures incorporate, identify, and provide:

- Strategies of the Incident Command System
- Maps out specific evacuation procedures within the school building disaster plan
- Guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake
- Emergency response training and exercise opportunities for students and staff

### **Public Agency Use of School Buildings for Emergency Shelters**

- Sonoma County Sheriff
- American Red Cross

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

The Two Rock Union School District Suspension/Due Process Policy may be found on the Two Rock Union School District Website: <https://www.trusd.org/board-policies>.

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

The Two Rock Union School District Policy to Notify Teachers of Dangerous Pupils may be found on the Two Rock Union School District Website: <https://www.trusd.org/board-policies>.

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

Two Rock Union School District harassment policy is located on the district's website: <https://www.trusd.org/board-policies> Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The District updates annually and distributes to all employees and parents the policies prohibiting student-to-student sexual harassment and distributes to all employees policies prohibiting employee-to-employee sexual harassment. The Superintendent/ Principal and all Trustees of the Board of Trustees attend the Sexual Harassment Prevention Workshop, satisfying the legal mandate to receive sexual harassment prevention training for two hours every two years.

Prohibited sexual harassment by adults includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical contact of a sexual nature made against another person of the same or opposite sex in the work or educational setting. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Staff members are instructed about the definition of sexual harassment and reporting procedures. Students are directed to immediately report incidents of harassment, sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Conflict resolution and discussions among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions that may include the range of consequences in the discipline plan, including suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.
5. Employee disciplinary action as described in policy, State law, and Ed. Code. District policy and State law related to sexual harassment of students or employees requires the following:
  1. Posting the District's sexual harassment policy in a prominent location at the school.
  2. Notifying the staff, students (as appropriate), and parents of the sexual harassment policy each school year or at the time of enrollment.
  3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students (as appropriate) or employees as they enroll or are hired.
  4. Including the sexual harassment policy in school and district publications.
  5. Taking appropriate TRUSD Administrative actions to reinforce the district policy by providing staff training and student instruction and/or counseling.
  6. Directing that teacher-led discussion be conducted on this policy with students in age-appropriate ways, and assuring students in that discussion that they need not endure any form of sexual harassment.Students and/or parents and employees can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment, or they can use the form specific to sexual harassment complaints.

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

Appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

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

Guidelines:



1. Students shall come to school clean and well groomed.
  2. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. This shall be applied fairly to boys and girls alike.
  3. Shoes suitable for rigorous physical activity and outdoor play must be worn at all times, unless a teacher or the Superintendent/Principal makes an exception.
  4. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia that are crude, vulgar, profane, or sexually suggestive, that bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or that advocate racial, ethnic, or religious prejudice.
  5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. This shall be applied fairly to boys and girls alike.
  6. Students may not wear clothing or accessories that demonstrate or suggest gang involvement, or gang-related symbols. These symbols change over time and we may issue future warnings about specific gang-related items.
  7. Students may wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Ed. Code 35183.5)
- The Superintendent/Principal and teachers may impose more or less stringent dress requirements to accommodate the special needs of certain sports, classes, or individuals.

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

Safety while entering and leaving Two Rock's rural campus is a high priority. The following precautions are to be followed:

- Safety crossing zones must be used.
- Drivers must pick up and drop off in designated car drop-off zone. Parking in the drop-off zone is prohibited.
- Drivers may also park and walk into campus to pick up students after school.
- Curbs are color-coded and marked to designate safe parking and loading areas.
- Students are not allowed to traverse the parking lot areas without an adult escort.
- Drivers on school grounds must follow all laws regulating cell phone use while driving.

The driveway and drop-off zones help to facilitate safe loading and unloading of students. The school newsletter regularly communicates the need for drivers to slow down, pay attention, and use safe driving practices while entering and leaving campus.

The following procedures are to be followed in order to maintain a safe environment for students and staff at Two Rock Elementary:

1. All visitors are to check into the office, sign in and wear the appropriate identification badge.
2. Before leaving the school site, all visitors are to check into the office, return the identification badge, and sign out.
3. During the COVID-19 pandemic, all visitors must wear a mask, check into front office for temperature and wellness check.
4. The Cal/OSHA Prevention Program is on the school website with COVID-19 guidelines for a safe school.

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

**Component:**

Campus Safety

**Element:**

Site Improvements

**Opportunity for Improvement:**

Campus pathways must be safe and easy to navigate on foot

Objectives	Action Steps	Resources	Lead Person	Evaluation
Portable air purifiers	Air purifiers were purchased to improve air quality in the classroom in accordance to state and CDPH.	CARES funding	Superintendent	in place

**Component:**

Continued Toolbox Tools Instruction & Restorative Practices Implementation

**Element:**

Element: Social

**Opportunity for Improvement:**

Given the uniquely transient population we serve and increasing awareness of Social Emotional Learning and the importance of teaching social skills, we will continue to employ routines that support students in these domains.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue Toolbox Tools Instruction Employ proactive Restorative Practices Adopt PBIS program (2-3 year implementation) Increase access to counseling services	Engage and train staff in the use of these tools; ongoing staff development; time for staff to practice and develop routines; establishing common agreements. Utilize additional funding for counseling supports.	Funding & Time	Faculty & Superintendent/ Principal, specialists Staff, SCOE	Plan and review essential practices and establish timelines, milestones and the implementation of common practices; observational data and staff feedback
Two Rock Union School District is participating in study with Penn St. to improve the district's MTSS and PBIS plans.	All Teachers participate in the study and have input on the development and implementation of the plan.	Time	Superintendent	Update plan for students in the post COVID-19 school environment.

**Component:**

Health and Safety

**Element:**

Classroom Emergency Supplies and Emergency Folders

**Opportunity for Improvement:**

To ensure that all supplies and folders are up-to-date

Objectives	Action Steps	Resources	Lead Person	Evaluation
All emergency folders will have updated information regarding safety procedures.	Update folders with current emergency information and materials	District labor	Superintendent/ Principal and Office Staff	Review folders at each semester for folder accuracy
All classrooms will have appropriately supplied emergency bags	Inventory and replace classroom emergency supplies as needed	Funding and District Labor	Superintendent/Principal , Safety Committee, Office Staff	Review classroom supplies each quarter

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

**Two Rock Elementary School Student Conduct Code**

Students at Two Rock School will be held accountable to the school agreements. All students must allow their teachers to teach, allow other students to learn, and maintain behavior that is safe and conducive to learning. Our behavior support policy is part of a continuing program that seeks to instill independence, self-control and self-awareness in the students.

We believe all students and staff have the right to

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

Teaching of Expected Behaviors:

- At Two Rock Elementary School, we believe in our student's innate capacity to find solutions that lead to their success. Our goal is to support students in understanding and managing their social, emotional, and academic needs. To foster this understanding, we utilize the Toolbox Project, where all students learn 12 "tools" that empower them to utilize their own inner resilience to master situations.
- All teachers will develop a Classroom Bill of Rights at the start of the school year that outlines agreements that must be upheld for an optimal classroom environment. The principal and support staff will be informed of the classroom agreements and parents will receive a copy of the Classroom Bill of Rights. These agreements will be reviewed and referred to throughout the year.
- Students will be taught the agreements that govern behavior on the playground, in the lunchroom, and throughout the school. Agreements will be prominently displayed and reviewed throughout the year.
- The teaching and reinforcement of the 12 tools of the Toolbox Project and the school and classroom Bill of Rights will be continuous throughout the year. We will also teach conflict management skills and Win-Win Problem Solving techniques and utilize classroom meetings.

Reinforcement of Expected Behaviors:

Good planning, a good understanding of each child, the use of the 12 "tools" and parent involvement minimize the need for discipline. Teachers and staff use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, teachers and staff make every effort to work with students to identify the causes of the student's behavior. Teachers and staff use a variety of strategies to reinforce appropriate behaviors. Students who consistently display appropriate behavior are recognized in positive ways.

Responses to Behavior Mistakes in the Classroom and on the playground:

- Warning/Verbal inquiry
- Self Reflection paper, Time Away from Activity
- Self Reflection paper, Time Away, Reflection paper sent home for parent contact.
- Self Reflection paper and conference with principal. Parent contact.
- Referral to Counselor for skills development. Parent contact.

Responses to Repeated Behavior Mistakes may include:

- Referral to Principal
- Recess or After school reflection time
- Individual counseling referral
- Behavior Intervention Plan
- Principal/Teacher/Parent Conference
- Student Support Team meeting

The following offenses are considered serious and will not be tolerated. Parents will be contacted and the child will be asked to leave school for the remainder of the day. If the behavior is extreme or recurring, students may be given in-school suspension or suspension outside of school. In extreme cases, students may be expelled. A parent/teacher conference will be scheduled before the student can return to school:

- Fighting
- Harassing, bullying, or threatening another person
- Offenses that affect the safety or well being of others

California Education Code #48900:

A student can be suspended from school or recommended for expulsion if the student is involved in the following (either during school hours or going to or coming from school):

- Harassed, threatened or caused physical injury to another person.
- Possessed, sold, or furnished a firearm, imitation firearm, knife, explosives, or other dangerous object.\*
- Unlawfully possessed, used, sold, or furnished a controlled substance or drug paraphernalia.
- Committed or attempted to commit robbery.
- Caused or attempted to cause damage to school or personal property.
- Stolen or attempted to steal school or private property.
- Possessed or used tobacco or any products containing nicotine.
- Committed an obscene act or engaged in habitual profanity.

- 9. Disrupted school activities or willfully defied school authority.
- 10. Knowingly received stolen school or private property.

**Conduct Code Procedures**

**(J) Hate Crime Reporting Procedures and Policies**

Board policies related to Hate Crime are located on the district's website: <https://www.trusd.org/board-policies>

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation. Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters. Hate-motivated behavior is not common in our small rural school environment. However, the potential exists that it may occur, so the following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Superintendent or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Superintendent/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

## **Safety Plan Review, Evaluation and Amendment Procedures**

Two Rock Union School District Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the Superintendent/Principal, and Safety Committee with final approval by the Board of Trustees. If there any significant changes, the revised plan will be placed on the agenda of a regular meeting of the Board of Trustees by October 15, 2022 for the public hearing to allow public input before it is readopted.

**Safety Plan Appendices**

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

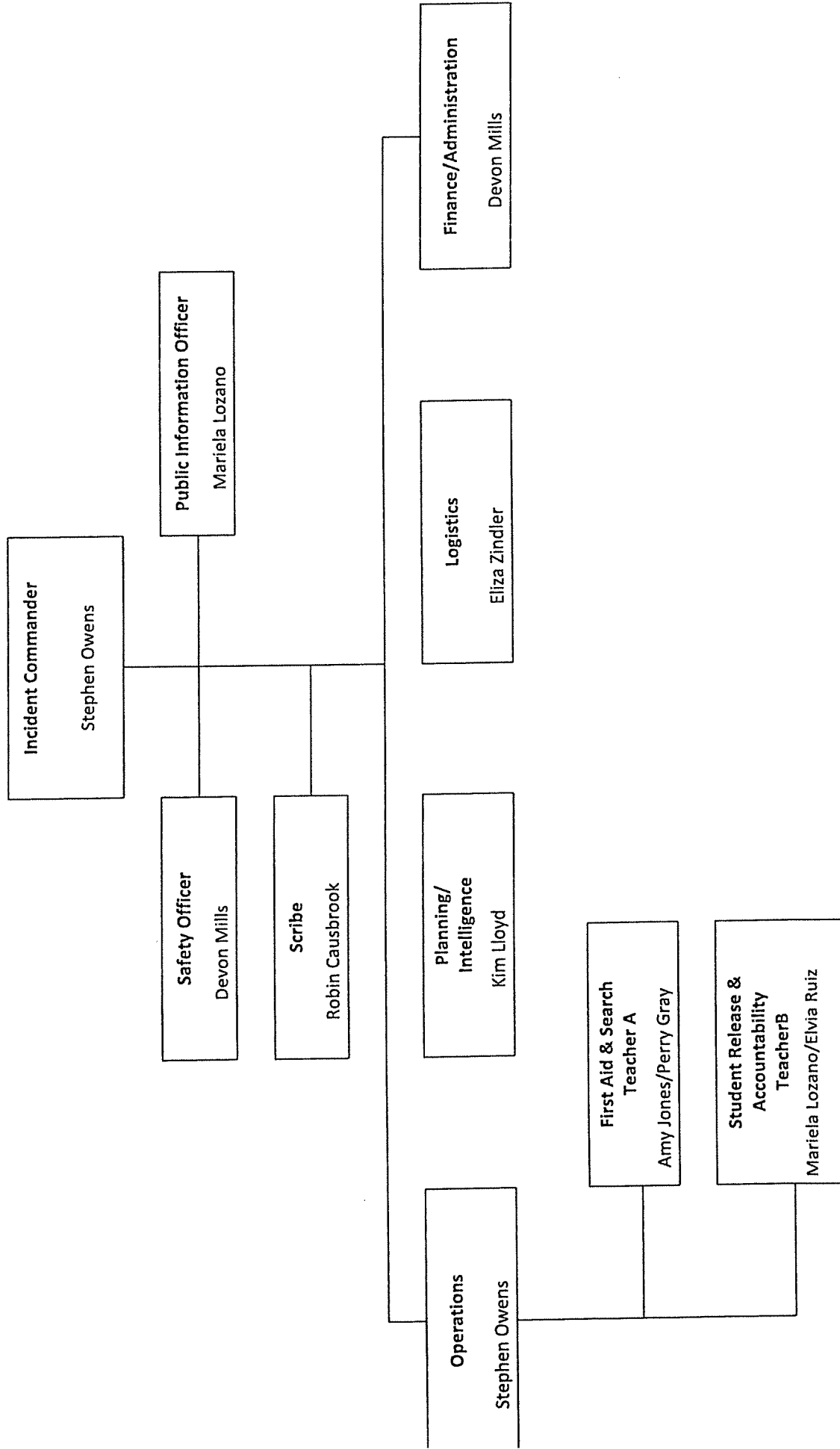
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff	(707) 565-2121	non-emergency
Law Enforcement/Fire/Paramedic	Fire	(707) 778-4390	Fire, non-emergency
Public Utilities	PG&E	1-800-743-5000	Electric and Gas, non-emergency
Local Hospitals	Petaluma Valley Hospital	(707) 778-1111	Main number
Local Hospitals	Sutter Santa Rosa Hospital	(707) 576-4000	Main number
American National Red Cross	Sonoma County Chapter	(707) 577-7600	
Other	Sonoma County Animal Regulation	(707) 565-7100	
Other	Caltrans	1-800-427-7632	
Law Enforcement/Fire/Paramedic	Highway Patrol Info Line	(707) 588-1400	
Other	Sonoma County Health Services	(707) 565-4400	565-4567 for Communicable Diseases



**Safety Plan Review, Evaluation and Amendment Procedures**

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Office Staff Review of Emergency Folders	8/10/2022	
Maintenance Review of Facility	8/10/2022	
Safety Committee Meeting	8/9/2021	
Facilities Inspection Tool Review	December 10, 2021	
Site Council Meeting	September 15, 2022	
Safety Committee Meeting	September 16, 2022	

Two Rock Elementary School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

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

#### **Management**

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

#### **Planning & Intelligence**

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

#### **Operations**

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

#### **Logistics**

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

#### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred:

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Disaster
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire in Surrounding Area
11. Fire On School Grounds
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Psychological Trauma
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Unlawful Demonstration/Walkout

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors. Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

- Clear: Notification is given that normal school operations should resume.

#### **Step Four: Communicate the Appropriate Response Action**

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck & Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

## Types of Emergencies & Specific Procedures

### Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to the Section, Loss or Failure of Utilities.

#### Procedure

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION .
2. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. Appropriate first aid will be provided, if needed.
6. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
7. Two Rock will begin the process of counselling and recovery as appropriate.
8. If it is unsafe to remain on campus, the Superintendent/Principal or designee will initiate an OFFSITE EVACUATION, if warranted by changes in conditions.
9. Superintendent/Principal or designee will notify the Board of Trustees President.

### Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff. Animal Care and Control Services will be engaged.

#### Procedure

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include LOCK DOWN/SHELTER IN PLACE or EVACUATION OF THE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the Superintendent/Principal or designee will call "911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the Superintendent/Principal or designee and/or the parent will be notified.
5. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school. If so, Superintendent/Principal or designee will contact the Board of Trustees President.

### Armed Assault on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

#### Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the Superintendent/Principal or designee.
2. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATION OF THE BUILDING or OFF-SITE EVACUATION.
3. The Superintendent/Principal or designee will call "911" and provide the exact location and nature of the incident. The Superintendent/Principal or designee should designate a person to remain online with Police if safe to do so.

4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralised, the Superintendent/Principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The Superintendent/Principal or designee will work with local authorities to ensure injured students and staff receives medical attention.
8. The Superintendent/Principal or designee will control all points of entry to the school.
9. The Superintendent/Principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Superintendent/Principal or designee will ensure the notification of parents and family members.
10. The School Administrator will debrief staff and contact the Board of Trustees President.

### **Biological or Chemical Release**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biological or chemical substances:

- Scenario 1 - Substance released inside a room or a building;
- Scenario 2 - Substance released outdoors and localized; and
- Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

1. The Superintendent/Principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Superintendent/Principal or designee will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Superintendent/Principal or designee will notify the Board of Trustees President.
4. The Superintendent/Principal or designee will instruct maintenance personnel to isolate and restrict access to potentially contaminated areas until emergency services arrive.
5. The Superintendent/Principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
7. The Superintendent/Principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance.
8. Two Rock will begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.

SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The Superintendent/Principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Superintendent/Principal or designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Superintendent/Principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Superintendent/Principal or designee will call "911", and will provide the exact location and nature of emergency.
4. The Superintendent/Principal or designee will notify the Board of Trustees President.
5. The Superintendent/Principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
7. The Superintendent/Principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance.
8. Two Rock will begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.

SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the Superintendent/Principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Superintendent/Principal or designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Superintendent/Principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings. Teachers should communicate their locations to the Superintendent/Principal or designee, using the PA system or other means without leaving the building.
4. The Superintendent/Principal or designee will call "911", and will provide the exact location and nature of emergency.
5. The Superintendent/Principal or designee will notify the Board of Trustees President.



6. The Superintendent/Principal or designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or the Superintendent/Principal or designee otherwise notify staff.

### **Bomb Threat/ Threat Of violence**

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

#### **Procedure**

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is A CALL FROM PETALUMA, CALIFORNIA from TWO ROCK UNION SCHOOL DISTRICT AT 5001 SPRING HILL ROAD. We are receiving a bomb threat on another line. The number of that line is 707 762-6617."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the Superintendent/Principal or designee:  
When is the bomb going to explode?  
Where is it?  
What will cause it to explode?  
What kind of bomb is it?  
Who are you?  
Why are you doing this?  
What can we do for you to avoid the bomb from exploding?  
How can you be contacted?
3. Upon arrival, the appropriate county agency will search for suspicious packages, boxes or foreign objects. All cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. No attempt should be made to investigate or examine the object.
5. After the search, the Superintendent/Principal or designee will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
6. When a suspicious object or bomb is found, the Superintendent/Principal or designee shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
8. The Superintendent/Principal or designee will notify "911", and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
9. The Superintendent/Principal or designee will notify the Board of Trustees President.
10. Two Rock will begin the process of counselling and recovery.
11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The Superintendent/Principal or designee will give the ALL CLEAR signal.
12. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Bus Disaster**

The Petaluma City Schools District provides bus transportation. Two Rock will follow the Bus emergency procedures as outlined by PCS.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section, Armed Assault on Campus.

#### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the Superintendent/Principal or designee.

3. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. The Superintendent/Principal or designee will call (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the Superintendent/Principal or designee may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The Superintendent/Principal or designee will notify the Board of Trustees President.

### Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

#### Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act.

Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the Superintendent/Principal or designee will initiate the EVACUATE BUILDING action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
5. The Superintendent/Principal or designee post guards a safe distance away from building entrances to prevent access.
6. The Superintendent/Principal or designee will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The Superintendent/Principal or designee will check for injuries and provide appropriate first aid.
8. The Superintendent/Principal or designee will notify the appropriate agencies of damages.
9. If the area appears safe, the appropriate agency will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The Superintendent/Principal or designee will contact the Board of Trustees President to determine additional actions that may be necessary.
11. The Superintendent/Principal or designee will contact the appropriate agency if necessary to ensure buildings are safe for re-occupancy. When safe to do so, the appropriate agency will conduct an inspection of school buildings.
12. Any affected areas will not be reopened until appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.
13. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non-school hours:

1. The Superintendent/Principal or designee will assess damages to determine any necessary corrective actions.
2. The Superintendent/Principal or designee will confer with the Board of Trustees President on identified damages to determine if the school should be closed.
3. If the school must be closed, the Superintendent/Principal or designee will activate Parent Alert System and School Personnel Alert System.

### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

#### **Procedure**

##### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The Superintendent/Principal or designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
6. The Superintendent/Principal or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The Superintendent/Principal or designee will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Superintendent/Principal or designee will assess for any damages to water lines, sewers, power lines and other utilities.
10. The Superintendent/Principal or designee will notify Board of Trustees President.
11. The Superintendent/Principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the appropriate agency will conduct search and rescue activities.
13. The Superintendent/Principal or designee will contact the appropriate agency to ensure buildings are safe for re-occupancy. When safe to do so, the appropriate agency will conduct an inspection of school buildings.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.
15. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

##### **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Superintendent/Principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The Superintendent/Principal or designee will assess for any damages to water lines, sewers, power lines and other utilities.
7. The Superintendent/Principal or designee will notify Board of Trustees President.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The Superintendent/Principal or designee will initiate the SHELTER-IN-PLACE response action.
2. The Superintendent/Principal or designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The Superintendent/Principal or designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Superintendent/Principal or designee issues further instructions.

### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The Superintendent/Principal or designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The Superintendent/Principal or designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The Superintendent/Principal or designee will turn off the school's main gas supply, local fans in the area; close doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The Superintendent/Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and the Superintendent/Principal or designee issues further instructions.

#### Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

#### Procedure

1. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The Superintendent/Principal or designee will notify "911" and will provide the location and nature of emergency.
3. The Superintendent/Principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Superintendent/Principal or designee will contact the appropriate agency and will work with that agency to determine if the fire threatens school grounds, smoke, or other hazardous conditions.
5. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. As appropriate, the Superintendent/Principal or designee will activate Parent Alert System.
8. The Superintendent/Principal or designee will notify Board of Trustees President.
9. If needed, the Superintendent/Principal or designee will notify Petaluma Bus Dispatch to request buses for staff and student evacuation.
10. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

#### Fire on School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the Superintendent/Principal or designee.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. The Two Rock staff will suppress only small fires and initiate rescue procedures until the local fire department arrives.
6. The Superintendent/Principal or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles until the fire department arrives.
7. The Superintendent/Principal or designee will direct the fire department to the fire and brief fire department official on the situation.
8. The Superintendent/Principal or designee will notify appropriate personnel and agencies of damage to utilities.
9. The Superintendent/Principal or designee will notify the Board of Trustees President.
10. If needed, the Superintendent/Principal or designee will notify Petaluma City Schools to request buses for staff and student evacuation.
11. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the Superintendent/Principal or designee and the Board of Trustees will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

### **Procedure**

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION, as described in Section 4.0.
2. The Superintendent/Principal or designee will notify "911" if appropriate and will describe the nature and extent of the flooding.
3. If the Superintendent/Principal or designee issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
5. The Superintendent/Principal or designee will notify the Board of Trustees of the emergency situation.
6. As appropriate, the Superintendent/Principal or designee will activate Parent Alert System.
7. The Superintendent/Principal will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Superintendent/Principal or designee immediately.
2. Upon notice of loss of utilities, the Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Superintendent/Principal or designee will notify the appropriate agency and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Superintendent/Principal or designee.

4. The Superintendent/Principal or designee will notify the Board of Trustees President.
5. As needed, school emergency supplies will be utilised to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to section on Explosion/Risk of Explosion.

### **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the section, Biological or Chemical Release. If a crash results in a utility interruption, refer to the section 53, Loss or Failure of Utilities.

#### **Procedure**

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The Superintendent/Principal or designee will notify the Board of Trustees President of the situation.
6. The Superintendent/Principal or designee will secure the crash area to prevent unauthorised access. If the crash results in a fuel or chemical spill, refer to that section for additional information. If the crash results in a utility interruption, refer to that section for additional information.
7. School personnel will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
9. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Psychological Trauma**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
2. Significant interference with the ability of students and staff to focus on learning.
3. Physical and/or psychological injury to students and staff.
4. Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

#### **Procedure**

1. The Superintendent/Principal or designee will contact the school psychologist, who has primary responsibility for providing necessary assistance after all types of crises.
2. The Superintendent/Principal or designee along with the school psychologist and county resource officials will assess the range of crisis intervention services needed during and following an emergency.
3. The Superintendent/Principal or designee will provide direct intervention services.
4. If there is a need for additional assistance, the Superintendent/Principal or designee will notify the Board of Trustees President.
5. The Superintendent/Principal or designee will restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Superintendent/Principal or designee and staff members will limit exposure to scenes of trauma, injury and death.
7. The Superintendent/Principal or designee, school psychologist and county resource officials will provide ongoing assessment of needs and follow-ups services as required.

## Safe Storage of Firearms

N/A

## Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### Procedure

1. The Superintendent/Principal or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Superintendent/Principal or designee will notify "911", County Department of Health Services Local District Office, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The Superintendent/Principal or designee will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The Superintendent/Principal or designee will assess the need for medical attention and provide first aid as appropriate.
5. The Superintendent/Principal or designee will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. Superintendent/Principal or designee will call the appropriate agency, which will conduct an onsite review to determine necessary follow-up actions.
7. The Superintendent/Principal or designee will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the appropriate agency. 9. The Superintendent/Principal or designee will notify Board of Trustees President and parents of the incident, as appropriate.

## Unlawful Demonstration or Walkout

### Tactical Responses to Criminal Incidents

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The Superintendent/Principal or designee should ensure all threats are properly assessed in accordance with current school district policy.

### Types of Threats

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Many students who make a threat will never carry it out. Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or related to a third party. A threat to harm others can be transient (i.e., expression of anger or frustration that can be quickly or easily resolved) or substantive (i.e., serious intent to harm others that involves a detailed plan and means):

#### Examples of Transient Threats:

1. Non-genuine expression
2. Non-enduring intent to harm
3. Temporary feelings of anger
4. Tactic in argument
5. Intended as joke or figure of speech
6. Resolved on scene or in office (time-limited)
7. Ends with apology, retraction, or clarification

#### Examples of Substantive Threats:

1. Specific and plausible details such as a specific victim, time, place, and method
2. Repeated over time or conveyed to differing individuals
3. Involves planning, substantial thought, or preparatory steps
4. Recruitment or involvement of accomplices
5. Invitation for an audience to observe threat being carried out
6. Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)
7. Substantive threats can be serious assault (e.g., beat up or hurt) or very serious (e.g., kill, rape, inflict severe injury, or involves the use of weapons).

Please refer to the attached Threat Assessment for Procedure Flowchart.

#### Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Superintendent/Principal or designee.
2. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The Superintendent/Principal or designee will notify 911 to request assistance and will provide the exact location and nature of emergency.
4. The Superintendent/Principal or designees will immediately proceed areas of entrance/exit to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed.
5. If students leave the campus, the Request Gate Team, Superintendent/Principal or designees will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Superintendent/Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
7. The Superintendent/Principal or designee should keep accurate record of events, conversations and actions.
8. The Superintendent/Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify Board of Trustees President and parents of the incident, as appropriate.



## Emergency Evacuation Map

# QUOTATION

Quote 1033 - Two Rock Unified Verkada Security  
Solution for Two Rock Elementary Unified School District

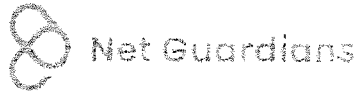
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Prepared by Net Guardians on 22-Sep, 2022



**Net Guardians**

## Quote 1033 - Two Rock Unified Verkada Security Solution



2777 Yulupa Ave 285  
Santa Rosa  
California  
95405  
United States

### Prepared For

Stephen Owens  
Two Rock Elementary Unified  
School District  
5001 Spring Hill Road  
Petaluma  
California  
94952

**Phone:** 707-762-6617  
**Email:** sowens@trusd.org

### Prepared By

Trenton Schuttler  
Chief Systems Architect  
Net Guardians

**Phone:** 707-308-1868  
**Email:** ts@netguardians.tech

### Quote Information

Quote#	1033
Created	21-Sep, 2022
Expires	22-Oct, 2022

### Quote Summary -

This quotation includes pricing for the hardware and software licenses needed for a comprehensive security solution powered by Verkada.

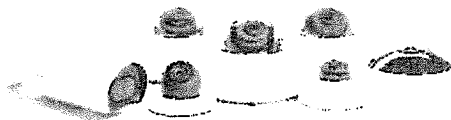
### Verkada Security Solutions:

Verkada builds hybrid-cloud security cameras that combine the reliability of onboard storage with the flexibility of cloud archiving — all in a user-friendly, enterprise ready solution.



### Overview

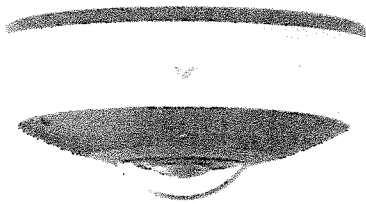
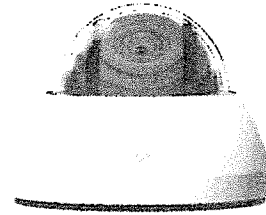
- No NVRs/DVRs or Servers
- Bandwidth Friendly
- Easy Licensing -  
All camera licenses come with:
  - a 10-year warranty
  - automatic firmware updates
  - and unlimited cloud archiving



## Verkada Dome Camera

Verkada's Dome Series delivers enterprise-grade security in a wide range of models for any indoor or outdoor environment. These hybrid cloud cameras feature a durable, vandal-resistant design, with sensor resolutions up to 4K. All cameras in the Dome Series are simple to install and work out-of-the-box without any additional downloads or configurations.

With standard features data encryption in transit and at rest, onboard storage, and advanced motion-based insights, organizations can quickly scale coverage and increase situational awareness across any number of locations.



## Verkada Bullet Camera

Verkada's Bullet Series delivers enterprise-grade security with leading edge based processing and onboard storage in a new, bold form factor. Built to withstand the toughest environments, the Bullet Series features a sealed aluminum housing, ensuring cameras stay protected with an IK10 vandal resistance and IP67 waterproof rating. With powerful long range IR sensors, image resolutions up to 4K and lens options for wide angle or telephoto, Verkada bullet cameras deliver stunning video quality day or night, even in the most challenging indoor and outdoor environments.



## Verkada Fisheye Camera

Verkada's Fisheye Series delivers dynamic viewing experiences by leveraging advanced onboard processing and a wide-angle 12MP image sensor. Users can choose between three viewing modes:

- panoramic
- four-way split
- and pan-tilt-zoom

The footage is all processed directly on the camera, meaning results are nearly instant and always accessible.

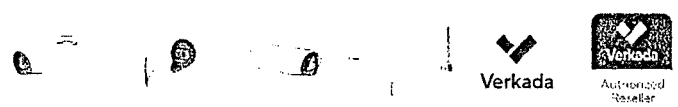
## Camera Hardware

Description	Price	Quantity	Amount
Verkada Dome CD62-E Verkada Dome series camera 4k Outdoor Zoom 512GB 30 Days Max	\$1,125.42 Each	9	\$10,128.78



Additional Setup Price \$3,600.00

Verkada Bullet CB61-TE Verkada Bullet series camera 4k Outdoor Telephoto	\$1,266.00 Each	1	\$1,266.00
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Additional Setup Price \$500.00

Verkada Fisheye 360 Camera Verkada Fisheye 360 view camera.	\$1,319.34 Each	1	\$1,319.34
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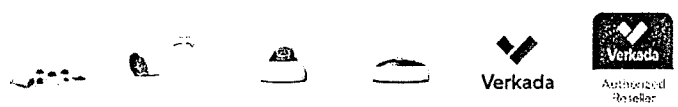


Additional Setup Price \$500.00

## Camera License

Select one of the options from below

Description	Price	Quantity	Amount
<input checked="" type="radio"/> Verkada Camera License 10-Year 10-Year license for Verkada cloud cameras.	\$1,144.44 Each	11	\$12,588.84



Verkada Camera License 5-Year 5-Year license for Verkada cloud cameras.	\$649.98 Each	11	\$7,149.78
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## Alarm License

Select one of the options from below

Description	Price	Quantity	Amount
<input checked="" type="radio"/> Verkada Alarm License 10-Year license for Verkada Alarm.	\$7,919.26 Each	1	\$7,919.26

Subtotal \$37,822.22

**Total \$37,822.22**

We hope you find this acceptable; if you have any queries please let us know. If you wish to proceed, please accept the quote. By signing below, you agree to our standard Terms & Conditions and/or Managed Services Agreement. We reserve the right to cancel orders arising from pricing or other errors.

**Name:** Stephen Owens

**Date:**

( Stephen )

**END OF DOCUMENT**

# TWO ROCK USD PROPOSAL

## TWO ROCK UNIFIED SCHOOL DISTRICT

Two Rock USD  
5001 SPRING HILL RD  
PETALUMA, CA 94952  
(707) 762-6617

## PROVIDER

Pylon Communications LLC  
245 KENTUCKY ST STE A  
PETALUMA, CA 94952  
(707) 782-4201

Pylon Communications LLC provides a voice communication platform designed for schools. Our services include office, classroom and mobile phones, call menus, PA integration, emergency modes, voicemail-to-email, and much more. You'll find that we are very different from what you'll find in the marketplace...

- With *proper planning* we routinely migrate schools to our platform in a single day, often during school hours, and it goes smoothly without issues. To execute these miracles we have a *well defined checklist* we complete together.
- Our founder *tailored this phone system for schools after struggling to find a system himself* when working for a district as an IT Coordinator and then as a Network Administrator at a COE.
- An *obsession with reliability* means we'll work with you to ensure you have a plan to communicate when the next fire, lockdown or other unforeseen emergency strikes.

Please contact any of the following with questions, comments, or selections. Our support channel will become available to you as we implement service.

Executive Officer  
Andre Soileau  
[ars@p65.org](mailto:ars@p65.org)  
(707) 782-4211

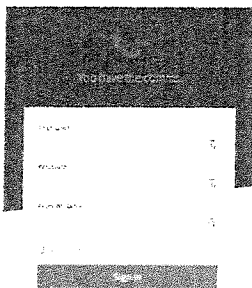
Operations Manager  
Tyler Van Deren  
[tyd@p65.org](mailto:tyd@p65.org)  
(707) 782-4213

SERVICE FEATURES	2
PROJECT CHECKLIST	3
PRICING	4
SUPPORT	5
WARRANTY	5
REFERENCES	5
QUOTE	5



**SERVICE FEATURES**

- ✓ Keep your current number - smooth transition of services
- ✓ Phones - office, classroom, and even cellular
- ✓ Voicemail - receive voicemail on your phone, browser and email
- ✓ Call Menus - multiple languages, holiday menus
- ✓ PA System integration - make an announcement from any phone
- ✓ Mobile App - make and receive business calls to any cell phone
- ✓ Enhanced 911 - send emergency responders detailed locational data
- ✓ Conference - create your own conference rooms
- ✓ Fax - send and receive faxes through your email
- ✓ User Portal - to manage your extension, voicemail, faxes, and conferences
- ✓ Admin Portal - manage every callflow and setting in a browser, nothing to install
- ✓ API - 100% API coverage to serve your advanced needs
- ✓ Zapier support - quickly connect many other apps to receive alerts or make changes



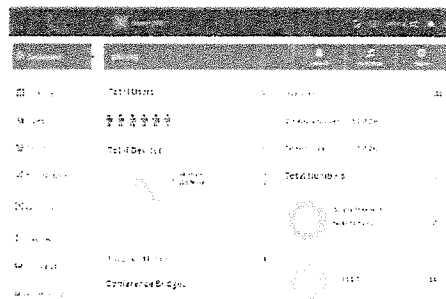
Superintendents

**High Availability**  
*Over 99.999% uptime, with seamless failover in many data centers.*

**Emergency Services**  
*Detailed and flexible location data for e911 calls with email notification.*

**Mobile App or Service**  
*Use your personal cell without sharing your work number.*

**Modern High Tech**  
*Continuous improvements and feature releases.*



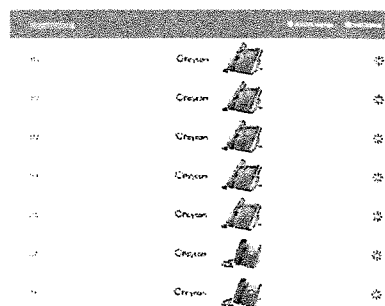
Fiscal

**Clear Invoicing**  
*Simple invoices providing a clear understanding of costs and services..*

**Billing Intervals**  
*Choose your own billing interval to ease admin.*

**Post Service Billing**  
*Pay after we've delivered service.*

**Competitive Pricing**  
*Quarterly improvements continually add value.*



IT

**Control and Visibility**  
*Tools to manage and debug your account easily.*

**Support**  
*Well documented, and easy escalations.*

**Accessibility and Ease**  
*Any modern browser, excellent documentation.*

**Burden Free**  
*Keep your internal ticket count low and your users happy.*



**PROJECT CHECKLIST**

Yellow Highlighted must be completed by your organization. Each phase is dependent on the previous phase being completed.

Both Blue Highlighted "Pre-Service Configuration" and Purple Highlighted "Scheduled Cutover Installation" can be completed by your organization to save costs, or by Pylon Communications LLC for a one-time fee; both are independently optional.

<p><u>Phase 1. Qualification</u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initial Phone Call</li> <li><input checked="" type="checkbox"/> Fill out <a href="#">Onboarding Checklist</a></li> <li><input type="checkbox"/> Meeting to review Proposal and Onboarding Checklist</li> </ul> <p><u>Phase 2. Approval</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Send Formal Services Agreement with updated Quotes</li> <li><input type="checkbox"/> Send Demo Phone</li> <li><input type="checkbox"/> Initial Phone System Introduction meeting (Phone) <ul style="list-style-type: none"> <li><input type="checkbox"/> Verify Network, PoE, voice VLAN, DHCP options</li> <li><input type="checkbox"/> Verify Installation Method (Cutover or Forwarding)</li> </ul> </li> <li><input type="checkbox"/> Authorized Approval (Board/Super)</li> <li><input type="checkbox"/> Email to <a href="mailto:support@p55.org">support@p55.org</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Signed Service Agreement</li> <li><input type="checkbox"/> Purchase Order (PO) for <ul style="list-style-type: none"> <li><input type="checkbox"/> Service (Monthly Recurring)</li> <li><input type="checkbox"/> Equipment (optional)</li> <li><input type="checkbox"/> Pre-Service Configuration (optional)</li> <li><input type="checkbox"/> Scheduled Cutover Installation (optional)</li> </ul> </li> <li><input type="checkbox"/> Copy of Existing Phone Bill within 30 Days</li> <li><input type="checkbox"/> Signed <a href="#">LNP Letter of Authorization</a> (to port and keep current phone numbers)</li> </ul> </li> </ul>	<p><u>Phase 3. Pre-Service Configuration</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule Initial System Training meeting</li> <li><input type="checkbox"/> Initial System Training meeting (Phone)</li> <li><input type="checkbox"/> <u>Choose and order Compatible Phones</u></li> <li><input type="checkbox"/> Add Users, Groups and Voicemails</li> <li><input type="checkbox"/> Add Devices (Phones, PA, fax adapters)</li> <li><input type="checkbox"/> Add Menus</li> <li><input type="checkbox"/> Add Temporary Numbers</li> <li><input type="checkbox"/> Configure e911</li> </ul> <p><u>Phase 4. Schedule Service</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule a Cutover Date</li> <li><input type="checkbox"/> Verify Portability of Numbers</li> <li><input type="checkbox"/> Port Prior Numbers for Scheduled Cutover Date</li> </ul> <p><u>Phase 5. Scheduled Cutover Installation</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Install Phones*</li> <li><input type="checkbox"/> (if port is a future date) Forward all Prior Numbers to Temporary Numbers</li> <li><input type="checkbox"/> Test incoming external</li> <li><input type="checkbox"/> Test outgoing external</li> <li><input type="checkbox"/> Test incoming internal</li> <li><input type="checkbox"/> Test outgoing internal</li> <li><input type="checkbox"/> Test e911</li> </ul> <p><i>*Phones require network cable, plugged into a PoE switch with DHCP, DNS and access to the internet.</i></p>
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**PRICING**

Our pricing is granular to be fair and accurate to meet the needs of our customers. When comparing to “per seat” pricing, we *average -\$11.40/month per user.*

Line Item	Price	Note
Service Fee	\$9.99	Due to our granular billing we separate out all costs. This fee covers administrative costs.
Account Admin (Support Contact)	\$9.99	Admin users are authorized to make changes to the system and receive email and phone support.
Telephone Device	\$4.99	Each phone device, usually attached to a User. This can be a physical phone, soft phone, fax adapter, or Mobile App.
Telephone Number (TN)	\$1.49	A number to receive calls and to use as your caller ID.
Toll-free Telephone Number (TFTN)	\$5.99	A number to receive calls at no charge to the caller. Incoming calls are \$0.0219 per minute, Incoming Channel's do not apply to toll-free incoming.
Location (e911)	\$2.99	Display address and description when dialing 911. Additional information (ex: room #) can be included.
User/Alias	\$4.99	Each alias/user on an account. Users may be staff, positions, or phone locations.
Voicemail Box	\$0.99	A unique voicemail box. Can be attached to the user or for the business, department, or program.
Conference Room	\$0.99	Conference rooms can be attached to a user or shared.
Fax Device (Fax ATA)	\$9.99	An analog fax machine connected through an ATA configured for faxes.
Fax Box (Email-to-Fax)	\$4.99	A unique virtual fax box with the ability to send and receive faxes through email and apps.
Incoming Channel	\$9.99	Unlimited incoming minutes for one external call. When all channels are being used, minute charges apply.
Incoming Minutes	\$0.0059/min	Calls coming from external numbers when your Incoming Channel(s) are being used.
Outgoing Channel	\$29.99	Unlimited outgoing minutes for one external call. When all channels are being used, minute charges apply.
Outgoing Minutes	\$0.0099/min	Calls to external numbers when your Outgoing Channel(s) are being used.
Bi-Directional Channel	\$34.99	Unlimited incoming OR outgoing minutes for one external call. When all channels are being used, minute charges apply.

## SUPPORT

Our support model is focused on providing your IT with the tools and support they need to maintain a reliable and advanced communications system. *If you are an IT professional, we built this for you by pairing full control with excellent support that's easy to reach.* If you do not have an IT on staff, we are able to install and manage our system for you.

Pylon Communications LLC provides normal support 9:00AM - 4:30PM PST/PDT Monday through Friday with limited availability on national holidays. Critical support is provided 24/7/365 for outages.

## WARRANTY

Phones purchased through Pylon Communications LLC are provided with a 5 year advanced replacement warranty. Any equipment fees for phone rentals provide an advanced replacement for any current accounts.

## REFERENCES

*Our average quarterly survey's score is 9.5/10. Ask them why.*

1. Pathways Charter School (707) 585-6510  
Brenda Peterson, IT Coordinator [brenda.peterson@pathwayscharter.org](mailto:brenda.peterson@pathwayscharter.org)
2. Bellevue Union School District (707) 542-5197  
Ryan Green, IT Director [rgreen@busd.org](mailto:rgreen@busd.org)
3. Old Adobe Union School District (707) 765-4321  
Sloan Van Dam, Director of IT [svandam@oldadobe.org](mailto:svandam@oldadobe.org)
4. Wright Elementary School District (707) 542-0550  
Patrick Roth, IT Coordinator [proth@wrightesd.org](mailto:proth@wrightesd.org)
5. Community Action Partnership of Sonoma County (707) 544-6911  
Susan Cooper, Director [scooper@capsonoma.org](mailto:scooper@capsonoma.org)
6. WORK Petaluma  
Natasha Juliana, Owner [natasha@workpetaluma.com](mailto:natasha@workpetaluma.com) (707) 721-6540

**QUOTE**

The following is a quote of the monthly recurring service. You will also need compatible phones, ethernet (IEEE 802.3) network cabling to the phones (same cabling as a computer uses), power (PoE 802.3at or wall adapters), configuration, and installation. You can purchase all of this through Pylon Communications LLC directly, or through your own vendors.

**QUOTE TOTALS FOR GENERATING A PO (ACCOUNTS PAYABLE)**

<u>Line Item</u>	<u>Price</u>	<u>Quantity</u>	<u>Line Total</u>
Monthly Recurring Service	\$264.65		\$264.65
OPTIONAL, ONE-TIME Setup Blue Highlighted "Pre-Service Configuration"	\$180	<input checked="" type="checkbox"/>	\$180.00
OPTIONAL, ONE-TIME Setup Purple Highlighted "Scheduled Cutover Installation"	\$861	<input checked="" type="checkbox"/>	\$861.00
OPTIONAL, Phone Equipment	\$2,543.40	<input checked="" type="checkbox"/>	\$2,510.05
		<b>TOTAL</b>	\$3,815.70
Line details are below this table. (All OPTIONAL services can be paid off over a 12 mo. period)			

**Setup (optional, one-time)**

<u>Setup Option</u>	<u>Price</u>	<u>Quantity</u>	<u>Line Total</u>
OPTIONAL, ONE-TIME Blue Highlighted "Pre-Service Configuration" from the section: PROJECT CHECKLIST	\$3/each device, user, vmbox	60	\$180.00
OPTIONAL, ONE-TIME Purple Highlighted "Scheduled Cutover Installation" from the section: PROJECT CHECKLIST	\$43.05/device	20	\$861.00




**Monthly Recurring Service**




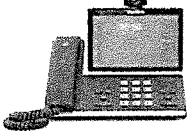
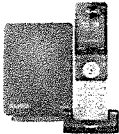


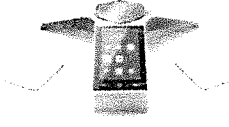
<u>Line Item</u>	<u>Price</u>	<u>Quantity</u>	<u>Line Total</u>
Service Fee	\$9.99	1	\$9.99
Account Admin (Support Contact)	\$9.99	1	\$9.99
Telephone Device	\$4.99	21	\$104.79
Telephone Number (TN)	\$1.49	1	\$1.49

Toll-free Telephone Number (TFTN)	\$5.99		
Location (e911)	\$2.99	1	\$2.99
User/Alias	\$4.99	20	\$99.80
Voicemail Box	\$0.99	20	\$19.80
Conference	\$0.99		
Fax Device (Fax ATA)	\$4.99		
Digital FaxBox	\$0.99		
Incoming Channel	\$9.99		
Incoming Minutes	\$0.0059/min	1000	\$5.90
Outgoing Channel	\$29.99		
Outgoing Minutes	\$0.0099/min	1000	\$9.90
Bi-Directional Channel	\$34.99		
<b>MONTHLY RECURRING SERVICE TOTAL</b>		<b>TOTAL</b>	<b>\$264.65</b>

Phone Equipment (optional) (5-year advanced replacement plan)

We support most Yealink (zero touch network, all others use dhcp options), Poly, Obihai, Htek, Grandstream, and Cisco phones, and anything SIP compatible with many codecs available..

<u>Make/Model</u>	<u>Image</u>	<u>Price Buy</u>	<u>Quantity</u>	<u>Line Total</u>
Yealink T21P-E2		\$54		
Yealink T43U (desk or wall phone)		\$111	15	\$1,665.00
Yealink T46S (desk phone)		\$200		

Yealink T48S (desk phone)		\$275		
Yealink T53W (desk phone, wireless, bluetooth)		\$149	5	\$745.00
Yealink T57W (desk phone, wireless, bluetooth)		\$264		
Yealink T58V (video phone, bluetooth)		\$413		
Yealink W60P (wireless phone)		\$185		
Yealink CP930WP (wireless conference phone)		\$588		
Yealink CP960 (conference phone)		\$750		
Yealink CP960WM (mics wireless) (conference phone)		\$900		
Yealink T43U Power Adapter	(ONLY if you do not have a PoE Switch)	\$6.67	15	\$100.05

Yealink T53W Power Adapter	(ONLY if you do not have a PoE Switch)	\$6.67	5	\$33.35
<u>PHONE EQUIPMENT TOTAL</u>			<u>TOTAL</u>	\$2,510.05

/END OF VOICE PROPOSAL

## Base Classified Salary Schedule (without Increase)

Year/Step	A	B	C	D	E	F	G	H
1	14.00	14.28	16.63	18.09	18.34	22.76	24.22	25.19
2	14.28	14.94	17.66	18.74	19.09	23.62	25.37	26.38
3	14.94	15.57	18.69	19.38	19.82	24.47	26.69	27.76
4	15.57	16.23	19.72	20.02	20.57	25.32	27.36	28.45
5	15.90	16.55	20.24	20.35	21.32	26.17	28.04	29.16
6	16.23	16.87	20.77	20.67	21.42	26.30	28.75	29.90
7	16.55	17.21	21.29	21.00	21.54	26.43	29.47	30.65
8	16.87	17.53	21.81	21.32	21.64	26.57	30.21	31.42
9	16.97	17.64	21.94	21.46	21.75	26.69	30.38	31.60
10	17.09	17.74	22.08	21.59	21.86	26.83	30.57	31.79
11	17.18	17.85	22.20	21.71	21.97	26.97	30.75	31.98
12	17.29	17.94	22.33	21.84	22.08	27.10	30.92	32.16
13	17.38	18.05	22.46	21.96	22.18	27.23	31.11	32.35
14	17.50	18.16	22.60	22.11	22.30	27.38	31.29	32.54
15	17.59	18.28	22.73	22.23	22.41	27.51	31.48	32.74
16	17.70	18.38	22.87	22.37	22.53	27.64	31.67	32.94
17	17.80	18.48	23.00	22.49	22.63	27.78	31.87	33.14
18	17.91	18.59	23.14	22.63	22.74	27.92	32.04	33.32
19	18.02	18.70	23.28	22.77	22.85	28.06	32.21	33.50
20	18.13	18.81	23.42	22.91	22.96	28.20	32.38	33.68

Class:	
A:	Instructional Assistant/Daycare Assistant/Lunch Assistant
B:	Special Education/Bilingual Instructional Assistant
C:	Librarian/Media Specialist Secretary/Account Technician/ Assistant
D:	Daycare Director
E:	Custodian/ Grounds
F:	Facilities Manager
G:	Speech and Language Pathology Assistant I
H:	Speech and Language Pathology Assistant II



## Retro Classified Salary Schedule (with 6% Increase)

Year/Step	A	B	C	D	E	F	G	H
1	14.84	15.14	17.63	19.18	19.44	24.13	25.67	26.70
2	15.14	15.84	18.72	19.86	20.24	25.04	26.89	27.96
3	15.84	16.50	19.81	20.54	21.01	25.94	28.29	29.43
4	16.50	17.20	20.90	21.22	21.80	26.84	29.00	30.16
5	16.85	17.54	21.45	21.57	22.60	27.74	29.72	30.91
6	17.20	17.88	22.02	21.91	22.71	27.88	30.48	31.69
7	17.54	18.24	22.57	22.26	22.83	28.02	31.24	32.49
8	17.88	18.58	23.12	22.60	22.94	28.16	32.02	33.31
9	17.99	18.70	23.26	22.75	23.06	28.29	32.20	33.50
10	18.12	18.80	23.40	22.89	23.17	28.44	32.40	33.70
11	18.21	18.92	23.53	23.01	23.29	28.59	32.60	33.90
12	18.33	19.02	23.67	23.15	23.40	28.73	32.78	34.09
13	18.42	19.13	23.81	23.28	23.51	28.86	32.98	34.29
14	18.55	19.25	23.96	23.44	23.64	29.02	33.17	34.49
15	18.65	19.38	24.09	23.56	23.75	29.16	33.37	34.70
16	18.76	19.48	24.24	23.71	23.88	29.30	33.57	34.92
17	18.87	19.59	24.38	23.84	23.99	29.45	33.78	35.13
18	18.98	19.71	24.53	23.99	24.10	29.60	33.96	35.32
19	19.10	19.82	24.68	24.14	24.22	29.74	34.14	35.51
20	19.22	19.94	24.83	24.28	24.34	29.89	34.32	35.70

Class:	
A:	Instructional Assistant/Daycare Assistant/Lunch Assistant
B:	Special Education/Bilingual Instructional Assistant
C:	Librarian/Media Specialist
D:	Secretary/Account Technician/ Assistant Daycare Director
E:	Custodian/ Grounds
F:	Facilities Manager
G:	Speech and Language Pathology Assistant I
H:	Speech and Language Pathology Assistant II

**2022-2023 Classified Salary Schedule (with 2.5% Increase)**

Year/Step	A	B	C	D	E	F	G	H
1	15.21	15.52	18.07	19.66	19.93	24.73	26.31	27.37
2	15.52	16.24	19.19	20.36	20.75	25.67	27.56	28.66
3	16.24	16.91	20.31	21.05	21.54	26.59	29.00	30.17
4	16.91	17.63	21.42	21.75	22.35	27.51	29.73	30.91
5	17.27	17.98	21.99	22.11	23.17	28.43	30.46	31.68
6	17.63	18.33	22.57	22.46	23.28	28.58	31.24	32.48
7	17.98	18.70	23.13	22.82	23.40	28.72	32.02	33.30
8	18.33	19.04	23.70	23.17	23.51	28.86	32.82	34.14
9	18.44	19.17	23.84	23.32	23.64	29.00	33.01	34.34
10	18.57	19.27	23.99	23.46	23.75	29.15	33.21	34.54
11	18.67	19.39	24.12	23.59	23.87	29.30	33.42	34.75
12	18.79	19.50	24.26	23.73	23.99	29.45	33.60	34.94
13	18.88	19.61	24.41	23.86	24.10	29.58	33.80	35.15
14	19.01	19.73	24.56	24.03	24.23	29.75	34.00	35.35
15	19.12	19.86	24.69	24.15	24.34	29.89	34.20	35.57
16	19.23	19.97	24.85	24.30	24.48	30.03	34.41	35.79
17	19.34	20.08	24.99	24.44	24.59	30.19	34.62	36.01
18	19.45	20.20	25.14	24.59	24.70	30.34	34.81	36.20
19	19.58	20.32	25.30	24.74	24.83	30.48	34.99	36.40
20	19.70	20.44	25.45	24.89	24.95	30.64	35.18	36.59

Class:	
A:	Instructional Assistant/Daycare Assistant/Lunch Assistant
B:	Special Education/Bilingual Instructional Assistant
C:	Librarian/Media Specialist
D:	Secretary/Account Technician/ Assistant Daycare Director
E:	Custodian/ Grounds
F:	Facilities Manager
G:	Speech and Language Pathology Assistant I
H:	Speech and Language Pathology Assistant II



**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)

This agreement is between the Two Rock Union School District ("District") and Paul Rodriguez ("Vendor") who agree as follows:

1. **TERM OF CONTRACT:** The term of this contract is for approximately ten months, commencing October 11, 2022 and terminating 31 May 2023. The contract may be renewed if mutually agreeable to both parties.
2. **WORK HOURS AND DAYS:** Vendor will work no more than 10 hours a week, not to exceed 8 hours in a given day during the Contract Period, not including an unpaid lunch break of 30 minutes.
3. **ADDITIONAL WORK HOURS:** With mutual agreement in advance of the start of any additional work hours, Vendor may request or agree to additional hours for tasks such as art exhibit installation, enrichment classes, or other duties explicitly tied to student support, teacher collaboration, or instruction.
4. **CLASSIFICATION AND SALARY:** Vendor's pay will be at \$30.00 per hour for the position of Guest Artist Vendor, in the capacity of enrichment provider.
5. **PAYMENT FOR SERVICES:** Vendor will submit a monthly numbered invoice for services no later than the last work day of the month. Vendor must include specific dates and hours when services were rendered. Payment will be received no later than ten business days after submission.
6. **BENEFITS:** As a contracted vendor, Vendor acknowledges that he is not entitled to employee benefits, workers' compensation coverage, or participation in any retirement plan.
7. **LAWS:** This contract of agreement is made subject to the laws of California, applicable rules of the state Board of Education and the Governing Board of the Two Rock Union School District.
8. **STANDARDS OF CONDUCT:** Vendor will abide by the same standards of conduct and professionalism as other vendors and employees, including professionalism.
9. **RELEASE FROM contract:** Regardless of term indicated in this contract, Vendor may be released from District contract at any time at the Governing Board's discretion pursuant to Education Code Section 44951.

TWO ROCK UNION SCHOOL DISTRICT:

Vendor:

\_\_\_\_\_  
Stephen Owens, Superintendent

\_\_\_\_\_  
Paul Rodriguez, Vendor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Board of Trustees**

John Silvestrini, President • Ken Mazzetta, Clerk • Kathy Wilson • Gayleen Maas • John Martin

## Universal Prekindergarten Planning and Implementation Grant Program – Planning Template

A Resource for Local Educational Agencies

Released – December 17, 2021

*\$27,545*

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## **Universal Prekindergarten in California**

Decades of research demonstrate that an early and strong foundation for learning matters. Children who have effective learning opportunities before kindergarten have an advantage in school and in life over children who do not, especially children with adverse childhood experiences. Children who attend quality preschool programs are more prepared for school in terms of their early literacy, language, and math skills, their executive function, and social emotional development. In some cases, preschool participants are less likely to be identified for special education services or to be held back in elementary school than children who do not attend developmentally-informed preschool programs that include strong educational components.

California is poised to realize universal prekindergarten (UPK) for all four-year-old children, and to expand services for three-year-old children through bold leadership and the unprecedented investments in the Budget Act of 2021, including universal transitional kindergarten (UTK) and expansion of the California State Preschool Program (CSPP).

The tumult of the COVID-19 pandemic accelerated a call to action to ensure a strong educational foundation for all children, emphasizing the critical role of our education system in supporting children and families' needs and how local flexibility fuels community capacity to meet their needs. California's leaders responded with historic investments in family support, child development and care, and education. Yet, as the Master Plan for Early Learning and Care highlights, realizing the promise of early childhood investments will require all partners—across early learning and care, early education, elementary education, and expanded learning and extended care communities—to work together to create a stronger system designed to meet the needs of the whole child.

### **The California Universal Prekindergarten Planning and Implementation Grant Program – Overview**

California seeks to set children on a trajectory of lifelong success by investing in early and equitable learning experiences, including infant and toddler supports, such as family leave and access to infant and toddler care, universal preschool for all four-year-old children, and enhanced educational experiences across an aligned preschool to third grade system.

The 2021–22 State Budget package established the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$200 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding prekindergarten options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other

## Universal Prekindergarten Planning and Implementation Grant Program - Planning Template

local and community-based partnerships.<sup>1</sup> It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts, charter schools, and county offices of education (COEs) with kindergarten enrollment in specific years, according to a specified formula. In addition, funds are allocated to COEs to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of prekindergarten education within the LEA, including Head Start programs, to ensure that high-quality options for prekindergarten education are available for four-year-old children. Allowable costs include, but are not limited to: (1) planning costs, (2) hiring and recruitment costs, (3) staff training and professional development, (4) classroom materials, and (5) supplies.

As a condition of receiving grant funds, state law requires each LEA to create a plan articulating,

how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the After-School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

Under state law, the plan must be developed for consideration by the LEA's governing board or body at a public meeting on or before June 30, 2022, after which the LEA must provide data, as specified by the State Superintendent of Public Instruction, to the CDE. The CDE must encumber funds by June 30, 2024. LEAs will have until June 30, 2025, to use the funds.

In addition, the 2021–22 State Budget also established the Expanded Learning Opportunities Program (ELO-P). The intent of the program is that all LEAs offer all unduplicated students in classroom-based instructional programs access to comprehensive afterschool and intersessional expanded learning opportunities. The ELO-P requires LEAs to offer in-person before or after-school expanded learning opportunities that, when added to the core instructional day, are no fewer than nine

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<sup>1</sup> In addition, \$100 million is available to LEAs for workforce development through a separate competitive request for applications (RFA). The \$100 million available for workforce development will not be addressed in this document.

hours of combined instructional time and expanded learning opportunities per instructional day (*EC* Section 46120).

In 2021–22, all LEAs must offer all TK through sixth grade (TK–6) classroom-based, unduplicated pupils an ELO-P and provide access to 50 percent of TK–6 enrolled, classroom-based, unduplicated pupils. Commencing in 2022–23, as a condition of apportionment, LEAs with an Unduplicated Pupil Percentage (UPP) at or above 80 percent must offer an ELO-P to all TK–6 classroom-based pupils and provide access to all TK–6 classroom-based pupils upon parent or guardian request. LEAs with an UPP below 80 percent must offer an expanded learning opportunity to all TK–6 classroom-based, unduplicated pupils and provide access to 50 percent of TK–6 enrolled classroom-based, unduplicated pupils. LEAs receiving ELO-P funding must meet all TK–6 requirements, which include, but are not limited to, offering a minimum of a nine-hour day for students TK–6 during the school year, providing pupil access, and offering 30 non-school days of programming, such as during summer and intersession periods.

Summer and intersession programming are also offered through many other early learning programs such as CSPP, Head Start, and early learning and care providers. Sharing costs, staff, and resources can support implementation of TK that provides for full-day supports while also meeting parental needs and supporting parental choice of program and setting type. LEAs should consider how these services will be offered as part of their UPK Plan. For key definitions related to UPK in California, see Appendix I.

### Planning Template Purpose

The UPK Planning Template has been created to: (1) offer planning questions for LEA consideration in developing comprehensive plans for UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of *EC* Section 8281.5.

This template includes recommended and required planning questions. Collectively, the recommended and required questions form a set of core planning questions the CDE believes are critical to supporting the development of a comprehensive, responsive, and community-centered UPK Plan.<sup>2</sup>

- Recommended Questions: LEAs are highly encouraged to incorporate answers to these questions in their UPK Plans. Responses to these questions are not required for submission to the CDE but do support more holistic planning that meets the intent of these funds.
- Required questions: LEAs will be required to answer the required data questions outlined in this template in a survey that will be issued by the CDE following the

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<sup>2</sup> See Appendix II for additional planning questions for LEAs that are ready to develop more advanced UPK and preschool through third grade (P–3) plans.



Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

June 30, 2022, deadline for LEAs to present their plans to their governing boards.<sup>3</sup>

The CDE will be collecting information on the answers to the required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how LEAs are planning to implement UPK, and to identify what additional support may be needed to help LEAs as they move along the implementation process.

The questions required for submission to the CDE should be answered based on what the LEA plans to implement in the 2022–23 school year. However, the CDE encourages that LEAs, when developing their UPK Plan for consideration by their local governing board, look beyond the first year of implementation and lay the foundation for the full implementation period. The CDE also encourages LEAs to look to their Local Control and Accountability Plans (LCAPs) to identify where their LCAPs already include relevant opportunities for alignment, and to consider the results of the UPK planning and implementation efforts as it pertains to future updates to their LCAPs.

The UPK Planning Template is organized as follows:

1. Self-Certification
2. Projected Enrollment and Needs Assessment
3. Focus Area Planning
  - a. Vision and Coherence
  - b. Community Engagement and Partnerships
  - c. Workforce Recruitment and Professional Learning
  - d. Curriculum, Instruction, and Assessment
  - e. LEA Facilities, Services, and Operations
4. Technical Assistance Questions

The CDE encourages COEs to use this template as a guide for developing their own plans for how they will support the districts in their county to assess options, make decisions, and construct a plan that includes the required questions and considers the recommended questions found in this template.

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<sup>3</sup> The required questions referred to in this template are being provided to LEAs in advance of the survey to assist in the planning and Implementation process.

## Accompanying Guidance

To help introduce LEA leaders to early education concepts, agencies, and structures, the CDE will release an accompanying Guidance Document in early 2022, that will include information on the following:

1. Local LEA indirect service agencies and partners (for example, child care local planning council [LPC], Resource and Referral program [R&R], Alternative Payment Program [APP]);
2. Allowable ways to layer funding sources and programs to achieve full-day programming for four-year-old children;
3. Requirements for TK and early education facilities;
4. UPK workforce requirements for CSPP and TK educators, including the Early Learning Career Lattice, Commission on Teacher Credentialing (CTC) Child Development Teacher Permit information, information on the Multiple Subject Teaching Credential requirements, and TK educator professional learning;
5. Other available resources for UPK Implementation:
  - a. Workforce development grants and funds that can be accessed to help candidates obtain early education and TK qualifications (for example, federal stimulus funds, Educator Effectiveness Block Grant, and others);
  - b. Funding sources that can be utilized for facilities;
  - c. Funding sources that can be utilized for extended learning and care;
6. Research on the importance of participating in quality early education and research demonstrating the long-term impact on attendance, behavior, graduation rates, and academic and career success; and
7. Other resources aligned with the questions presented in the UPK Planning Template.

Additionally, the CDE will work with partners to ensure the release of additional information and technical assistance in the form of guidance, resources, tools, and regularly-scheduled webinars. Topics will include workforce, support for multilingual learners, and inclusive early education practices, among others.

## Directions, Timeline, and Suggested Planning Process

LEAs are encouraged to use this template to fulfill the *EC* Section 8281.5 requirement to create a UPK Plan that articulates how the LEA will facilitate access to full-day learning for all children the year before kindergarten, including their partnerships with CSPP, Head Start, other preschool partners, and extended learning and care partners. The CDE will disseminate a survey to collect responses to the required questions in this template following the June 30, 2022, deadline for presenting plans to the local governing board.<sup>4</sup>

The CDE recommends the following process and timeline after the release of this UPK Planning Template in December 2021:

1. LEAs convene a planning team, including staff from the early learning department and Head Start (if these exist), curriculum and instruction, student programs, workforce and human resources (HR), business services, special education, multilingual education, expanded and after-school learning, and facilities.
2. The CDE, along with partners, will release guidance, resources, and additional information to support LEAs in the development of their UPK plan. LEAs should review this guidance as part of their planning process, and COEs should use the guidance to inform the support they offer to LEAs.
3. COEs develop plans for how they will support LEAs in their county to assess options, make decisions, and construct plans that address the required questions and consider the recommended questions found in this template. COEs should communicate with the LEAs in their county about the types of information, resources, and technical assistance the COE is able to offer to support the UPK planning process.
4. LEAs conduct outreach and engagement activities with local R&Rs, LPCs, and existing extended learning and care providers including early learning and child care providers operating within the LEA's enrollment attendance boundary.<sup>5</sup>

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<sup>4</sup> The CDE may collect additional data related to UPK implementation in future years as well.

<sup>5</sup> LEAs can obtain a list of licensed ELC providers operating within the LEA's enrollment zip codes by contacting their county R&R. LEAs can also collaborate with APPs in their county to share information about the engagement activities with ELC providers in the county. See the CDE Guidance Document to learn more about R&Rs and APPs and how to find the R&R(s) and APP(s) in your county. In addition, as local partnerships, LEAs should and can work with local Head Start grantees to discuss the Head Start needs assessment allowing for better coordination and collaboration.

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5. LEAs convene a public engagement process to gather input and perspectives to inform the plan. This engagement process should include parents, early learning communities (including CSPP, Head Start, and the Head Start Policy Council), and expanded learning communities (including the After-School Education and Safety [ASES] Program). To ensure meaningful engagement, the CDE recommends LEAs complete this by March 1, 2022.<sup>6</sup>
6. If the LEA wants technical assistance from their COE, the CDE recommends LEAs submit a draft of the UPK Plan to their COE for review by April 15, 2022.
7. Planning teams meet with the COE to discuss the LEA's draft, including local constituency input, by June 1, 2022.
8. Planning teams present a draft plan to the school board by **June 30, 2022**.
9. The plan shall demonstrate how families will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanded learning offerings, the ASES Program, CSPP, Head Start programs, and other community-based early learning and care programs.

Following the presentation of the plan to the LEA's school board, the LEA shall respond to the CDE's subsequent requests for information no later than July 31, 2022.

## Key Considerations

### Transitional Kindergarten Implementation Timeline

As a condition of receipt of apportionment, school districts and charter schools must implement universally available TK for all four-year-old children by 2025–26 (*EC 48000[c][1]*). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Plan, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

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<sup>6</sup> The purpose of this engagement process is to ensure that diverse community voices and interests are uplifted and used to inform the development of a UPK Plan that meets families' and communities' needs. The LEA should develop a process that allows for authentic, inclusive, and meaningful input.

**Table: TK Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2021–22	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and December 2; at district discretion, turn five between December 3 and the end of the school year	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year	Turn four by September 1
<b>Ratios</b>	Not specified	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24	24

\* average class size across the school site

\*\* Subject to future legislative appropriation

### Supporting a Preschool through Third Grade Continuum

The CDE recently launched a Preschool through Third Grade (P–3) Alignment Initiative rooted in research that suggests the gaps in children’s opportunities and learning outcomes demand system-level reform at the state, county, district, school, and community level. Through this work, the CDE hopes to disrupt inequities, address bias, and promote equitable opportunities for California’s early learners. UPK implementation presents a critical opportunity to strengthen P–3 alignment, as a means of sustaining and accelerating the improved child outcomes associated with high-quality, early learning experiences.

To ensure the LEA’s plan is aligned with the vision of a P–3 continuum, the development team for the LEA UPK Plan (for which this document is a template) should include staff from the early education department (if there is one), curriculum and instruction, student programs, workforce, HR, business services, special education, multilingual education, expanded learning and afterschool, and facilities. Furthermore, to create a strong UPK system that meets families’ needs, the voices and choices of parents should be centered. Furthermore, LEAs should conduct outreach to the early learning and care providers that operate within the zip codes that the LEA serves to include them in informing the development of the LEA’s UPK Plan.

As a best practice, the CDE recommends LEAs convene a public engagement process to gather input and perspectives to inform the plan by March 1, 2022. This engagement process should include parents, early education communities (including CSPP and

Head Start), expanded learning communities (including the ASES Program), and early learning and care (including center- and home-based child care) in order to gather information from impacted communities to inform the development of this plan.

### **Full-Day, Extended Learning and Care**

State law does not require LEAs to operate a TK program that offers full-day early learning to all children the year before kindergarten; however LEAs must articulate how they plan to offer full-day, early learning programming to all students, and how they are partnering or plan to partner with other programs, such as those listed in the statute, to ensure that every child has access to extended learning and care that, combined, equates to a full-day of programming that meets the community's needs.

Additionally, starting in the 2022–23 school year, LEAs receiving ELO-P funding must offer nine hours of combined instructional time and expanded learning opportunities per instructional day to all unduplicated children enrolled in TK and at least 30 intersession days; however, LEAs are not required to exclusively use ELO-P funding to meet the requirement. LEAs can instead partner with Head Start, CSPP, ASES, or other community-based child care programs to fund and provide the additional extended learning and care hours needed to reach nine hours. (EC Section 46120). This would allow the LEA to use ELO-P funds to provide additional service hours or services for additional children.

### **Creating Joint or Aligned Plans**

LEAs are permitted to partner in creating a joint UPK Plan and may submit the same plan for multiple LEAs. Small and rural LEAs serving similar communities, especially those with low TK or kindergarten average daily attendance (ADA), are strongly encouraged to consider creating a joint UPK Plan which includes non-district learning programs serving four-year-old children. LEAs are also encouraged to consider partnering with other nearby LEAs to submit a joint UPK Plan or with their COE to create a single, countywide plan. These joint plans should be developed in conjunction with CSPP, Head Start, other preschool programs, and early learning and care providers.

## UPK Planning Template

### Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Two Rock Union School District	Stephen Owens, Superintendent/Principal	[sowens@trusd.org	(707) 762-6617

1. Please complete the following table:
  
2. Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
  - a. Yes
  - b. No
  
3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? [open response]

**Projected Enrollment and Needs Assessment**

***Recommended Planning Questions***

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEAs attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.<sup>7</sup> Complete the following tables.<sup>8</sup>

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<sup>7</sup> If the administration of kindergarten will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

<sup>8</sup> See the implementation schedule above for changes in teacher/adult ratios over the implementation period.



Table: Projected Student Enrollment

Type of Student	2019-20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022-23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023-24 (TK-eligible children turn five between September 2 and April 2, inclusive) <sup>4</sup>	2024-25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025-26 (TK-eligible children turn four by September 1)
TK Students	6	5	6	Unknown	Unknown	Unknown
CSPP (if applicable)	0	0	0	0	0	0

Table: Facilities Estimates (Cumulative)

Type of Facility	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK Classrooms	1	1	1	1	1	Unknown
CSPP Classrooms	0	0	0	0	0	0
Head Start or Other Early Learning and Care Classrooms	0	0	0	0	0	0

Table: Staffing Estimates (Cumulative)

Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
TK	1	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1	1

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Type of Staff	2019-20	Current	2022-23	2023-24	2024-25	2025-26
CSPP (if applicable)	0	0	0	0	0	0
Other CSPP Classroom Staff (if applicable)	0	0	0	0	0	0
Early Education District-level staffing (if applicable)	0	0	0	0	0	0

3. As part of the ELO-P requirements, EC Section 8281.5 requires LEAs to offer or partner in offering in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes. Then, working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs:

**Table: Projected Number of TK Students Utilizing Extended Learning and Care**

2019-20	Current	2022-23	2023-24	2024-25	2025-26
4	5	Unknown	Unknown	Unknown	Unknown

**Table: Projected Number of Slots Available for TK Students**

Slot Type	2019-20	Current	2022-23	2023-24	2024-25	2025-26
CSPP	0	0	0	0	0	0
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	4	4	4	4	4	Unknown

*Required Questions*

**CDE will be requiring this information be completed after the plan is presented to the governing board.**  
 There are no required questions in this section.

### Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Recommended Planning Questions

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What is the LEA's vision for UPK? *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. At Two Rock TKM students will be prepared academically and emotionally for grades 1-6.*
2. In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice. *Two Rock will continue to offer before and after school care for all students including TKM. We will continue to provide enrichment and academic interventions for students after school in areas such as arts and crafts, music, and literacy.*
3. Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK. *The administrative structure will remain the same as for the existing ELO-P. The early learning and care division will ensure quality of the UPK.*
4. Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services,

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early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and data collection, professional learning, workforce recruitment and preparation support, or others). The superintendent/fiscal director will be responsible for ensuring the program is fully staffed by the district office staff.

5. Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level. Two Rock Union School District is a one school district with a superintendent/principal as the sole administrator. The leadership team consists of three teachers and the administrator. For planning purposes the administrator and leadership team will plan and make decisions for implementing LEUPK plan.
6. Describe how the LEA's proposed UPK model will be integrated with the district's LCAP. Several prior years ago the district operated in Title I kindergarten, but UPK model did not exist in the current model in place. The teacher will analyze the current model while the office will review and conduct a needs assessment. The state will be at least working on the early childhood state requirements for LEA during the planning and implementation. Adjustments in the LCAP will take place as the year begins.
7. Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process. Students with disabilities will be supported by Two Rock's RSP teacher, speech and language therapist, occupational therapist for students who qualify with an IEP.
8. Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners. The district operates at Two Rock's campus. The agencies have a close relationship. There will be a regular meeting being conducted between the two sites on a regular basis.

**Required Questions**

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]
  - a. TK offered at all sites

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- b. TK offered at some sites
  - c. TK stand-alone classes
  - d. TK and kindergarten combination classes
  - e. CSPP and TK combination classes (CSPP funding and ADA funding)
  - f. Locally-funded preschool and TK combination classes
  - g. CSPP stand-alone classes
  - h. Head Start stand-alone classes
  - i. Other [describe, open response]
2. Does the LEA plan to implement full-day TK, part-day TK, or both?<sup>9</sup> [select one]
- a. Full Day TK
  - b. Part Day TK
  - c. Both
3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. Two Rock is a one school school district in a rural setting. We will continue to offer a combined TKK class for students. The current model has a credentialed teacher with an instructional aide.
4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]
- a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23
  - b. Yes - the LEA applied for a new CSPP contract in 2022–23
  - c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

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<sup>9</sup> The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

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- d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)
  - e. No - the LEA has no plans to begin or expand a CSPP contract in future years
  - f. No - the LEA plans to relinquish or reduce CSPP services in future years
5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]
- a. Three-year-old children
  - b. Four-year-old children who will not be enrolled in TK in the current school year
  - c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)
  - d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).
6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation (see implementation timeline above)?
- a. 2022–23 (Birthdays February 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe
  - b. 2023–24 (Birthdays April 3 or after) [select one]
    - i. Yes
    - ii. No
    - iii. Maybe

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c. 2024–25 (Birthdays June 3 or after) [select one]

i. Yes

ii. No

iii. Maybe



### Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P–3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

#### *Recommended Planning Questions*

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.**

1. How does the LEA's UPK Plan prioritize parental needs and choices? Two Rock will continue to seek parent input on the TK program such as surveys to determine the needs of the parents.
2. How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK Plan? Two Rock will continue to offer before and after school care onsite. Due to the proximity of the school from Petaluma, the school will continue to offer its own program. The school is situated next to the Coast Guard base which also offers care for school aged students.
3. What actions does the LEA plan to take to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports? None at this time.
4. How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)? The South County Consortium (SOCC) has a classroom on the Two Rock campus for pre-school aged students with disabilities. The SOCC will continue to operate the classroom.
5. Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.  
7:00 AM -- 8:15 Before School Care

8:10 AM -- 8:30 AM School Site Supervision and Breakfast 8:30 -- 2:00 PM  
School Day 2:00 -- 5:15 After Care

*Required Questions*

**CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.**

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
  - a. Parent Teacher Association Meetings
  - b. Family or parent surveys
  - c. English Learner Advisory Committee (ELAC)
  - d. District English Learner Advisory Committee (DELAC)
  - e. Special Education Local Plan Area (SELPA)
  - f. School Site Council
  - g. District Advisory Committee
  - h. LCAP educational partners input sessions
  - i. Tribal Community input session
  - j. Co-hosting events with community-based organizations (CBOs)
  - k. Hosting meet and greets with the early learning and care community
  - l. LPC Meetings
  - m. Local Quality Counts California (QCC) consortia meetings
  - n. First 5 County Commission meetings
  - o. Community Advisory Committee (CAC)
  - p. Head Start Policy Council meetings
  - q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
  - r. Other [describe, open response]

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2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]
- a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)
  - b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)
  - c. CSPP (on an LEA site)
  - d. CSPP (at a CBO site)
  - e. LEA- or locally-funded preschool
  - f. Head Start
  - g. LEA preschool funded with Title I of the Every Student Succeeds Act funds
  - h. Other CBO preschool
  - i. State subsidized child care (not including CSPP)
  - j. Other [describe, open response]

### **Focus Area C: Workforce Recruitment and Professional Learning**

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work. There is a separate \$100 million allocation for the Prekindergarten Planning and Implementation Grant – Competitive, also known as the Early Education Teacher Development Grant, that will be competitively awarded and is not part of this planning template.)

EC Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit issued by the CTC.

EC Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

### ***Recommended Planning Questions***

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions below.**

1. How does the LEA plan to recruit the educators needed to implement its UPK Plan (including CSPP teachers, assistant teachers, TK teachers, and TK teachers' instructional aides and assistants)
2. How does the LEA plan to partner with CSPP, Head Start, and other early learning and care providers to offer joint professional learning opportunities

3. What is the LEA's planned strategy for providing professional learning for educators across the LEA's P–3 continuum? Plans might include the following: [open response]
- a. Who will receive this professional learning?
    - i. By role (lead teachers, assistant teachers, administrators, coaches, and so forth)
    - ii. By grade (TK staff, kindergarten through third grade staff, on-site preschool staff, off-site preschool staff, and so forth)
  - b. What content will professional learning opportunities cover?
    - i. Effective adult-child interactions
    - ii. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - iii. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - iv. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
    - v. Implicit bias and culturally- and linguistically-responsive practice
    - vi. Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice
    - vii. Curriculum selection and implementation
    - viii. Creating developmentally-informed environments
    - ix. Administration and use of child assessments to inform instruction
    - x. Support for multilingual learners, including home language development and strategies for a bilingual classroom
    - xi. Serving children with disabilities in inclusive settings, including Universal Design for Learning
    - xii. Engaging culturally- and linguistically-diverse families

- c. How will professional learning be delivered?
  - i. Coaching and mentoring
  - ii. Classroom observations and demonstration lessons with colleagues
  - iii. Workshops with external professional development providers
  - iv. Internally-delivered professional learning workshops and trainings
  - v. Operating an induction program
  - vi. Partnerships with local QCC professional learning in CSPP settings
  - vii. In mixed groupings (for example, TK and CSPP teachers)
4. How does the LEA plan to facilitate the development of a district early education leadership team (across grade levels and departments) and promote site-based horizontal and vertical articulation (P–3) teams to support student transitions, share strategies, and collaboratively monitor student progress?

### ***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?
  - a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - b. Apply for a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Emp-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or by joining an existing Classified grant program to recruit teachers
  - c. Apply for a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and

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- prepare individuals with a bachelor's degree who want to become teachers in your LEA
- d. Join an existing intern preparation program to recruit and prepare teachers for your LEA
  - e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
  - i. Apply for workforce development funding and competitive grant opportunities from the CDE
  - j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - k. Provide advising on credential requirements and options for how to meet these requirements
  - l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
  - m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
  - n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - o. Other [describe, open response]
  - p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

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2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and how to meet the requirements
  - h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - i. Develop or work with an established mentorship program to support new TK teachers
  - j. Other [describe, open response]
  - k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC
  
3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]
  - a. Partner with a local IHE offering eligible early childhood education or childhood development coursework
  - b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit



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- c. Provide information on scholarship and grant opportunities
  - d. Apply for workforce development funding and grant opportunities
  - e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
  - h. Offer unit-bearing coursework at a local district site during times that work for teachers
  - i. Other [describe, open response]
  - j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- a. Ages & Stages Questionnaire (ASQ)
  - b. BRIGANCE Early Childhood Screen
  - c. Desired Results Developmental Profile (DRDP)
  - d. Developmental Reading Assessment (DRA)
  - e. LEA-based, grade level benchmarks and a report card
  - f. Teaching Strategies GOLD (TS GOLD)
  - g. Work Sampling System (WSS)
  - h. Other [describe, open response]
  - i. The LEA does not plan to offer professional learning on child observational assessments
5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

- a. Effective adult-child interactions
- b. Children's literacy and language development (aligned with the *Preschool Learning Foundations and Frameworks*)
- c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
- e. Implicit bias and culturally- and linguistically-responsive practice
- f. ACEs and trauma- and healing-informed practice
- g. Curriculum selection and implementation
- h. Creating developmentally-informed environments
- i. Administration and use of child assessments to inform instruction
- j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
- k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
- l. Engaging culturally- and linguistically-diverse families
- m. Other [describe, open response]
- n. Site leaders and principals will not be offered professional learning on early childhood education

### **Focus Area D: Curriculum, Instruction, and Assessment**

It is critical for each LEA and preschool program partner to plan for how they will develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as how they will ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they will provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

#### ***Recommended Planning Questions***

**The CDE recommends LEAs prioritize these questions as part of their UPK Plan in addition to required questions.**

1. Describe how the LEA will develop or select a curriculum for UPK classrooms that aligns with the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks*. The site will continue to ensure the California Preschool Learning Foundations and California Preschool Curriculum Frameworks will be followed and implemented.
2. Describe the intended timeline for curriculum implementation, including steps for piloting and gathering input from UPK teachers, and a process for ensuring curriculum fidelity. The curriculum will be implemented during the 2022-2023 school year.
3. What actions does the LEA plan to take to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students? The site has implemented PBIS strategies school wide and actively involve students to reinforce behavior norms. Also, Two Rock is participating in three year MTSS pilot with Penn State University to create and implement SEL strategies throughout the school.
4. Describe how classroom practices for UPK (TK and other preschool programs the LEA operates or has on site) will be integrated and aligned. Two Rock is a small rural school. It currently has a combination TK and K class and anticipates the same model over the next several years.
5. What instructional practices does the LEA plan to implement to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models,

implementing social-emotional strategies such as the Pyramid Model)? [open response] Anna assistance here. *MTSS -*

6. What instructional practices does the LEA plan to implement to support the language and overall development of multilingual learners?
7. How does the LEA plan to assess dual language learners (DLLs) in areas other than English language acquisition? *Two Rock will continue to use the state assessments such ELPAC to address the quality of English instruction in our EL programs.*

### ***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
  - a. Dual language program with a language allotment<sup>10</sup> of 50/50 [open response for language offered]
  - b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
  - a. Dual language program with a language allotment<sup>11</sup> of 50/50 [open response for language offered]

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<sup>10</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

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- b. Dual language program with a language allotment of 90/10 [open response for language offered]
  - c. Dual language program with a language allotment of 80/20 [open response for language offered]
  - d. Dual language program with a language allotment of 70/30 [open response for language offered]
  - e. English-only instruction with home-language support
  - f. None
  - g. Other [describe, open response]
3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]
- a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - b. Implement the CSEFEL Pyramid Model in the classroom
  - c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)
  - d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - e. Use developmental observations to identify children's emerging skills and support their development through daily interactions
  - f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

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<sup>11</sup> The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

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- g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning
4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]
- a. Implement Universal Design for Learning
  - b. Provide adaptations to instructional materials
  - c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - e. Provide additional staff to support participation in instruction
  - f. Other [open response]
5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]
- Anna Assistance Here
- a. ASQ
  - b. BRIGANCE Early Childhood Screen
  - c. DRDP
  - d. DRA
  - e. LEA-based grade level benchmarks and a report card
  - f. TS GOLD
  - g. WSS
  - h. Other [describe, open response]
  - i. The LEA does not plan to use a common TK assessment
  - j. Unsure



### **Focus Area E: LEA Facilities, Services, and Operations**

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P–3 continuum. It is also critical for early education programs currently operating to continue to be a part of California’s mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

#### **For Facilities:**

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA’s Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

#### ***Recommended Planning Questions***

**The CDE recommends districts prioritize these questions as part of their UPK Plan in addition to required questions.**

1. What strategies does the LEA plan to employ to integrate younger children and older children on the same campus and ensure safety and appropriate commingling? All students of Two Rock Elementary School participate in a school-wide Morning in Motion program each morning. Students do morning stretches and exercised in MIM and listen to the daily announcements from the principal and staff.
2. Describe how the LEA plans to address transportation issues resulting from UPK implementation. The district does not have a fleet of buses.
3. What strategies does the LEA intend to implement to ensure TK students have access to meals and adequate time to eat (for example, adding additional meal services and time in the cafeteria, offering breakfast after the bell [students pick up a breakfast and bring it to the classroom])? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) Beginning in 2022-2023 school year, the site will comply with the state of California mandated breakfast and lunch program. All students will be offered breakfast and lunch. Time to eat will be incorporated in the schedule to ensure all student in TK program will have time to eat. Two Rock contracts its lunches from PCS. All students are provided



***Required Questions***

**CDE will be requiring this information be completed after the plan is presented to the governing board.**

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? No Programs will be impacted.
2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, how many more classrooms does the LEA need? [identify number, open response]
    - ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]
3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]
  - a. Yes
  - b. No
    - i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]
4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
  - a. Yes
  - b. No

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- i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming?
  - a. Yes
  - b. No
    - i. If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
  - a. Turfed area
  - b. Paved area
  - c. Apparatus area
  - d. Land required for buildings and grounds
  - e. Total square feet required
  - f. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
  - a. Transportation to and from the TK program
  - b. Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
  - d. No transportation will be provided

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8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK? No.

## Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust UPK Plan and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, unlike the recommended questions included in Focus Areas A through E, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs?
  - a. Support for parent surveys to gauge interest in service delivery models
  - b. Data analysis capacity building to support staff to refine enrollment projections based on community context
  - c. Information on program eligibility requirements to project enrollment across programs
  
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
  - a. Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
  - b. Creating inclusive classrooms, including implementing Universal Design for Learning
  - c. Templates or framework for drafting a P–3 vision that partners and parents support
  - d. Models for administrative structures that support effective UPK programs and facilitate connections with the ELO-P and non-LEA-administered early learning and care programs
  - e. Support for developing and applying to administer a CSPP contract
  - f. Technical assistance on how to integrate UPK and P–3 in the district LCAP

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- g. Guidance on best practices for smooth transitions through the P–3 continuum
  - h. Considerations for TK early admittance
3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- a. Support for parent surveys and engagement activities to understand parent needs and support authentic choice
  - b. Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
  - c. Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
  - d. Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
  - e. Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- a. Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
  - b. Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
  - c. Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
  - d. Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P–3 vision

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- e. Creating professional learning opportunities to provide site leaders with more early childhood knowledge
  - f. Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
  - g. Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- a. Effective adult-child interactions
  - b. Children's literacy and language development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - c. Children's math and science development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)
  - e. Implicit bias and culturally- and linguistically-responsive practice
  - f. Trauma- and healing-informed practice
  - g. Curriculum selection and implementation
  - h. Creating developmentally-informed environments
  - i. Administration and use of child assessments to inform instruction
  - j. Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - k. Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - l. Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]

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- a. Coaching and mentoring
  - b. Classroom observations and demonstration lessons with colleagues
  - c. Workshops with external professional development providers
  - d. Internally-delivered professional learning workshops and trainings
  - e. Operating an induction program
  - f.
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- a. Guidance on how to adopt the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks* into a specific UPK setting (for example, mixed-age classrooms)
  - b. Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
  - c. Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings
  - d. Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
  - e. Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
  - f. Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development
  - g. Guidance on appropriate assessment selection and utilization
  - h. Guidance on creating dual language immersion or bilingual programs

8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [Anna Assistance Here](#)
- a. Using manipulatives to develop fine motor skills
  - b. Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
  - c. Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
  - d. Using differentiated groups that include individual, small, and large group experiences
  - e. Considering the structure of the daily routine to enhance individual and group learning experiences
  - f. Encouraging purposeful play, choice, social interactions, and collaboration
  - g. Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
  - h. Using child development knowledge to guide instructional approaches
  - i. Providing language- and literacy-rich environments
  - j. Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
  - k. Facilitating development and exploration through art
  - l. Incorporating inclusive practices
  - m. Supporting students' home language and English language development
  - n. Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
  - o. Universal Design for Learning
  - p. Integrated English language development



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9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- a. Guidance on how to modify an elementary school classroom to serve young children
  - b. Strategies to address transportation issues related to UPK access and enrollment
  - c. Guidance to support strategies that ensure TK students have access to meals and adequate time to eat
  - d. Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings
  - e. Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children

## Appendix I - Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P–3):** P–3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal prekindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC Section 48000 [d]*).
- **Universal transitional kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes 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.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. The ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general child care, Early Head Start and Head Start, community-based early learning and care programs, family child care providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes the ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as child care vouchers and the General Child Care School Age program.

## Appendix II - Additional Deeper Planning Questions

This section includes optional planning questions for LEAs that are ready to develop more advanced UPK and P–3 plans.

These additional questions are designed to support the LEA's development of a more comprehensive local UPK Plan. LEAs can also use these questions as a tool for integrating UPK into existing LEA plans such as the LCAP. LEA's should assess their readiness to include any of these deeper planning questions in their initial planning process and reassess their readiness throughout the implementation of their UPK Plan.

### Focus Area A: Vision and Coherence

1. If an LEA has a California State Preschool Plan (as part of the LEA's application for its CSPP contract) what updates would the LEA like to make to the LEA's program narrative to reflect implementation of TK? *N/A*
2. Does the LEA plan to establish, maintain, and facilitate ongoing LEA leadership teams to focus on effective P–3 articulation and coordination throughout the LEA? *Yes*
3. How will the LEA support sites in providing well-coordinated transitions for all P–3 students as they move through grade levels? *Two Rock will continue with its current practices of supporting students.*
4. How does the LEA plan to communicate the importance of the P–3 continuum across a broad spectrum of audiences (including audiences internal and external to the district)? *The District will communicate directly with prospective incoming students' parents and parent whose child is enrolled in the school/district.*
5. Identify the processes and tools the LEA will use to strengthen understanding of early childhood development and facilitate communication between preschool and elementary school (including TK) teachers, principals, and administrators to support P–3 alignment? *The district will continue to explore professional development opportunities for all staff.*

### Focus Area C: Workforce Recruitment and Professional Learning

1. What strategies does the LEA plan to employ to recruit multilingual educators to teach in dual language programs? *None at this time. There are no openings at the site and school does not receive enough funding to hire additional staff who may be bilingual*

Universal Prekindergarten Planning and Implementation Grant Program - Planning  
Template

2. How does the LEA plan to assess the implementation of its professional learning structures to ensure efficacy? The effectiveness of the program will be measured with state mandated assessments and local assessments.

**Focus Area D: Curriculum, Instruction, and Assessment**

8. Describe how the LEA plans to establish and maintain a coherent, culturally- and linguistically-responsive P–3 continuum to provide a strong integrated curriculum anchored in the California Preschool Learning Foundations and the *California Preschool Curriculum Frameworks*, California Common Core State Standards, and the Curriculum Frameworks. Two Rock will continue to utilize the state approved standards to guide our planning to be culturally responsive.
9. What actions does the LEA plan to take to establish or expand multilingual programs across the P–3 continuum based on student population and family needs? (If the LEA has no plans to establish or expand multilingual programs across the P–3 continuum, identify how the LEA will evaluate these opportunities moving forward.) None at this time.
10. What planning and actions are needed to accommodate a positive meal service, and how will the LEA adapt their universal meal program for TK students?  
See Above.

**Focus Area E: LEA Facilities, Services, and Operations**

4. Describe what changes the LEA intends to make to the LEA's Facilities Master Plan to ensure it is consistent with P–3 goals of creating seamless transitions for children and families. See Above.
5. Identify how the LEA plans to ensure TK students are included in all provisions of Multi-Tiered Systems of Supports (MTSS) and, when necessary, special education instruction, with an emphasis on early intervention and inclusion practices to address supports and least restrictive environments. See Above
6. Identify any modifications the LEA intends to make to the Student Information System (SIS) and the assessment data system to ensure teachers and administrators have access to data from preschool through third grade. None at this time.



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)

October 10, 2022

## School Board of Trustee Notice of Vacancy

Two Rock Union School District Board of Governors has a vacancy because of an expired term.

Interested persons are hereby notified that pursuant to Government Code 1780 there is a vacancy on the Two Rock Union School District Board of Governors. The seat will go to election in November 2024 for the final two years of the term. Applications are available at:

Two Rock Union School District Office  
5001 Spring Hill Road, Petaluma, CA 94952  
(707) 762-6617.  
[trusd.org](http://trusd.org)

The qualifications for Board Trustee candidate:

- 18 years of age
- a citizen of the state of California
- a resident of the Two Rock Union School District
- a registered voter
- and a person who is not disqualified by the Constitution or laws of the State from holding a civil office

Eligible candidates will be interviewed in open session at 4:30 PM on October 13 at the regularly scheduled board meeting.

Please direct any questions to Stephen Owens, (707) 762-6617.

### Board of Trustees

John Silvestrini, President • Ken Mazzetta, Clerk • Kathy Ellison • Gayleen Meas • John Martin

Stephen Owens, Superintendent/Principal



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10 de octubre de 2022

Consejo Escolar  
Aviso de Vacante

La Junta de Gobernadores del Distrito Escolar de Two Rock Union tiene una vacante debido a un período vencido.

Por la presente, se notifica a las personas interesadas que, de conformidad con el Código de Gobierno 1780, existe una vacante en la Junta de Gobernadores del Distrito Escolar Two Rock Union. El asiento irá a elección en noviembre de 2024 para los dos últimos años del mandato. Las solicitudes están disponibles en:

Two Rock Union School District Office  
5001 Spring Hill Road, Petaluma, CA 94952  
(707) 762-6617.  
[trusd.org](http://trusd.org)

Las calificaciones para el candidato a miembro de la Junta Directiva:

- 18 años de edad
- un ciudadano del estado de California
- un residente del distrito escolar Two Rock Union
- un votante registrado
- y una persona que no esté inhabilitada por la Constitución o las leyes del Estado para ejercer un cargo civil

Las solicitudes escritas serán revisadas por el comité para determinar la elegibilidad. Los candidatos elegibles serán entrevistados en sesión abierta a las 4:30 p. m. el 13 de octubre en la reunión de la junta programada regularmente.

Dirija cualquier pregunta a Stephen Owens, (707) 762-6617.

**Board of Trustees**

John SLLvaston, President • Ken Mazzetta, Clerk • Kathy Wilson • Gayleen Maas • John Martin

Stephen Owens, Superintendent/Principal