



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, AUGUST 27, 2020  
5:00 PM**

**MEETING WILL BE HELD VIRTUALLY.**

This meeting will be held in accordance with Executive Orders N-29-20 and N-33-20, and the County of San Diego Health and Human Services Order of the Health Officer and Emergency Regulations issued on April 10, 2020. A copy of each order is available online at [www.sduhsd.net](http://www.sduhsd.net) and posted at 710 Encinitas Boulevard, Encinitas, CA. The meeting will be live-streamed and video recorded. The public live-stream link will be posted online at [www.sduhsd.net](http://www.sduhsd.net) prior to the start of the meeting. Members of the Board of Trustees will be permitted to participate virtually/telephonically.

Public comments for regular board meetings are restricted to action items only and to the public comment/non-agenda item on the agenda before the Board of Trustees. Members of the public who wish to address the Board of Trustees may do so by submitting a request using this [form](#). This form will be available beginning at 5:00 p.m., August 25, 2020, and will close at 5:00 p.m. on August 26, 2020. Public comment will be limited to two (2) minutes per speaker and a total of 20 minutes per item. If there are more than 10 requests for any action or the public comment/non-agenda item, there will be a random selection of speakers made prior to the meeting on August 27, 2020 that will be recorded. Speakers will be notified of selection in the afternoon prior to the start of the meeting. Written comments will be limited to 350 words (2,100 characters) or less. Comments will be shared with all trustees and posted online with the agenda for the public to view.

Additional information and supporting documents that may be provided to the Board of Trustees prior to the start of the meeting, if provided, will be posted on the website at [www.sduhsd.net](http://www.sduhsd.net).

**AGENDA**

**1. CALL TO ORDER**

- a. WELCOME
- b. PLEDGE OF ALLEGIANCE

**2. APPROVAL OF AGENDA**

**3. CLOSED SESSION – public comment, if any**

- a. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)  
Employee Organizations: San Dieguito Faculty Association / California School Employees Association  
Agency Designated Representatives: Superintendent, Deputy Superintendent, and Associate Superintendents (3)
- b. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GOV'T CODE SECTION 54957)
  - i. Superintendent

**4. RECONVENE TO OPEN SESSION**

- a. REPORT OUT OF CLOSED SESSION

**5. REPORTS**

- a. BOARD OF TRUSTEES
- b. SUPERINTENDENT

**6. RECOGNITION – NONE SCHEDULED**

**7. PRESENTATION – NONE SCHEDULED****8. PUBLIC COMMENT – NON-AGENDA ITEMS**

In accordance with the Brown Act, no discussion or action may be taken by the Board of Trustees on non-agenda items; however, the Board may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda.

**9. CONSENT AGENDA – *public comment, if any***

Members of the public are entitled to comment on items on the consent agenda. Trustees may ask for additional information regarding items on the consent agenda. Items on the consent agenda will be voted on in one motion unless a member of the board, staff or public requests that the item be removed and voted on separately, in which case the Board President will determine when it will be called and considered for action.

**a. CONSENT AGENDA**

- i. APPROVAL OF MINUTES (4) / JUNE 18, 2020 REGULAR MEETING, JULY 16 & 30, 2020, & AUGUST 18, 2020 SPECIAL MEETINGS
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. APPROVAL OF CHANGE ORDERS
- iv. ACCEPTANCE OF CONSTRUCTION PROJECTS
- v. RATIFICATION OF PURCHASE ORDERS LISTING
- vi. RATIFICATION OF WARRANTS REPORT LISTING
- vii. APPROVAL OF COOPERATIVE PURCHASING INSTRUMENTS
- viii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS
- ix. APPROVAL OF THE CLASSIFICATION OF RECORDS AS CLASS 3 (SPECIAL EDUCATION RECORDS DISPOSABLE AND THE DESTRUCTION OF SUCH RECORDS)
- x. ACCEPTANCE OF WILLIAMS UNIFORM COMPLAINTS QUARTERLY REPORT, 4<sup>TH</sup> QTR, 2019-20 (APRIL-JUNE)

**b. CONSENT AGENDA**

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

**10. ACTION ITEMS****a. CONSIDERATION AND ACTION REGARDING THE 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS CONSISTENT WITH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH MANDATE/GUIDELINES AND THE SAN DIEGO COUNTY PUBLIC HEALTH ORDER - *public comment, if any***

- i. PUBLIC HEARING – LEARNING CONTINUITY AND ATTENDANCE PLAN - *public comment, if any*
- ii. REOPENING UPDATE

**b. CONSIDERATION OF ADOPTION OF NEW & REVISED BOARD POLICIES, ADMINISTRATIVE REGULATIONS & EXHIBITS – *public comment, if any***

- i. SERIES 0000, PHILOSOPHY, GOALS, OBJECTIVES & COMPREHENSIVE PLANS (7)
- ii. SERIES 1000, COMMUNITY RELATIONS (2)
- iii. SERIES 5000, STUDENTS (10)
- iv. SERIES 6000, INSTRUCTION (15)
- v. SERIES 7000, CONSTRUCTION (2)
- vi. SERIES 9000, BOARD BYLAWS (1)

- c. **CONSIDERATION OF ADOPTION OF 2020-2021 CONSOLIDATED APPLICATION, PART I** – *public comment, if any*
- d. **CONSIDERATION OF ACCEPTANCE OF GIFTS & DONATIONS** – *public comment, if any*

**11. INFORMATION AND DISCUSSION ITEMS**

- a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
- b. HUMAN RESOURCES – CINDY FRAZEE, ASSOCIATE SUPERINTENDENT
- c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT
- d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT
- e. SUPERINTENDENT/DISTRICT – ROBERT A. HALEY, ED.D., SUPERINTENDENT

**12. FUTURE AGENDA ITEMS**

**13. ADJOURNMENT**

*The next regularly Board Meeting is scheduled on [Thursday, September 17, 2020, at 5:00 PM](#), to be determined whether to be held virtually/telephonic or in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*



## MEETING PROTOCOL

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

The members of the San Dieguito Union High School District Board of Trustees are locally elected officials, serve four-year terms of office, and are responsible for the schools' educational programs, in grades seven through twelve. The Board is a policy-making body whose actions are guided by the District's vision, mission, and goals. Administration of the District is delegated to a professional administrative staff led by the Superintendent. Board Members are required to conduct the programs of the schools in accordance with the Constitution of the State of California, the California Education Code, and other laws relating to schools enacted by the Legislature, in addition to policies and procedures adopted by the Board of Trustees.

### **PUBLIC COMMENTS (*Please see public comment process noted above.*)**

Members of the public are entitled to comment on action items listed on the agenda for Board consideration or deliberation. At the discretion of the Board President, members of the public are entitled to speak on agenda items either immediately after the item is called or following background information provided related to the item. Members of the public are entitled to comment on an agenda item only once at any meeting. Although the Board President may seek additional information, participation in debate on any item before the Board shall be limited to the Board and staff. The Board President shall determine the order of speakers, when the Board President calls a member of the public to the podium they are asked, but not required, to provide their names prior to making comments.

Members of the public are entitled to speak on matters within the jurisdiction of the Board, but not on the agenda during the public comment portion of the meeting. The Board President may acknowledge receipt of the information, refer to staff for further study, or refer the matter to a future agenda, but there shall be no discussion or action taken by the Board.

### **PUBLIC INSPECTION OF DOCUMENTS**

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, [www.sduhsd.net](http://www.sduhsd.net) and/or at the district office.

### **CONSENT CALENDAR**

All matters listed under Consent are those on which the Board has previously deliberated or which can be classified as routine items of business. Members of the public are entitled to comment on items on the consent agenda. Trustees may ask for additional information regarding items on the consent agenda. Items on the consent agenda will be voted on in one motion unless a member of the board, staff or public requests that the item be removed and voted on separately, in which case the Board President will determine when it will be called and considered for action.

### **CLOSED SESSION**

The Board may meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, and/or real estate negotiations which are timely.

### **CELL PHONES / ELECTRONIC DEVICES**

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

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In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the [Office of the Superintendent](#). Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

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Canyon Crest Academy • Carmel Valley MS • Diegueño MS • Earl Warren MS • La Costa Canyon HS  
Oak Crest MS • Pacific Trails MS • San Dieguito HS Academy • Sunset HS • Torrey Pines HS

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 20, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED &  
SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **APPROVAL OF MINUTES (4) / June 18, 2020  
Regular Meeting, July 16 & 30, 2020 and  
August 18, 2020 Special Meetings**

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### EXECUTIVE SUMMARY

The minutes of the June 18, 2020 Regular Meeting, July 16 & 30, 2020 and August 18, 2020 Special Meetings are being recommended for approval, as attached.

### RECOMMENDATION:

It is recommended that the Board approve the minutes of the June 18, 2020 Regular Meeting, July 16 & 30, 2020 and August 18, 2020 Special Meetings, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**TUESDAY, JUNE 18, 2020  
5:00 PM**

**THIS MEETING WAS HELD VIRTUALLY.**

ATTENDANCE

\*[Link to video-recording.](#)

BOARD OF TRUSTEES

*Joyce Dalessandro (Absent)*

- \*Kristin Gibson
- \*Beth Hergesheimer
- \*Melisse Mossy
- \*Maureen "Mo" Muir

*\*Board of Trustees participated in the Board meeting virtually via teleconference in accordance with Executive Order N-25-20 and N-33-20, and Public Health Officer regulations issued on April 10, 2020.*

DISTRICT ADMINISTRATORS / STAFF

- \*Robert A. Haley, Ed.D., Superintendent
- \*Mark Miller, Deputy Superintendent
- \*Tina Douglas, Associate Superintendent, Business Services
- \*Cindy Frazee, Associate Superintendent, Human Resources
- \*Bryan Marcus, Associate Superintendent, Educational Services
- \*Miquel Jacobs, Communications Coordinator
- \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary
- \*All District administrators / staff participated in the Board meeting virtually via teleconference.*

**1. CALL TO ORDER**

- a. WELCOME - President Hergesheimer called the meeting to order at 5:00 p.m. and stated the meeting was being held in accordance with State of California Executive Order N-25-20, N-33-20 and Public Health Officer regulations issued on April 10, 2020.
- b. PLEDGE OF ALLEGIANCE – President Hergesheimer led the Pledge of Allegiance.

**2. APPROVAL OF AGENDA**

Motion by Ms. Muir, seconded by Ms. Mossy, to approve the agenda of June 4, 2020, Regular Board Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**3. CLOSED SESSION – NONE SCHEDULED**

**4. RECONVENE TO OPEN SESSION – NONE SCHEDULED**

**5. REPORTS**

- a. BOARD OF TRUSTEES

Ms. Gibson attended the Canyon Crest Academy and Torrey Pines High School senior processions, and the virtual Exit Ceremonies for the COAST Academy Adult Transition Program.

Ms. Mossy attended the Canyon Crest Academy and Torrey Pines High School senior processions, and the virtual Exit Ceremonies for the COAST Academy Adult Transition Program.

Ms. Muir congratulated the students, and thanked parents regarding health protocols for school reopening and football parents at Torrey Pines High School, and thanked Allison Stratton and requested she be included in the steering committee.

Ms. Hergesheimer participated in the CCA Foundation fundraising Gala, the Solana Beach School District groundbreaking ceremony for Solana Vista Elementary, attended the La Costa Canyon High School and San Dieguito HS Academy senior processions, and viewed a California School Boards Association webinar, "The Uncertain Road Ahead-Real World Applications of School Reopening Guidelines", attended the Encinitas City School Liaison meeting, and virtually participated the Honoring Our Own planning meeting.

b. SUPERINTENDENT

Dr. Haley thanked the middle school principals for their end of year promotion videos, attended the Sunset High School and La Costa Canyon High Schools senior processions, the virtual Exit Ceremony for COAST Academy Adult Transition Program, attended a superintendent's meeting, and the San Dieguito HS Academy and Torrey Pines High School senior processions.

**6. RECOGNITION – – NONE SCHEDULED**

**7. PRESENTATION – NONE SCHEDULED**

**8. PUBLIC COMMENT – NON-AGENDA ITEMS**

Comments were made by Mary Holmes, Marianne Grosner and Michele Fortin.

**9. CONSENT AGENDA**

Motion by Ms. Muir, seconded by Ms. Gibson, to approve Consent Agenda Items 9a & 9b, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

a. **CONSENT AGENDA**

- i. APPROVAL OF MINUTES / JUNE 4, 2020 REGULAR MEETING
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. APPROVAL OF CHANGE ORDERS
- vi. ACCEPTANCE OF CONSTRUCTION PROJECTS
- vii. AUTHORIZATION FOR RETENTION RELEASE / OAK CREST MIDDLE SCHOOL
- viii. AUTHORIZATION TO EXECUTE AND FILE NOTICE OF EXEMPTION / TORREY PINES HIGH SCHOOL
- ix. ADOPTION OF RESOLUTION AUTHORIZING TRANSFER OF BUDGETARY FUNDS BETWEEN EXPENDITURE CLASSIFICATIONS
- x. ADOPTION OF RESOLUTION TO ESTABLISH TEMPORARY INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED FUND MONEYS
- xi. ADOPTION OF RESOLUTION TO ESTABLISH AN ASSOCIATE STUDENT BODY (ASB) SPECIAL REVENUE FUND
- xii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS



b. **CONSENT AGENDA**

i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**10. ACTION ITEMS**

a. **CONSIDERATION OF ADOPTION OF 2020-21 DISTRICT PROPOSED BUDGET / GENERAL FUND & SPECIAL FUNDS**

Dr. Haley and Ms. Douglas provided an update regarding the 2020-21 District Proposed Budget for the General Fund & Special Funds (*presentation available upon request from the Superintendent's Office*).

Motion by Ms. Gibson, seconded by Ms. Muir, to adopt the 2020-2021 District Proposed Budget / General Fund & Special Funds, as presented.

No action was taken and the motion was amended as follows.

Motion by Ms. Muir, seconded by Ms. Gibson, to adopt the 2020-2021 District Proposed Budget / General Fund & Special Funds, as presented with an amendment to include restructure of middle school transportation.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

b. **CONSIDERATION OF ADOPTION OF RESOLUTION TO IDENTIFY THE AMOUNT OF BUDGET REDUCTIONS NEEDED IN 2020-21 AND 2021-22 AND TO REQUIRE A LIST OF BUDGET REDUCTIONS FOR 2020-21 BE INCLUDED IN THE 2019-20 FIRST INTERIM REPORT**

Motion by Ms. Muir, seconded by Ms. Mossy, as required by the San Diego County Office of Education, to adopt the Resolution Identifying the Amount of Budget Adjustments Needed in 2021-22 and 2022-23 and to Require That a List of Budget Reductions for 2021-22 be included in the 2020-21 First Interim Report, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

c. **CONSIDERATION OF ADOPTION OF REVISED BOARD POLICY AND ADMINISTRATIVE REGULATION 5117, INTERDISTRICT ATTENDANCE (2) / ADMINISTRATIVE SERVICES**

Motion by Ms. Gibson, seconded by Ms. Muir, to adopt the revised Board Policy and Administrative Regulation 5117, Interdistrict Attendance, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

d. **CONSIDERATION OF APPROVAL OF 2020-2021 SCHOOL BELL SCHEDULES**

Mr. Marcus provided a review the proposed 2020-2021 school bell schedules changes. No action was taken. This item will be presented at a future board meeting for approval.

e. **CONSIDERATION OF APPROVAL OF SDUHSD LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) / COVID-19 OPERATIONS REPORT**

Motion by Ms. Muir, seconded by Ms. Mossy, to approve the SDUHSD LCAP COVID-19 Operations Report, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.



*Motion unanimously carried.*

**f. CONSIDERATION OF APPROVAL OF HISTORY/SOCIAL SCIENCE TEXTBOOK ADOPTION**

Motion by Ms. Muir, seconded by Ms. Gibson, to approve the adoption of the recommended textbooks for AP World History, AP Government, and AP Economics, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**g. CONSIDERATION OF APPROVAL OF FRENCH TEXTBOOK ADOPTION**

Motion by Ms. Muir, seconded by Ms. Gibson, to approve the adoption of the recommended French textbooks, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**h. CONSIDERATION OF APPROVAL OF MIDDLE SCHOOL SCIENCE TEXTBOOK ADOPTION**

Motion by Ms. Mossy, seconded by Ms. Gibson, to approve the adoption of the recommended middle School Science, "Lab-Aids Science Education for Public Understanding Program (SEPUP) Issues and Science for California" program, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**i. CONSIDERATION OF APPROVAL OF JOB DESCRIPTION, DIRECTOR OF PUPIL SERVICES**

Motion by Ms. Gibson, seconded by Ms. Muir, to approve the job description, Director of Pupil Services, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**j. CONSIDERATION OF RATIFICATION OF SIDE LETTER OF AGREEMENT WITH CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA), CHAPTER #241**

Motion by Ms. Gibson, seconded by Ms. Muir, to ratify the Side Letter of Agreement with California School Employees Association (CSEA), Chapter #241, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**k. CONSIDERATION OF 2020-21 REOPENING OF SCHOOL PLAN: FRAMEWORK UPDATE**

PUBLIC COMMENTS: Comments were made by Thad Kousser, Joshua Graff Zivin, and Shannon Kearns.

Dr. Haley and staff made a presentation regarding the framework for the 2020-21 Reopening of School Plan (*presentation available upon request from the Superintendent's Office*).

The Board asked questions of staff and held a discussion. This item was presented as information and no action was taken.

*\*The Board convened for a break at 7:55 p.m. and reconvened the meeting at 8:00 p.m.*

**l. CONSIDERATION OF SCHOOL-CONNECTED ORGANIZATIONS: HIGH SCHOOL FOUNDATIONS DRAFT HANDBOOK**

PUBLIC COMMENTS: Comments were made by Sean McSherry, Wendy Gumb and Amy Scease Caterina.

Dr. Haley and Ms. Douglas made a presentation regarding the high school Foundations draft handbook for school-connected organizations (*presentation available upon request from the Superintendent's Office*).

Kristy Laliotis, CCA Foundation President, made a presentation and shared several video clips.

The Board asked questions and held a discussion. This item was presented as information and no action was taken.

**m. CONSIDERATION OF ACCEPTANCE OF GIFTS & DONATIONS**

PUBLIC COMMENTS: Comments were made by Wendy Gumb and Dana Kizlaitis.

Motion by Ms. Muir, seconded by Ms. Gibson, to accept the gifts & donations to the district, as presented.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None; Absent: Dalessandro.

*Motion unanimously carried.*

**11. INFORMATION AND DISCUSSION ITEMS**

**a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT**

Ms. Douglas had nothing to report.

**b. HUMAN RESOURCES – CINDY FRAZEE, ASSOCIATE SUPERINTENDENT**

Ms. Frazee thanked the Reopening Steering Committee as well as the working groups, and wished everyone a restful summer.

**c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT**

Mr. Marcus wished everyone a nice summer break, and thanked classified and certificated staff for all of their hard work this spring and to close out the school year.

**d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT**

Mr. Miller had nothing to report.

**e. SUPERINTENDENT/DISTRICT – ROBERT A. HALEY, ED.D., SUPERINTENDENT**

Dr. Haley thanked Matt Colwell for his support in running the virtual board meetings, and acknowledged soon to be retiree Tim Staycer, and former SDFP President, for his years of service, and Duncan Brown, the incoming San Dieguito Faculty Association President, as well as April Llamas, California School Employees Association President and Jesus Ferrer, Vice President.

**12. FUTURE AGENDA ITEMS – NONE**

**13. ADJOURNMENT**

The meeting adjourned at 8:52 p.m.

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Melisse Mossy, Board Clerk

Date: August 27, 2020

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Robert A. Haley, Ed.D., Superintendent

Date: August 27, 2020

**MINUTES ADOPTED:**



**BOARD OF TRUSTEES  
SPECIAL MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, JULY 16, 2020  
2:00 PM**

**MEETING WAS HELD VIRTUALLY.**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, July 16, 2020, virtually.

*\*Link to [video-recording](#).*

ATTENDANCE / BOARD OF TRUSTEES:

- \*Joyce Dalessandro
- \*Kristin Gibson
- \*Beth Hergesheimer
- \*Melisse Mossy
- \*Maureen "Mo" Muir

ATTENDANCE / DISTRICT MANAGEMENT:

- \*Robert A. Haley, Ed.D., Superintendent
  - \*Mark Miller, Deputy Superintendent
  - \*Tina Douglas, Associate Superintendent, Business Services
  - \*Cindy Frazee, Associate Superintendent, Human Resources
  - \*Bryan Marcus, Associate Superintendent, Educational Services
  - \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary
- \*Participated in the Board meeting virtually in accordance with Executive Orders N-25-20, N-33-20 and Public Health Executive Order issued on April 10, 2020.*

**1. CALL TO ORDER**

a. WELCOME / MEETING PROTOCOL REMARKS

President Hergesheimer called the meeting to order at 2:00 p.m. Ms. Hergesheimer stated the public was given the opportunity to submit a request to speak and provide written public comments prior to the start of the meeting, and comments received were shared with the Board of Trustees, and will be posted on the website.

b. PLEDGE OF ALLEGIANCE

President Hergesheimer led the Pledge of Allegiance.

c. APPROVAL OF AGENDA

Motion by Ms. Muir, seconded by Ms. Mossy, to approve the agenda of July 16, 2020 Special Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**2. CLOSED SESSION**

PUBLIC COMMENT: Comments were made by Rob Ross, Duncan Brown, Speaker #1, Lily Bolig, Speaker #2, Lauren Monahan, Speaker #3, Jerry McCorkle, and Katherine Kousser.

The Board adjourned to Closed Session at 2:30 p.m. to discuss the following:

a. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

Employee Organizations: San Dieguito Faculty Association / California School Employees Association

Agency Designated Representatives: Superintendent, Deputy Superintendent, and Associate Superintendents (3)

**3. REPORT OUT OF CLOSED SESSION**

President Hergesheimer reconvened the meeting at 4:17 p.m. and stated there was nothing to report.

**4. ADJOURNMENT**

The meeting was adjourned at 4:18 p.m.

\_\_\_\_\_  
Melisse Mossy, Clerk

August 27, 2020

\_\_\_\_\_  
Robert A. Haley, Ed.D., Superintendent

August 27, 2020

**MINUTES ADOPTED:**



**BOARD OF TRUSTEES  
SPECIAL MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, JULY 30, 2020**

**5:00 PM**

**MEETING WAS HELD VIRTUALLY.**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, July 30, 2020, virtually.

*\*Link to [video-recording](#).*

ATTENDANCE / BOARD OF TRUSTEES:

- \*Joyce Dalessandro
- \*Kristin Gibson
- \*Beth Hergesheimer
- \*Melisse Mossy
- \*Maureen "Mo" Muir

ATTENDANCE / DISTRICT MANAGEMENT:

- \*Robert A. Haley, Ed.D., Superintendent
  - \*Mark Miller, Deputy Superintendent
  - \*Tina Douglas, Associate Superintendent, Business Services
  - \*Cindy Frazee, Associate Superintendent, Human Resources
  - \*Cara Dolnik, Principal, Diegueno Middle School
  - \*Miquel Jacobs, Communications Coordinator
  - \*Brett Killeen, Principal Canyon Crest Academy
  - \*Briehna Weatherford, Principal, Oak Crest Middle School
  - \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary
- \*Participated in the Board meeting virtually in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on April 10, 2020.*

**1. CALL TO ORDER**

**a. WELCOME / MEETING PROTOCOL REMARKS**

President Hergesheimer called the meeting to order at 5:00 p.m. Ms. Hergesheimer stated the public was given the opportunity to submit a request to speak and provide written public comments prior to the start of the meeting, and comments received were shared with the Board of Trustees, and will be posted on the website.

**b. PLEDGE OF ALLEGIANCE**

President Hergesheimer led the Pledge of Allegiance.

c. APPROVAL OF AGENDA

Motion by Ms. Muir, seconded by Ms. Mossy, to approve the agenda of July 30, 2020 Special Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**DISCUSSION / ACTION ITEMS**

**2. CONSIDERATION OF ADOPTION OF RESOLUTIONS (2 ITEMS)**

PUBLIC COMMENT: Comments were made by Marianne Grosner, Angelina, Rita Loof, and Dana Kizlaitis.

a. RESOLUTION ESTABLISHING SPECIAL TAXES FOR 2020-21 FISCAL YEAR

Motion by Ms. Muir, seconded by Ms. Gibson, to adopt the resolutions establishing Special Taxes within Community Facilities District No.'s 94-2, 94-3, 95-2, 99-1, 99-2, 99-3, and 03-1, which increase the Alternate Prepayment Tax for single family, multi-family units, and commercial buildings per the Annual Sierra West Group Material/Cost of Construction Index or Engineering News-Record Building Cost Index, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

b. RESOLUTION LEVYING SPECIAL TAXES FOR 2020-21 FISCAL YEAR

Motion by Ms. Dalessandro, seconded by Ms. Muir, to adopt the resolutions levying Special Taxes within Community Facilities District No.'s 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3, and 03-1, and authorize the Auditor of San Diego County to levy taxes on all non-exempt property within each Community Facilities District, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**3. CONSIDERATION AND ACTION REGARDING THE 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS CONSISTENT WITH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH MANDATE/GUIDELINES AND THE SAN DIEGO COUNTY PUBLIC HEALTH ORDER**

PUBLIC COMMENTS: Comments were made by Daniel Paul, Brian Shay, Joe Shea, Allison Stratton, Heather Dugdale, Adam Fischer and Seema Burke.

Dr. Haley, and principals Briahna Weatherford, Cara Dolnik and Brett Killeen made a presentation. (*Presentation available upon request from the Superintendent's Office.*) The Board asked questions of staff and held a discussion.

*\*The Board took a 5-minute break at 7:07 p.m.*

Motion by Ms. Muir, seconded by Ms. Gibson, to operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year, and consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order when the district is allowed, to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high-risk students, students with inadequate learning environments, and then all other students.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**4. ADJOURNMENT**

The meeting was adjourned at 8:53 p.m.

\_\_\_\_\_  
Melisse Mossy, Clerk

August 27, 2020

\_\_\_\_\_  
Robert A. Haley, Ed.D., Superintendent

August 27, 2020

**MINUTES ADOPTED:**





**BOARD OF TRUSTEES  
SPECIAL MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**TUESDAY, AUGUST 18, 2020  
3:30 PM**

**MEETING WAS HELD VIRTUALLY.**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Tuesday, August 18, 2020, virtually.

*\*Link to [video-recording](#).*

ATTENDANCE / BOARD OF TRUSTEES:

Joyce Dalessandro

\*Kristin Gibson

Beth Hergesheimer

\*Melisse Mossy

\*Maureen "Mo" Muir

ATTENDANCE / DISTRICT MANAGEMENT:

Robert A. Haley, Ed.D., Superintendent

Mark Miller, Deputy Superintendent

Tina Douglas, Associate Superintendent, Business Services

Cindy Frazee, Associate Superintendent, Human Resources

Bryan Marcus, Associate Superintendent, Educational Services

\*Miquel Jacobs, Communications Coordinator

Joel Van Hooser, Director, Information Technology

Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

*\*Participated in the Board meeting virtually in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on April 10, 2020.*

**1. CALL TO ORDER**

a. WELCOME / MEETING PROTOCOL REMARKS

President Hergesheimer called the meeting to order at 3:30 p.m. Ms. Hergesheimer stated the public was given the opportunity to submit a request to speak and provide written public comments prior to the start of the meeting. Comments received were shared with the Board of Trustees, and were posted on the website.

b. PLEDGE OF ALLEGIANCE

President Hergesheimer led the Pledge of Allegiance.

c. APPROVAL OF AGENDA

Motion by Ms. Mossy, seconded by Ms. Muir, to approve the agenda of August 18, 2020 Special Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None;  
Abstain: None.

*Motion unanimously carried.*

## 2. CLOSED SESSION

PUBLIC COMMENT: Due to technical difficulties comments were heard under Item 3 below.

### a. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

Employee Organizations: San Dieguito Faculty Association / California School Employees Association

Agency Designated Representatives: Superintendent, Deputy Superintendent, and Associate Superintendents (3)

*\*The Board took a break at 4:45 p.m.*

## 3. RECONVENE SPECIAL MEETING AT 5:00 P.M.

President Hergesheimer reconvened the meeting at 5:00 p.m. and called for Item #2, Closed Session PUBLIC COMMENTS: Comments were made by Amy Caterina.

President Hergesheimer stated that supporting information for Item 5c was posted online for the public to view.

## 4. REPORT OUT OF CLOSED SESSION

There was nothing to report.

## DISCUSSION / ACTION ITEMS

## 5. CONSIDERATION AND ACTION REGARDING THE 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS CONSISTENT WITH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH MANDATE/GUIDELINES AND THE SAN DIEGO COUNTY PUBLIC HEALTH ORDER

PUBLIC COMMENT: Comments were made by Amy Caterina, Marianne Grosner, Michael Allman, and Seema Burke.

### a. REPORT ON FOCUS AREAS – UPDATE

Dr. Haley, Tina Douglas, Bryan Marcus and Miquel Jacobs made a presentation providing an update since the last board meeting on the Focus Areas for the 2020-21 academic year reopening of schools. (*Presentation available upon request from the Superintendent's Office.*)

The Board asked questions of staff and held a discussion.

### b. 1<sup>ST</sup> QUARTER 2020-2021 BELL SCHEDULES

Motion by Ms. Dalessandro, seconded by Ms. Gibson, to approve the Distance Learning Model bell schedules for the 2020-21 school year for all San Dieguito Union High School District schools as presented, and authorize the Superintendent to make adjustments to the schedules to ensure compliance with all requirements, if necessary, to improve teaching and learning.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None;  
Abstain: None.

*Motion unanimously carried.*

c. DISTANCE LEARNING MODEL – OFF-SITE INSTRUCTIONAL AGREEMENT

Supporting information for this item was posted online at 5:00 p.m.

Motion by Ms. Mossy, seconded by Ms. Gibson, to approve the Off-Site Work Agreement for certificated staff.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

*\*The Board took a break at 6:16 p.m. and resumed the meeting at 6:25 p.m.*

d. COOPERATIVE PURCHASING INSTRUMENTS / PURCHASES / A PROFESSIONAL SERVICES CONTRACT & AMENDMENT TO AGREEMENT

Dr. Haley, Bryan Marcus, Tina Douglas and Joel Van Hooser made a presentation regarding this item. (*Presentation available upon request from the Superintendent's Office.*)

The Board asked questions of staff and held a discussion.

i. CONSIDER COOPERATIVE PURCHASING INSTRUMENTS CONSIDER THREE COOPERATIVE PURCHASING INSTRUMENTS, NASPO VALUEPOINT, NATIONAL INTERGOVERNMENTAL PURCHASING ALLIANCE COMPANY (NATIONAL IPA), AND PEPPM

Motion by Ms. Gibson, seconded by Ms. Mossy, to approve the use of Cooperative Purchasing Instruments with NASPO ValuePoint, National Intergovernmental Purchasing Alliance Company (National IPA) and PEPPM, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

ii. CONSIDER THE PURCHASE OF THE 13,300 LENOVO 500E CHROMEBOOKS WITH 3-YEAR DEPOT WARRANTY SUPPORT AND 12,381 CHROME MANAGEMENT CONSOLE LICENSES USING THE NASPO VALUEPOINT AND NATIONAL IPA COOPERATIVE PURCHASING INSTRUMENTS FOR THE PURCHASE

Motion by Ms. Dalessandro, seconded by Ms. Gibson, to approve the purchase of 13,300 Lenovo 500e Chromebooks with 3-year depot warranty support, and 12,381 Google Chrome Management Console licenses using the NASPO ValuePoint and National IPA Cooperative Purchasing Instruments, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer; Noes: Mossy, Muir; Abstain: None.

*Motion carried.*

iii. CONSIDER THE PURCHASE OF CLOUD-BASED ASSESSMENTS, READING AND MATH PRACTICE AND INTERVENTION PROGRAMS AND PROFESSIONAL DEVELOPMENT SERVICES USING THE PEPPM COOPERATIVE PURCHASING INSTRUMENT

Motion by Ms. Gibson, seconded by Ms. Dalessandro, to approve the purchase of cloud-based assessments, reading and math practice and

intervention programs, and professional development services using the PEPPM Cooperative Purchasing Instrument, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

- iv. CONSIDER PROVIDING A COLLEGE AND CAREER READY LAB, EXPENDABLES, ORIENTATION SERVICES, PAXTON CONTENT LEARNING MANAGEMENT SYSTEM (PCLMS), INSTALLATION SERVICES, AND TEACHER PROFESSIONAL DEVELOPMENT SERVICES

Motion by Ms. Mossy, seconded by Ms. Dalessandro, to enter into an agreement to provide College and Career Ready lab, expendables, orientation services, Paxton Content Learning Management System (PCLMS), installation services, and teacher professional development services, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

- v. CONSIDER EXTENDING THE CONTRACT FOR WEB HOSTING SERVICES FROM 07/01/20 – 06/30/21 AND PROVIDE A NEW SERVICE, CATAPULT EMS DAILY REPORTING FORM A STAFF & TEACHER DAILY COVID-19 REPORTING SYSTEM, DURING THE PERIOD 08/19/20 – 06/30/21.

Motion by Ms. Gibson, seconded by Ms. Dalessandro, to amend the agreement entered into with Diverse Network Associates, Inc. dba Catapult K12, extending the contract for web hosting services from July 1, 2020 to June 30, 2021 and provide a new service, Catapult EMS Daily Reporting Form - a staff and teacher daily COVID-19 reporting system, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**6. ADJOURNMENT**

The meeting was adjourned at 7:57 p.m.

\_\_\_\_\_  
Melisse Mossy, Clerk

August 27, 2020

\_\_\_\_\_  
Robert A. Haley, Ed.D., Superintendent

August 27, 2020

**MINUTES ADOPTED:**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 14, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Debra Kelly, Director of Purchasing  
Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL / RATIFICATION OF  
PROFESSIONAL SERVICES AGREEMENTS /  
AMENDMENTS TO AGREEMENTS

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### EXECUTIVE SUMMARY

The attached Report summarizes agreements / amendments to agreements from district departments.

### RECOMMENDATION:

It is recommended that the Board approve/ratify the agreements/amendments to agreements, as shown in the attached Report.

### FUNDING SOURCE:

As noted on the attached report.

2020\21 Approval/Ratification of Agreements  
August 27, 2020 Board Meeting

## ITEM 9a-ii

## Agreements Recommended for Board Approval

| #  | DEPARTMENT           | AGREEMENT VENDOR  | DESCRIPTION OF SERVICES   | FUNDING SOURCE                       | AMOUNT NOT TO EXCEED  | START DATE          | END DATE  |
|----|----------------------|---|---|--------------------------------------|---|---------------------|---|
| 1  | Educational Services | APTS II, LLC  | Provide AP testing services for Torrey Pines High School, La Costa Canyon High School, San Dieguito High School Academy, and Canyon Crest Academy.  | NA                                   | To be expended directly from the test registration fees                     | 07/01/20            | 06/30/21  |
| 2  | Business Services    | Perry Shimanoff dba MC2 - Management and Communications Consultants               | Provide two consecutive three hour presentations to district custodial staff on cleaning, disinfecting, Personal Protective Equipment (PPE), and Motion Economy (more work for less sweat).   | General Fund / Unrestricted 01-00    | \$4,995.00  | Week of July 13th   | Week of July 13th   |
| 3  | Special Education    | Rancho Santa Fe School District   | A IntraSELPA transfer agreement for a Rancho Santa Fe School District special education student.  | NA                                   | NA  | 2019-20 School Year | 2019-20 School Year   |
| 4  | Business Services    | San Diego County Office of Education (SDCOE)                                      | An MOU for SDUHSD to participate in the SDCOE Oracle Planning and Budgeting Cloud solution project implementation, configuration, and testing programs/services in exchange for avoiding having to pay additional costs if SDUHSD were to participate at a later date.  | NA                                   | NA  | June, 2020          | 02/28/21  |
| 5  | Pupil Services       | Alliance for African Assistance   | Provide translation and interpreting services.  | Fund to which the project is charged | At the rates established in the agreement                                   | 07/01/20            | 06/30/21 and then continuing with automatic annual renewals unless cancelled by either party with 30 day advance notice |
| 6  | Human Resources      | eSkill Corporation  | Provide an online employment testing and assessment platform for potential classified employees.  | General Fund / Unrestricted 01-00    | \$4,500.00  | 07/31/20            | 07/30/21  |
| 7  | Special Education    | Ascend Learning Holdings, LLC dba Kognito Solutions, L.L.C.                       | Provide interactive role play simulations for employee Training on At-Risk Practices & Trauma Informed Practices for K-12.  | General Fund / Restricted 01-00      | \$26,145.45   | 08/17/20            | 08/16/21  |
| 8  | Business Services    | Edpuzzle, Inc.  | Provide a Pro District unlimited storage license for interactive, student centered, video lessons, district wide.   | General Fund / Unrestricted 01-00    | \$11,200.00 with 8% annual increases.                                       | 08/28/20            | 08/27/21 and then continuing with automatic renewals unless cancelled.  |
| 9  | Business Services    | Advanced Toolware, LLC, dba Tools4ever  | Provide HelloID Single Sign-On (SSO) service automation solution.   | General Fund / Unrestricted 01-00    | \$2,160.00 with annual increases not-to-exceed 5%                           | 08/28/20            | 08/27/21 and then continuing with automatic renewals unless cancelled.  |
| 10 | Business Services    | Trace3, LLC   | Provide Singlewire Informacast Advanced that transforms devices on our network such as Cisco phones to have IP paging and emergency alerting capability.  | General Fund / Unrestricted 01-00    | \$7,100.00  | 09/21/20            | 09/20/21  |
| 11 | Human Resources      | California State University San Marcos  | Provide special education teacher interns.  | NA                                   | NA  | 07/08/20            | 07/07/25  |
| 12 | Special Education    | Kids Behavioral Health of Alaska, Inc. dba Copper Hills Youth Center              | Provide Non-Public School (NPS) and Residential Treatment Center (RTC) services.  | General Fund / Restricted 01-00      | At the rates established in the agreement                                   | 07/01/20            | 06/30/21  |
| 13 | Business Services    | Johnson Controls Fire Protection, LP  | Under the Provisions of Sourcewell (formerly known as the National Joint Power Authority or NJPA) contract 031517-JHN, providing fire alarm test, inspect, and repair services, sprinkler test and inspect services, fire extinguisher test, inspect, and repair services, kitchen hood test and inspection services, fire alarm monitoring, fire hydrant test and inspect services, fire hose inspection services, and system parts and repairs as needed district wide. | General Fund / Unrestricted 01-00    | \$200,000.00  | 07/01/20            | 06/30/21  |
| 14 | Business Services    | Garda CL West, Inc.   | Provide Armored Car Services.   | NA                                   | To be paid directly by Mission Federal Credit Union                         | 08/01/20            | 08/01/21 and then continuing month to month until terminated  |
| 15 | Business Services    | AMS.NET, Inc.   | Provide a Cisco Flex Plan 60 month subscription district wide to consolidate all telephone services and licenses into one agreement. New licenses also allow for remote access to phone services.   | General Fund / Unrestricted 01-00    | \$330,960.00 paid annually in an amount of \$66,792.00 per year             | 07/01/20            | 06/30/25  |
| 16 | Special Education    | North Coastal Consortium for Special Education – North County Academy (NCCSE/MOU) | Provide Educational and Mental Health Services through enrollment at the North County Academy for special education students. SDUHSD agrees to pay a proportional amount of the actual expenses incurred by NCCSE based on the number of SDUHSD students enrolled in the program per quarter and the mental health services provided.   | General Fund / Restricted 01-00      | A proportional share of the estimated \$6,064,645.00 budget for the program | 07/01/20            | 06/30/21  |

2020\21 Approval/Ratification of Agreements  
August 27, 2020 Board Meeting

## ITEM 9a-ii

| #  | DEPARTMENT                         | AGREEMENT VENDOR  | DESCRIPTION OF SERVICES   | FUNDING SOURCE   | AMOUNT NOT TO EXCEED   | START DATE | END DATE   |
|----|------------------------------------|---|---|--|--|------------|--|
| 17 | Special Education                  | North Coastal Consortium for Special Education – Case Management (NCCSE/MOU)                                  | Provide case management and support to residential special education students. SDUHSD agrees to pay a proportional amount of the actual expenses incurred by NCCSE based on the number of SDUHSD students enrolled in the program per quarter, the usage, and the support.  | General Fund / Restricted 01-00  | A proportional share of the estimated \$437,547.00 budget for the program  | 07/01/20   | 06/30/21   |
| 18 | Special Education                  | North Coastal Consortium for Special Education – American Sign Language (ASL) Interpretation (NCCSE/MOU)      | Provide ASL interpreting and support for residential special education students. SDUHSD agrees to pay a proportional amount of the actual expenses incurred by NCCSE based on SDUHSD service hours for each student provided the services.  | General Fund / Restricted 01-00  | A proportional amount of the actual costs for ASL Interpreters   | 07/01/20   | 06/30/21   |
| 19 | Business Services                  | MBO, Inc.   | Fume hood certification testing, site observation reporting, troubleshooting, balancing, and repairs.   | General Fund / Unrestricted 01-00  | \$10,000.00  | 08/28/20   | 6/30/2021 and then continuing with auto renewals |
| 20 | Business Services                  | Sports Facilities Group, Inc.   | District wide inspections and repairs, for bleachers and basketball backstops   | General Fund / Unrestricted 01-00  | \$55,000.00  | 07/01/20   | 6/30/2021 and then continuing with auto renewals |
| 21 | Special Education                  | North Coastal Consortium for Special Education – DHH Elementary and High School Classroom Program (NCCSE/MOU) | Provide Educational services to special education students through enrollment at the DHH Elementary and High School Classroom Program. SDUHSD agrees to pay a proportional amount of the expenses incurred by NCCSE based on the number of students enrolled in the program.  | General Fund / Restricted 01-00  | A proportional share of the estimated \$727,762.00 budget for the elementary program and \$737,551.00 for the estimated high school program budget | 07/01/20   | 06/30/21   |
| 22 | Special Education                  | Bayridge Consortium, Inc.   | Provide one-day virtual training for special education teachers   | General Fund / Unrestricted 01-00  | \$1,500.00   | 08/12/20   | 08/12/20   |
| 23 | Business Services                  | Pear Deck, Inc.   | Provide a district wide premium access subscription for PearDeck, a Google Slides Add-on, to allow teachers to add interactive questions and formative assessments to slideshows for students to participate in person or under distance learning.  | General Fund / Unrestricted 01-00  | \$26,600.00  | 09/01/20   | 08/31/21   |
| 24 | Administrative Services            | 22nd District Agricultural Association  | Provide use of the Del Mar Fairgrounds for AP Testing.  | Paid for out of reimbursement from cancellation of last year's event due to COVID-19 | \$73,400.00 plus labor & equipment rental fees   | 05/02/21   | 05/14/21   |
| 25 | Educational Services               | Edgenuity, Inc.   | Provide 50 concurrent user Virtual Classroom and Web Administrator licenses for 21 courses, one on-site professional development day, 150 summer school concurrent licenses including Health and 450 students, and 250 Concurrent User Licenses for HEALTH only (unlimited students can be enrolled).                               | General Fund / Unrestricted 01-00  | \$93,000.00  | 08/01/20   | 07/31/21   |
| 26 | Educational & Business Services    | WeVideo, Inc.   | Provide WeVideo video creation tool for the classroom and distance learning that allows student collaboration and creation of videos that are integrated with existing systems. 500 licenses will be made available for the Career Technical Education (CTE) program and 400 will be made available for general education purposes. | General Fund / Unrestricted 01-00  | \$4,299.00   | 08/21/20   | 08/20/21   |
| 27 | Facilities Planning & Construction | Westberg & White  | Provide architectural/engineering services for the new Crest Hall at Oak Crest Middle School.   | Building Fund Prop 39 -- Fund 21-39, Mello-Roos Funds and Fund 40                    | \$243,476.00   | 08/28/20   | Upon Completion                                  |
| 28 | Facilities Planning & Construction | Facilitron, Inc.  | Annual subscription fee for stand-alone work order management system.   | General Fund / Unrestricted 01-00  | \$13,800.00  | 09/01/20   | 08/31/21   |
| 29 | Facilities Planning & Construction | Fusco Engineering   | Provide engineering/land survey services at San Dieguito High School Academy.   | Building Fund Prop 39 -- Fund 21-39, Mello-Roos Funds and Fund 40                    | \$10,000.00 Plus Reimbursable Expenses   | 07/01/20   | Upon Completion                                  |
| 30 | Facilities Planning & Construction | Law Offices of Perry Israel   | Provide legal services for San Dieguito Public Facilities Authority Lease Bonds.  | General Fund / Unrestricted 01-00  | \$500.00   | 07/01/20   | 06/30/21   |
| 31 | Facilities Planning & Construction | Pacific Bell Telephone Company dba AT&T California  | Aerial to underground conversion agreement for the Sunset High School Campus Reconstruction Project.  | Building Fund Prop 39 -- Fund 21-39  | \$41,483.57  | 07/07/20   | Upon Completion                                  |



2020\21 Approval/Ratification of Agreements  
August 27, 2020 Board Meeting

## ITEM 9a-ii

| #  | DEPARTMENT                         | AGREEMENT VENDOR                   | DESCRIPTION OF SERVICES   | FUNDING SOURCE                      | AMOUNT NOT TO EXCEED  | START DATE | END DATE                                   |
|----|------------------------------------|------------------------------------|---|-------------------------------------|---|------------|--|
| 32 | Facilities Planning & Construction | Elite Services, USA                | Security guard services for Sunset High School Campus Reconstruction Project.   | Capital Facilities Fund 25-19       | At The Hourly Rates Quoted In The Proposal Not To Exceed \$23,763.60                  | 07/01/20   | 08/31/20                                   |
| 33 | Facilities Planning & Construction | City of San Diego                  | Community Recreation Joint Use Agreement at Pacific Highlands Ranch Community Park.   | General Fund / Unrestricted 01-00   | At the annual costs of maintenance, water and sewer as provided for in the agreement. | 09/01/20   | 8/31/2028 With Option To Renew For 5 Years |
| 34 | Facilities Planning & Construction | ENGIE Services U.S., Inc.          | Provide monitoring and maintenance of solar generating facilities at Carmel Valley Middle School.                               | General Fund / Unrestricted 01-00   | \$60,792.00   | 09/01/20   | 08/31/25                                   |
| 35 | Facilities Planning & Construction | Wilkinson Hadley King & Co., LLP   | Provide Office of Public School Construction (OPSC) pre-audit consulting services for the Pacific Trails Middle School Project. | General Fund / Unrestricted 01-00   | \$5,900.00  | 09/01/20   | Upon Completion                            |
| 36 | Facilities Planning & Construction | Cox Communications California, LLC | Provide and install temporary business internet service at the Sunset High School Campus Reconstruction Project.                | Building Fund Prop 39 -- Fund 21-39 | \$2,323.00 plus applicable taxes  | 08/05/20   | Upon Completion                            |
| 37 | Facilities Planning & Construction | BDS Engineering                    | Provide engineering/land survey services at Diegueno Middle School.   | Capital Facilities Fund 25-19       | \$10,000.00   | 09/01/20   | Upon Completion                            |

**2020-21 Approval/Ratification of Amendments to Agreements**  
**August 27, 2020 Board Meeting**

ITEM 9a-ii

**Amendments to Agreements Recommended for Board Approval**

| #  | DEPARTMENT                         | AGREEMENT VENDOR  | DESCRIPTION OF SERVICES  | FUNDING SOURCE   | AMENDED AMOUNT                            | AMOUNT NOT TO EXCEED                      | START DATE | END DATE   |
|----|------------------------------------|---|--|--|---|---|------------|--|
| 1  | Business Services                  | Pacific Backflow Company, Inc.  | Provide backflow assembly testing and minor backflow repairs throughout the District.  | General Fund / Unrestricted 01-00                              | \$3,000.00                                | \$23,000.00                               | 07/01/20   | 6/30/2021 and then continuing with automatic annual renewals |
| 2  | Business Services                  | Ace Coolers, Inc.   | Provide refrigeration/freezer systems inspections, diagnostics, and repairs.   | General Fund / Unrestricted 01-00                              | \$1,300.00                                | \$4,000.00                                | 07/01/20   | 6/30/2021 and then continuing with automatic annual renewals |
| 3  | Business Services                  | Intelligent Technologies & Services, Inc. dba Facilities Protection Systems (FPS) | Provide semi-annual maintenance on the fire protection and detection system installed at Earl Warren Middle School Network Operations Center (NOC)                   | General Fund / Unrestricted 01-00                              | \$150.00                                  | \$2,200.00                                | 07/01/20   | 6/30/2021 and then continuing with automatic annual renewals |
| 4  | Business Services                  | Raptor Technologies, LLC  | Provide eleven complete visitor management systems with annual access fee.   | General Fund / Unrestricted 01-00                              | \$275.00                                  | \$6,215.00                                | 07/01/20   | 6/30/2021 and then continuing with automatic annual renewals |
| 5  | Business Services                  | Rancho Santa Fe Security Systems, Inc.  | Provide alarm monitoring, alarm maintenance and repairs, and alarm emergency responses district wide.  | General Fund / Unrestricted 01-00                              | \$15,000.00                               | \$55,000.00                               | 07/01/20   | 6/30/2021 and then continuing with automatic annual renewals |
| 6  | Business Services                  | Aeries Software, Inc. dba Eagle Software  | Provide software licenses for Aeries Communications powered by Signal Kit; a parent, student, teacher, and school administrator announcement and messaging platform. | General Fund / Unrestricted 01-00                              | \$342.00                                  | \$39,531.00                               | 08/01/20   | 7/31/2021 and then continuing with automatic annual renewals |
| 7  | Business Services                  | United Site Services of California, Inc.  | Porta potty and hand washing/hand sanitizer station rentals district wide  | Fund to which the project is charged                           | At the rates established in the agreement | At the rates established in the agreement | 07/01/20   | 06/15/21   |
| 8  | Business Services                  | SoCal Dominoids, Inc. dba Domino's Pizza  | Amending the contract for Pizza Supplies B2019-02, extending the contract for an additional year and increasing the pricing with no other changes to the contract.   | Cafeteria Fund 13-00   | At the rates established in the agreement | At the rates established in the agreement | 08/17/20   | 08/16/21   |
| 9  | Business Services                  | Stix Holdings, LLC dba Pick Up Stix   | Amending the contract for Branded Asian Chicken Rice Bowl B2018-01, extending the contract with no other changes to the contract.                                    | Cafeteria Fund 13-00   | NA  | NA  | 07/01/19   | 12/31/20   |
| 10 | Business Services                  | Insight Direct USA, Inc.  | Extending the licenses for Adobe Creative Cloud, All Apps, Enterprise Licensing Subscription an additional year.   | General Fund / Unrestricted 01-00                              | NA  | \$32,045.00                               | 08/03/20   | 07/30/21   |
| 11 | Facilities Planning & Construction | HED   | Amend Contract CA2020-32 for architectural/engineering services for the parking lot restoration project at San Dieguito High School Academy. (correcting action)     | Building Fund Prop 39 --Fun 21-9, Mello Roos Funds and Fund 40 | \$370.00                                  | \$112,370.00 plus reimbursable expenses   | 6/5/2020   | Upon Completion  |
| 12 | Facilities Planning & Construction | Oninuds   | Amend Contract CA2020-22 to include customer support, software enhancements and data interfaces for e-Builder enhancements.  | Capital Facilities Fund 25-19, Mello-Roos Funds                | No Cost Increase                          | \$25,000.00                               | 3/20/2020  | 6/30/2022  |
| 13 | Facilities Planning & Construction | Digital Networks Group  | Amend Contract CB2020-09 to provide and install audio-visual equipment at the new Sunset High School Campus Reconstruction Project.                                  | Building Fund Prop 39 -- Fund 21-39                            | \$7,559.62                                | \$284,728.11                              | 2/28/2020  | Upon Completion  |
| 14 | Facilities Planning & Construction | Zurich / McGriff Insurance Services   | Amend contract CA2019-35 providing builders risk insurance for the Sunset High School Campus Reconstruction Project.   | Building Fund Prop 39 -- Fund 21-39                            | \$8,709.00                                | \$69,320.00                               | 07/01/19   | 10/15/20   |

2020-21 Approval/Ratification of Amendments to Agreements  
August 27, 2020 Board Meeting

## ITEM 9a-ii

| #  | DEPARTMENT                         | AGREEMENT VENDOR        | DESCRIPTION OF SERVICES  | FUNDING SOURCE                           | AMENDED AMOUNT                                       | AMOUNT NOT TO EXCEED                                 | START DATE | END DATE |
|----|------------------------------------|-------------------------|--|--|--|--|------------|----------|
| 15 | Facilities Planning & Construction | Blue Coast              | Amend Contract CB2017-04 for Division of State Architect (DSA) Inspector of Record Services district wide. | The Fund To Which The Project is Charged | At the rates established in the revised fee schedule | At the rates established in the revised fee schedule | 07/01/20   | 04/06/21 |
| 16 | Facilities Planning & Construction | Consulting & Inspection | Amend Contract CB2017-04 for Division of State Architect (DSA) Inspector of Record Services district wide. | The Fund To Which The Project is Charged | At the rates established in the revised fee schedule | At the rates established in the revised fee schedule | 07/01/20   | 04/06/21 |

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 14, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** John Addleman, Exec. Director, Planning Services  
Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF CHANGE ORDERS / FACILITIES  
PLANNING & CONSTRUCTION

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### EXECUTIVE SUMMARY

At the April 19, 2018 board meeting, the board adopted the resolution approving and authorizing execution of Site Lease, Sublease Agreement, and Preconstruction & Construction Services Agreement for the Lease-Leaseback Agreement with Erickson Hall Construction Company ("Erickson Hall") for construction of the Diegueno Middle School New Classroom Building P and Modernization of Buildings B & G Project (the "Project"), at the preliminary Guaranteed Maximum Price ("GMP") of \$8,009,939; with work of the Project to be conducted in two phases.

The Final GMP for both phases of work, including the unforeseen conditions work of roof repairs to the modernized buildings as approved was:

| <u>Description</u>        | <u>GMP Budget</u>  |
|---------------------------|--------------------|
| Sublease Payments         | \$ 44,353          |
| Phase 1 – Final GMP       | \$3,878,398        |
| Phase 2 – Preliminary GMP | <u>\$4,490,520</u> |
| Total                     | \$8,413,271        |

The project was completed on time and under budget and staff is presenting a deductive change order in the amount of \$777,239.00 for approval this date for a revised final GMP of:

|                   |                    |
|-------------------|--------------------|
| Revised Final GMP | <u>\$7,636,032</u> |
|-------------------|--------------------|

An overall savings of 9%.

The contract for award of the La Costa Canyon High School Interior Painting Project was awarded on April 21, 2020 with District Staff acting as construction manager. The project was

ITEM 9a-iii

completed on time and under budget, with a final deductive change order presented this date for acceptance of \$3,820.00

**RECOMMENDATION:**

It is recommended that the Board approve the following change orders and authorize Tina Douglas or Robert A. Haley to execute same:

1. Erickson Hall Construction Company, Diegueno Middle School New Classroom Building P and Modernization of Buildings B&G Project CB2018-08, decreasing the amount by \$777,239.00 for a new total of \$7,636,032, to be expended from Building Fund Prop 39 – Fund 21-39.
2. European Style Painting Corporation, La Costa Canyon High School Interior Campus Painting Project CB2020-10, decreasing the amount by \$3,820.00 for a new total of \$49,180.00 to be expended from General Fund/Unrestricted 01-00.

**FUNDING SOURCE:**

As noted herein.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 14, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** John Addleman, Exec. Director, Planning Services  
Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** ACCEPTANCE OF CONSTRUCTION PROJECTS

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### EXECUTIVE SUMMARY

District staff is presenting two projects this date for acceptance. Both projects were completed on time and under budget.

### RECOMMENDATION:

It is recommended that the Board accept the Projects as complete as of this date, and authorize the administration to file the Notices of Completion with the County Recorders' Office and release final retention for the following trade contractors:

1. Diegueno Middle School New Classroom Building P and Modernization of Buildings B&G Project CB2018-08, contract entered into with Erickson Hall Construction Company.
2. La Costa Canyon High School Interior Campus Painting Project CB2020-10, contract entered into with European Style Painting Corporation.

### FUNDING SOURCE:

Not Applicable.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 14, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** RATIFICATION OF PURCHASE ORDERS  
LISTING

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### EXECUTIVE SUMMARY

Please find the attached Purchase Orders listing submitted for your ratification.

#### RECOMMENDATION:

It is recommended that the Board ratify the purchase orders listing, as shown in the attached supplement.

#### FUNDING SOURCE:

Not applicable.



## ITEM 9a-v

| PO REPORT JUNE 8, 2020 THROUGH AUGUST 13, 2020 |      |                                     |     |                                |              |
|--|------|-------------------------------------|-----|--------------------------------|--------------|
| PO NBR   | FUND | VENDOR                              | LOC | DESCRIPTION                    | AMOUNT       |
| 0000015219                                     | 0100 | DUDE SOLUTIONS                      | 017 | Computer Licensing             | \$14,116.85  |
| 0000015220                                     | 0100 | SOS ENTERTAINMENT LLC               | 500 | Other Serv.& Oper.Exp.         | \$1,100.00   |
| 0000015221                                     | 0100 | BREVIG PLUMBING                     | 012 | Repairs & Maintenance          | \$12,000.00  |
| 0000015222                                     | 0100 | FREDRICKS ELECTRIC INC              | 012 | Repairs & Maintenance          | \$1,737.16   |
| 0000015223                                     | 0100 | WASHED OUT PRESSURE WASHING         | 012 | Repairs & Maintenance          | \$3,796.00   |
| 0000015224                                     | 0100 | SO CAL GRAPHICS                     | 500 | Printing                       | \$495.65     |
| 0000015225                                     | 0100 | Safeguard, Inc.                     | 002 | Professional/Consult Svs       | \$10,000.00  |
| 0000015226                                     | 0100 | Swell DJ Production, Inc.           | 500 | Professional/Consult Svs       | \$7,990.00   |
| 0000015227                                     | 0100 | AMERICAN MEDICAL RESPONSE           | 600 | Other Serv.& Oper.Exp.         | \$330.00     |
| 0000015228                                     | 0100 | ELITE SHOW SERVICES INC.            | 500 | Security Guard Contract        | \$1,180.00   |
| 0000015229                                     | 0100 | SOS ENTERTAINMENT LLC               | 500 | Other Serv.& Oper.Exp.         | \$1,800.00   |
| 0000015230                                     | 0100 | T-Mobile USA, Inc.                  | 003 | Computer Licensing             | \$36,000.00  |
| 0000015231                                     | 1300 | Bak-Re-Pair, Inc                    | 014 | Repairs & Maintenance          | \$252.16     |
| 0000015232                                     | 0100 | RJCOOPER & ASSOCIATES INC           | 002 | Materials And Supplies         | \$333.04     |
| 0000015233                                     | 0100 | JANUS CORPORATION                   | 012 | Repairs & Maintenance          | \$4,960.00   |
| 0000015234                                     | 0100 | FREDRICKS ELECTRIC INC              | 012 | Repairs & Maintenance          | \$13,766.06  |
| 0000015235                                     | 0100 | SSID #54854489946                   | 002 | Mediation Settlements          | \$20,000.00  |
| 0000015236                                     | 2519 | DEPT OF GENERAL SERVICES            |     | Prepaid Expenditures (Expenses | \$343,981.82 |
| 0000015237                                     | 0100 | LAW OFFICE OF MEAGAN NUNEZ          | 002 | Mediation Settlements          | \$22,000.00  |
| 0000015238                                     | 0100 | WASHED OUT PRESSURE WASHING         | 012 | Repairs & Maintenance          | \$6,298.00   |
| 0000015239                                     | 0100 | WASHED OUT PRESSURE WASHING         | 012 | Repairs & Maintenance          | \$5,697.00   |
| 0000015240                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$774.20     |
| 0000015241                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$4,366.51   |
| 0000015242                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$4,194.26   |
| 0000015243                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$2,644.25   |
| 0000015244                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$11,896.42  |
| 0000015245                                     | 2139 | BEST BUY GOV/ED LLC                 | 007 | Equipment                      | \$10,077.08  |
| 0000015246                                     | 0100 | SAN DIEGO CENTER FOR CHILDREN       | 002 | Other Contr-N.P.S.             | \$14,549.04  |
| 0000015247                                     | 0100 | New Haven Youth & Family Services   | 002 | Other Contr-N.P.A.             | \$3,226.67   |
| 0000015249                                     | 0100 | STANLEY STEEMER                     | 012 | Repairs & Maintenance          | \$4,995.00   |
| 0000015250                                     | 0100 | STAPLES ADVANTAGE                   | 011 | Materials And Supplies         | \$1,000.00   |
| 0000015251                                     | 2139 | CULVER-NEWLIN INC                   | 007 | Equipment                      | \$6,476.59   |
| 0000015252                                     | 0100 | CA AGRI CONTROL INC                 | 012 | Pest Control                   | \$700.00     |
| 0000015253                                     | 0100 | AMERICAN FENCE & SECURITY, INC      | 012 | Other Serv.& Oper.Exp.         | \$4,507.51   |
| 0000015254                                     | 0100 | UNIVERSITY OF SAN DIEGO             |     | Prepaid Expenditures (Expenses | \$500.00     |
| 0000015255                                     | 0100 | US BANK CORP PAYMENT SYS            | 007 | Bank Charges                   | \$2,660.00   |
| 0000015256                                     | 2139 | DIGITAL NETWORKS GROUP, INC.        | 007 | Equipment                      | \$60,673.00  |
| 0000015257                                     | 2139 | A B C SCHOOL EQUIPMENT INC          | 007 | Equipment                      | \$10,255.27  |
| 0000015258                                     | 0100 | BRIGHTVIEW TREE CARE SERVICES INC   | 012 | Other Serv.& Oper.Exp.         | \$23,404.00  |
| 0000015259                                     | 2519 | FREDRICKS ELECTRIC INC              | 007 | Improvements                   | \$13,407.00  |
| 0000015260                                     | 0100 | FREDRICKS ELECTRIC INC              | 003 | Improvements                   | \$9,892.00   |
| 0000015261                                     | 0100 | FREDRICKS ELECTRIC INC              | 003 | Improvements                   | \$10,985.00  |
| 0000015262                                     | 2139 | AMAZON CAPITAL SERVICES, INC.       | 007 | Equipment                      | \$670.21     |
| 0000015263                                     | 0100 | STANLEY STEEMER                     | 012 | Repairs & Maintenance          | \$5,661.00   |
| 0000015264                                     | 0100 | SAN DIEGUITO ALLIANCE               | 004 | Professional/Consult Svs       | \$14,005.00  |
| 0000015265                                     | 0100 | LAB AIDS                            | 001 | Textbooks                      | \$677,060.82 |
| 0000015266                                     | 0100 | AMERICAN FENCE & SECURITY, INC      | 012 | Other Serv.& Oper.Exp.         | \$5,301.10   |
| 0000015267                                     | 0100 | FREDRICKS ELECTRIC INC              | 012 | Repairs & Maintenance          | \$6,790.00   |
| 0000015268                                     | 2519 | PRECISION CONCRETE CONSTRUCTION INC | 007 | Land Improvements              | \$29,000.00  |
| 0000015269                                     | 0100 | COLLEGE BOARD                       | 600 | Materials And Supplies         | \$4,445.00   |
| 0000015270                                     | 0100 | REINHART, ROBERT & KARLEEN          | 018 | Other Serv.& Oper.Exp.         | \$2,059.12   |
| 0000015271                                     | 0100 | SECRETARY OF STATE                  | 007 | Fees - Business, Admission,Etc | \$20.00      |
| 0000015272                                     | 0100 | AMERICAN SANITARY SUPPLY            | 012 | Materials And Supplies         | \$4,030.00   |

## ITEM 9a-v

|            |      |                                       |     |                        |             |
|------------|------|---------------------------------------|-----|------------------------|-------------|
| 0000015273 | 0100 | ATKINSON, ANDELSON, LOYA, RUUD & ROMO | 002 | Legal Expense          | \$5,449.13  |
| 0000015274 | 0100 | PACIFIC BACKFLOW, INC                 | 012 | Other Serv.& Oper.Exp. | \$430.00    |
| 0000015275 | 0100 | New Haven Youth & Family Services     | 002 | Other Contr-N.P.A.     | \$880.00    |
| 0000015276 | 0100 | Westcott, Clayton C.                  | 500 | Other Serv.& Oper.Exp. | \$500.00    |
| 0000015277 | 0100 | XEROX CORPORATION                     | 007 | Copy Charges           | \$1,551.63  |
| 0000015277 | 0100 | XEROX CORPORATION                     | 007 | Rents & Leases         | \$3,312.80  |
| 0000015278 | 0100 | XEROX CORPORATION                     | 001 | Copy Charges           | \$5,060.99  |
| 0000015278 | 0100 | XEROX CORPORATION                     | 001 | Rents & Leases         | \$2,941.32  |
| 0000015279 | 0100 | XEROX CORPORATION                     | 011 | Copy Charges           | \$430.91    |
| 0000015279 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$1,851.96  |
| 0000015280 | 0100 | XEROX CORPORATION                     | 016 | Copy Charges           | \$1,008.37  |
| 0000015280 | 0100 | XEROX CORPORATION                     | 016 | Rents & Leases         | \$2,470.60  |
| 0000015280 | 0100 | XEROX CORPORATION                     | 020 | Copy Charges           | \$2,017.05  |
| 0000015280 | 0100 | XEROX CORPORATION                     | 020 | Rents & Leases         | \$4,948.63  |
| 0000015281 | 0100 | XEROX CORPORATION                     | 012 | Copy Charges           | \$283.92    |
| 0000015281 | 0100 | XEROX CORPORATION                     | 012 | Rents & Leases         | \$2,649.87  |
| 0000015282 | 0100 | XEROX CORPORATION                     | 010 | Copy Charges           | \$135.19    |
| 0000015282 | 0100 | XEROX CORPORATION                     | 010 | Rents & Leases         | \$1,334.25  |
| 0000015283 | 0100 | XEROX CORPORATION                     | 013 | Copy Charges           | \$466.62    |
| 0000015283 | 0100 | XEROX CORPORATION                     | 013 | Rents & Leases         | \$2,689.05  |
| 0000015284 | 1300 | XEROX CORPORATION                     | 014 | Copy Charges           | \$293.39    |
| 0000015284 | 1300 | XEROX CORPORATION                     | 014 | Rents & Leases         | \$849.04    |
| 0000015285 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$910.01    |
| 0000015285 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$987.83    |
| 0000015286 | 0100 | XEROX CORPORATION                     | 002 | Copy Charges           | \$1,363.26  |
| 0000015286 | 0100 | XEROX CORPORATION                     | 002 | Rents & Leases         | \$4,785.39  |
| 0000015287 | 0100 | XEROX CORPORATION                     | 002 | Computer Licensing     | \$314.97    |
| 0000015287 | 0100 | XEROX CORPORATION                     | 002 | Rents & Leases         | \$1,832.96  |
| 0000015288 | 0100 | XEROX CORPORATION                     | 002 | Copy Charges           | \$264.11    |
| 0000015288 | 0100 | XEROX CORPORATION                     | 002 | Rents & Leases         | \$1,526.90  |
| 0000015289 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$4,565.20  |
| 0000015289 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$1,869.89  |
| 0000015290 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$9,461.66  |
| 0000015290 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$2,764.90  |
| 0000015291 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$9,566.39  |
| 0000015291 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$2,934.55  |
| 0000015292 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$9,065.54  |
| 0000015292 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$6,401.96  |
| 0000015293 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$19,146.88 |
| 0000015293 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$4,730.51  |
| 0000015294 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$17,785.74 |
| 0000015294 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$14,794.76 |
| 0000015295 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$32,560.47 |
| 0000015295 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$19,747.91 |
| 0000015296 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$5,758.76  |
| 0000015296 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$368.34    |
| 0000015297 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$3,398.91  |
| 0000015297 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$2,339.87  |
| 0000015298 | 0100 | XEROX CORPORATION                     | 011 | Rents & Leases         | \$17,945.41 |
| 0000015298 | 0100 | XEROX CORPORATION                     | 500 | Copy Charges           | \$15,887.84 |
| 0000015299 | 0100 | XEROX CORPORATION                     | 015 | Copy Charges           | \$338.97    |
| 0000015299 | 0100 | XEROX CORPORATION                     | 015 | Rents & Leases         | \$1,414.74  |
| 0000015299 | 0100 | XEROX CORPORATION                     | 021 | Copy Charges           | \$338.97    |
| 0000015299 | 0100 | XEROX CORPORATION                     | 021 | Rents & Leases         | \$1,414.73  |
| 0000015300 | 0100 | AMERICAN SANITARY SUPPLY              | 012 | Materials And Supplies | \$50,000.00 |

## ITEM 9a-v

|            |      |                                      |     |                                |                |
|------------|------|--------------------------------------|-----|--------------------------------|----------------|
| 0000015301 | 0100 | EDCO DISPOSAL CORPORATION            | 012 | Rubbish Disposal               | \$95,000.00    |
| 0000015302 | 0100 | OPTIMUM FLOORCARE                    | 012 | Repairs & Maintenance          | \$16,500.00    |
| 0000015303 | 0100 | HOME DEPOT CREDIT SERVICES           | 012 | Materials And Supplies         | \$15,000.00    |
| 0000015304 | 0100 | DOVETAIL MARKETING COMPANY INC       | 012 | Materials And Supplies         | \$8,250.00     |
| 0000015305 | 0100 | WAXIE SANITARY SUPPLY                | 012 | Materials And Supplies         | \$40,000.00    |
| 0000015306 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 011 | Materials And Supplies         | \$1,500.00     |
| 0000015307 | 0100 | D S SERVICES OF AMERICA INC          | 011 | Materials And Supplies         | \$7,000.00     |
| 0000015308 | 0100 | MISSION FEDERAL CREDIT UNION         | 011 | Materials And Supplies         | \$162,000.00   |
| 0000015309 | 0100 | STAPLES ADVANTAGE                    | 011 | Materials And Supplies         | \$600.00       |
| 0000015310 | 0100 | US BANK CORP PAYMENT SYS             | 011 | Debt Service - Interest        | \$20,841.79    |
| 0000015310 | 0100 | US BANK CORP PAYMENT SYS             | 011 | Other Debt Service - Principal | \$125,211.40   |
| 0000015311 | 0100 | SAN DIEGO GAS & ELECTRIC CO          | 012 | Gas & Electric                 | \$1,755,000.00 |
| 0000015312 | 0100 | OLIVENHAIN MUNICIPAL WATER DST       | 012 | Water                          | \$225,000.00   |
| 0000015313 | 0100 | SAN DIEGUITO WATER DISTRICT          | 012 | Water                          | \$115,000.00   |
| 0000015314 | 0100 | SANTA FE IRRIGATION DISTRICT         | 012 | Water                          | \$38,200.00    |
| 0000015315 | 0100 | COX COMMUNICATIONS                   | 017 | Communications-Telephone       | \$15,000.00    |
| 0000015316 | 0100 | AT&T                                 | 017 | Communications-Telephone       | \$384,790.00   |
| 0000015317 | 0100 | AT&T LONG DISTANCE                   | 017 | Communications-Telephone       | \$270.00       |
| 0000015318 | 0100 | SAN DIEGO CITY TREASURER             | 012 | Sewer Charges                  | \$50,000.00    |
| 0000015318 | 0100 | SAN DIEGO CITY TREASURER             | 012 | Water                          | \$200,000.00   |
| 0000015319 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$1,200.00     |
| 0000015320 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$484.88       |
| 0000015321 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$500.00       |
| 0000015322 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$700.00       |
| 0000015323 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$800.00       |
| 0000015324 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$300.00       |
| 0000015325 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$550.00       |
| 0000015326 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$2,000.00     |
| 0000015327 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$500.00       |
| 0000015328 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$200.00       |
| 0000015329 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$200.00       |
| 0000015330 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$2,000.00     |
| 0000015331 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$1,000.00     |
| 0000015332 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$1,500.00     |
| 0000015333 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$600.00       |
| 0000015334 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$700.00       |
| 0000015335 | 0100 | MRC360 AKA MR COPY                   | 500 | Materials And Supplies         | \$2,700.00     |
| 0000015336 | 0100 | ACTIVE NETWORK INC                   | 011 | Computer Licensing             | \$1,654.00     |
| 0000015337 | 0100 | CALSTRS                              | 011 | Professional/Consult Svcs      | \$8,400.00     |
| 0000015338 | 0100 | WILLDAN FINANCIAL SERVICES           | 011 | Bank Charges                   | \$1,200.00     |
| 0000015339 | 0100 | DATA DISPOSAL INC                    | 010 | Other Serv.& Oper.Exp.         | \$550.00       |
| 0000015340 | 0100 | FRONTLINE TECHNOLOGIES GROUP LLC     | 011 | Consultants-Computer           | \$57,904.63    |
| 0000015341 | 0100 | EAGLE SOFTWARE                       | 001 | Computer Licensing             | \$89,471.83    |
| 0000015342 | 0100 | TURNITIN, LLC                        | 001 | Computer Licensing             | \$49,881.93    |
| 0000015343 | 0100 | Follett School Solutions             | 001 | Computer Licensing             | \$6,864.03     |
| 0000015344 | 0100 | ILLUMINATE EDUCATION, INC.           | 001 | Computer Licensing             | \$97,370.64    |
| 0000015345 | 0100 | OVERDRIVE, INC.                      | 001 | Computer Licensing             | \$10,000.00    |
| 0000015346 | 0100 | WOLFRAM RESEARCH INC                 | 001 | Computer Licensing             | \$9,127.00     |
| 0000015347 | 0100 | FRONTLINE TECHNOLOGIES GROUP LLC     | 011 | Consultants-Computer           | \$3,495.00     |
| 0000015348 | 0100 | SAN DIEGO CO LIBRARY                 | 011 | Professional/Consult Svcs      | \$30,043.00    |
| 0000015349 | 0100 | WILKINSON HADLEY KING & CO LLP       | 015 | Audit                          | \$21,800.00    |
| 0000015350 | 0100 | ADVANCED CHEMICAL TRANSPORT          | 018 | Hazardous Waste Disposal       | \$15,000.00    |
| 0000015351 | 1300 | P C S REVENUE CONTROL SYSTEMS        | 014 | Materials And Supplies         | \$6,213.75     |
| 0000015352 | 0100 | SAN DIEGO COUNTY OFFICE OF EDUCATION | 001 | Dues And Memberships           | \$9,478.60     |
| 0000015353 | 1300 | COUNTY OF SAN DIEGO                  | 014 | Fees - Business, Admission,Etc | \$4,400.00     |

## ITEM 9a-v

|            |      |  |     |                                |             |
|------------|------|--|-----|--------------------------------|-------------|
| 0000015354 | 0100 | KELLY PAPER                            | 010 | Materials And Supplies         | \$3,000.00  |
| 0000015355 | 0100 | FEDEX                                  | 010 | Communications-Postage         | \$1,000.00  |
| 0000015356 | 0100 | NORTH COUNTY EDUCATIONAL PURCH         | 010 | Dues And Memberships           | \$219.23    |
| 0000015357 | 0100 | Quadient                               | 010 | Materials And Supplies         | \$800.00    |
| 0000015358 | 0100 | U S POSTAL SERVICE                     | 010 | Communications-Postage         | \$30,000.00 |
| 0000015359 | 0100 | Daily Journal Corporation              | 010 | Advertising                    | \$400.00    |
| 0000015360 | 0100 | Quadient                               | 010 | Rents & Leases                 | \$4,222.20  |
| 0000015361 | 0100 | St.Johnsbury Academy                   | 500 | Conference,Workshop,Sem.       | \$645.00    |
| 0000015362 | 0100 | INTEGRIS EQUIPMENT                     | 018 | Materials And Supplies         | \$1,000.00  |
| 0000015363 | 0100 | COUNTY OF SAN DIEGO                    | 018 | Fees - Business, Admission,Etc | \$9,000.00  |
| 0000015364 | 0100 | UNITED PARCEL SERVICE                  | 010 | Communications-Postage         | \$500.00    |
| 0000015365 | 0100 | STAPLES ADVANTAGE                      | 010 | Materials And Supplies         | \$200.00    |
| 0000015366 | 0100 | AMAZON CAPITAL SERVICES, INC.          | 010 | Dues And Memberships           | \$1,299.00  |
| 0000015367 | 0100 | COMM USA INC                           | 500 | Materials And Supplies         | \$186.68    |
| 0000015368 | 0100 | SCHOOL HEALTH CORPORATION              | 500 | Materials And Supplies         | \$180.11    |
| 0000015369 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$1,000.00  |
| 0000015370 | 0100 | Cajon Valley Union School District     | 011 | Materials And Supplies         | \$404.06    |
| 0000015371 | 0100 | STAPLES ADVANTAGE                      | 600 | Materials And Supplies         | \$450.00    |
| 0000015372 | 0100 | STAPLES ADVANTAGE                      | 600 | Materials And Supplies         | \$500.00    |
| 0000015373 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$100.00    |
| 0000015374 | 0100 | MANAGEMENT & COMMUNICATION CONSULTANTS | 012 | Professional/Consult Svs       | \$4,995.00  |
| 0000015375 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$500.00    |
| 0000015376 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$200.00    |
| 0000015377 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$1,900.00  |
| 0000015378 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$100.00    |
| 0000015379 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$200.00    |
| 0000015380 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015381 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$200.00    |
| 0000015382 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015383 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$1,000.00  |
| 0000015384 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$750.00    |
| 0000015385 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$3,000.00  |
| 0000015386 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$700.00    |
| 0000015387 | 0100 | JOHNSON CONTROLS FIRE PROTECTION LP    | 012 | Repairs & Maintenance          | \$8,064.00  |
| 0000015388 | 0100 | WESTERN FLOORING, INC.                 | 012 | Repairs & Maintenance          | \$21,330.00 |
| 0000015389 | 0100 | AFFORDABLE DRAIN SERVICE INC           | 012 | Repairs & Maintenance          | \$20,000.00 |
| 0000015390 | 0100 | ALLIED REFRIGERATION                   | 012 | Materials And Supplies         | \$6,000.00  |
| 0000015390 | 0100 | ALLIED REFRIGERATION                   | 012 | Non-Capitalized Equipment      | \$3,000.00  |
| 0000015391 | 0100 | C.P.L. Cable, Pipe - Leak Detection    | 012 | Other Serv.& Oper.Exp.         | \$10,000.00 |
| 0000015392 | 2139 | KWALU, LLC                             | 007 | Equipment                      | \$1,477.00  |
| 0000015393 | 0100 | MCNAMARA PUMP & ELECTRIC INC           | 012 | Other Serv.& Oper.Exp.         | \$1,000.00  |
| 0000015393 | 0100 | MCNAMARA PUMP & ELECTRIC INC           | 012 | Repairs & Maintenance          | \$2,500.00  |
| 0000015394 | 0100 | PACIFIC BACKFLOW, INC                  | 012 | Other Serv.& Oper.Exp.         | \$10,000.00 |
| 0000015394 | 0100 | PACIFIC BACKFLOW, INC                  | 012 | Repairs & Maintenance          | \$13,000.00 |
| 0000015395 | 0100 | AT&T                                   | 017 | Communications-Telephone       | \$1,150.00  |
| 0000015396 | 2519 | GEM INDUSTRIAL, INC.                   | 007 | Land Improvements              | \$12,340.00 |
| 0000015397 | 2519 | GEM INDUSTRIAL, INC.                   | 007 | Land Improvements              | \$58,900.00 |
| 0000015398 | 2139 | CULVER-NEWLIN INC                      | 007 | Equipment                      | \$3,745.39  |
| 0000015399 | 2139 | CHEFS' TOYS                            | 007 | Equipment                      | \$8,798.84  |
| 0000015400 | 2139 | CHEFS' TOYS                            | 007 | Equipment                      | \$6,706.20  |
| 0000015401 | 2139 | CHEFS' TOYS                            | 007 | Equipment                      | \$1,951.58  |
| 0000015402 | 2139 | FLINN SCIENTIFIC INC                   | 007 | Equipment                      | \$583.14    |
| 0000015403 | 2519 | CHICAGO TITLE CO.                      | 007 | Professional/Consult Svs       | \$750.00    |
| 0000015404 | 2139 | FUSCOE ENGINEERING, INC.               | 007 | Land Improvements              | \$10,000.00 |
| 0000015405 | 0100 | BERT'S OFFICE TRAILERS                 | 007 | Rents & Leases                 | \$1,939.50  |

## ITEM 9a-v

|            |      |                                    |     |                                |              |
|------------|------|------------------------------------|-----|--------------------------------|--------------|
| 0000015406 | 2139 | ModernLine Furniture, Inc.         | 007 | Equipment                      | \$8,890.46   |
| 0000015407 | 2139 | CERAMICS & CRAFTS WAREHOUSE        | 007 | Equipment                      | \$10,818.11  |
| 0000015408 | 0100 | Successful Practices Network inc   | 003 | Conference,Workshop,Sem.       | \$846.00     |
| 0000015409 | 0100 | STAPLES ADVANTAGE                  | 007 | Materials And Supplies         | \$2,700.00   |
| 0000015410 | 2139 | HARLEY ELLIS DEVEREAUX CORPORATION | 007 | Land Improvements              | \$112,000.00 |
| 0000015411 | 0100 | KELLY PAPER                        | 500 | Materials And Supplies         | \$8,000.00   |
| 0000015412 | 2139 | HARLEY ELLIS DEVEREAUX CORPORATION | 007 | Improvements                   | \$301,000.00 |
| 0000015413 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 500 | Materials And Supplies         | \$1,000.00   |
| 0000015414 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies         | \$1,000.00   |
| 0000015415 | 0100 | MRC360 AKA MR COPY                 | 500 | Materials And Supplies         | \$1,000.00   |
| 0000015416 | 2139 | GRAINGER                           | 007 | Equipment                      | \$104.19     |
| 0000015417 | 0100 | BEST PLUMBING SPECIALTIES INC      | 012 | Materials And Supplies         | \$15,000.00  |
| 0000015417 | 0100 | BEST PLUMBING SPECIALTIES INC      | 012 | Non-Capitalized Equipment      | \$5,000.00   |
| 0000015418 | 0100 | DUNN EDWARDS CORP                  | 012 | Materials And Supplies         | \$15,000.00  |
| 0000015419 | 0100 | ANIXTER INC                        | 012 | Materials And Supplies         | \$10,000.00  |
| 0000015420 | 0100 | FERGUSON ENTERPRISES INC           | 012 | Materials And Supplies         | \$10,000.00  |
| 0000015420 | 0100 | FERGUSON ENTERPRISES INC           | 012 | Non-Capitalized Equipment      | \$8,500.00   |
| 0000015421 | 0100 | DOVETAIL MARKETING COMPANY INC     | 012 | Materials And Supplies         | \$3,000.00   |
| 0000015422 | 0100 | C E D                              | 012 | Materials And Supplies         | \$10,500.00  |
| 0000015422 | 0100 | C E D                              | 012 | Non-Capitalized Equipment      | \$1,500.00   |
| 0000015423 | 0100 | BEACHSIDE MIRROR AND GLASS INC     | 012 | Repairs & Maintenance          | \$9,000.00   |
| 0000015424 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 012 | Materials And Supplies         | \$5,000.00   |
| 0000015424 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 012 | Non-Capitalized Equipment      | \$1,000.00   |
| 0000015425 | 0100 | GRAINGER                           | 012 | Materials And Supplies         | \$20,000.00  |
| 0000015425 | 0100 | GRAINGER                           | 012 | Non-Capitalized Equipment      | \$2,000.00   |
| 0000015426 | 0100 | ARENSEN OFFICE FURNITURE           | 500 | Materials And Supplies         | \$210.63     |
| 0000015427 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies         | \$10,000.00  |
| 0000015428 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 500 | Materials And Supplies         | \$2,000.00   |
| 0000015429 | 0100 | STAPLES ADVANTAGE                  | 600 | Materials And Supplies         | \$500.00     |
| 0000015430 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies         | \$175.00     |
| 0000015431 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies         | \$100.00     |
| 0000015432 | 0100 | STAPLES ADVANTAGE                  | 013 | Materials And Supplies         | \$2,500.00   |
| 0000015433 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 017 | Materials And Supplies         | \$65,000.00  |
| 0000015434 | 0100 | KELLY PAPER                        | 500 | Materials And Supplies         | \$15,000.00  |
| 0000015435 | 0100 | SITEONE LANDSCAPE SUPPLY           | 012 | Materials And Supplies         | \$40,000.00  |
| 0000015436 | 0100 | GRAINGER                           | 012 | Materials And Supplies         | \$5,000.00   |
| 0000015437 | 0100 | MISSION JANITORIAL SUPPLIES        | 012 | Materials And Supplies         | \$2,000.00   |
| 0000015438 | 0100 | C D L SERVICES INC                 | 012 | Materials And Supplies         | \$75,000.00  |
| 0000015439 | 0100 | LAWNMOWERS PLUS INC                | 012 | Repairs & Maintenance          | \$8,000.00   |
| 0000015440 | 0100 | BRIGGS TREE COMPANY                | 012 | Materials And Supplies         | \$7,000.00   |
| 0000015441 | 0100 | SHELL CAR WASH & EXPRESS LUBE      | 012 | Materials And Supplies         | \$10,000.00  |
| 0000015442 | 0100 | HOME DEPOT CREDIT SERVICES         | 012 | Materials And Supplies         | \$7,000.00   |
| 0000015443 | 0100 | WESTERN FLOORING, INC.             | 012 | Repairs & Maintenance          | \$37,440.50  |
| 0000015444 | 0100 | CENGAGE LEARNING                   | 001 | Textbooks                      | \$48,564.15  |
| 0000015445 | 0100 | CENGAGE LEARNING                   | 001 | Textbooks                      | \$53,312.64  |
| 0000015446 | 0100 | CENGAGE LEARNING                   | 001 | Textbooks                      | \$36,045.39  |
| 0000015447 | 0100 | C E D                              | 012 | Materials And Supplies         | \$1,000.00   |
| 0000015448 | 0100 | AREY JONES ED SOLUTIONS            | 017 | Non-Capitalized Tech Equipment | \$29,934.51  |
| 0000015449 | 0100 | NAPA AUTO PARTS                    | 013 | Materials-Vehicle Parts        | \$28,000.00  |
| 0000015450 | 0100 | A Z BUS SALES INC                  | 013 | Materials-Vehicle Parts        | \$10,000.00  |
| 0000015451 | 0100 | NAPA AUTO PARTS                    | 013 | Materials And Supplies         | \$1,750.00   |
| 0000015452 | 0100 | SC COMMERCIAL LLC                  | 013 | Fuel                           | \$230,000.00 |
| 0000015453 | 0100 | CENGAGE LEARNING                   | 001 | Textbooks                      | \$30,865.21  |
| 0000015454 | 0100 | SAN DIEGO FRICTION PRODUCTS        | 013 | Materials-Vehicle Parts        | \$26,000.00  |
| 0000015455 | 0100 | TURF STAR INC                      | 013 | Materials-Vehicle Parts        | \$5,700.00   |



## ITEM 9a-v

|            |      |                                   |     |                           |             |
|------------|------|-----------------------------------|-----|---------------------------|-------------|
| 0000015456 | 0100 | ENCINITAS CUSTOM UPHOLSTERY       | 013 | Repairs-Vehicles          | \$4,000.00  |
| 0000015457 | 0100 | INTERSTATE BATTERY                | 013 | Materials And Supplies    | \$750.00    |
| 0000015458 | 0100 | UNITED TIRE CENTERS, LLC          | 013 | Repairs-Vehicles          | \$1,500.00  |
| 0000015459 | 0100 | HOME DEPOT CREDIT SERVICES        | 012 | Materials And Supplies    | \$38,000.00 |
| 0000015459 | 0100 | HOME DEPOT CREDIT SERVICES        | 012 | Non-Capitalized Equipment | \$2,000.00  |
| 0000015460 | 0100 | JOHNSTONE SUPPLY                  | 012 | Materials And Supplies    | \$3,000.00  |
| 0000015461 | 0100 | SAN DIEGO REFRIGERATION           | 012 | Repairs & Maintenance     | \$7,000.00  |
| 0000015462 | 0100 | SHELL CAR WASH & EXPRESS LUBE     | 012 | Materials And Supplies    | \$10,000.00 |
| 0000015463 | 0100 | RUSSELL SIGLER INC                | 012 | Materials And Supplies    | \$9,000.00  |
| 0000015463 | 0100 | RUSSELL SIGLER INC                | 012 | Non-Capitalized Equipment | \$6,000.00  |
| 0000015464 | 0100 | UNITED REFRIGERATION INC          | 012 | Materials And Supplies    | \$5,000.00  |
| 0000015464 | 0100 | UNITED REFRIGERATION INC          | 012 | Non-Capitalized Equipment | \$2,000.00  |
| 0000015465 | 0100 | VERIZON CELLULAR                  | 017 | Communications-Telephone  | \$18,000.00 |
| 0000015466 | 0100 | VISTA PAINT CORPORATION           | 012 | Materials And Supplies    | \$5,000.00  |
| 0000015467 | 0100 | AIR-TEK INC                       | 012 | Repairs & Maintenance     | \$8,000.00  |
| 0000015468 | 0100 | LIQUID ENVIRONMENTAL (ATLAS)      | 012 | Repairs & Maintenance     | \$6,500.00  |
| 0000015469 | 0100 | CA AIR COMPRESSOR COMPANY         | 012 | Repairs & Maintenance     | \$7,000.00  |
| 0000015470 | 0100 | COSCO FIRE PROTECTION             | 012 | Repairs & Maintenance     | \$6,000.00  |
| 0000015471 | 0100 | JJJ Enterprises, Inc.             | 012 | Repairs & Maintenance     | \$2,000.00  |
| 0000015472 | 0100 | PACWEST AIR FILTER                | 012 | Materials And Supplies    | \$40,000.00 |
| 0000015473 | 0100 | HAWTHORNE LIFT/NAUMANN HOBBS      | 012 | Repairs & Maintenance     | \$18,000.00 |
| 0000015475 | 0100 | STEVEN SMITH LANDSCAPE, INC.      | 012 | Repairs & Maintenance     | \$10,000.00 |
| 0000015476 | 0100 | ACCURATE SECURITY PROS, INC.      | 012 | Repairs & Maintenance     | \$5,000.00  |
| 0000015477 | 0100 | VISTA HIGHER LEARNING             | 001 | Textbooks                 | \$60,505.82 |
| 0000015479 | 0100 | VISTA HIGHER LEARNING             | 001 | Textbooks                 | \$11,728.77 |
| 0000015480 | 0100 | VISTA HIGHER LEARNING             | 001 | Textbooks                 | \$26,954.25 |
| 0000015481 | 0100 | VISTA HIGHER LEARNING             | 001 | Textbooks                 | \$42,268.45 |
| 0000015482 | 0100 | VISTA HIGHER LEARNING             | 001 | Textbooks                 | \$58,488.89 |
| 0000015483 | 0100 | M P S                             | 001 | Textbooks                 | \$26,761.26 |
| 0000015484 | 0100 | M P S                             | 001 | Textbooks                 | \$35,470.10 |
| 0000015485 | 0100 | M P S                             | 001 | Textbooks                 | \$39,148.48 |
| 0000015486 | 1300 | EMS LINQ INC                      | 014 | Computr Software Support  | \$795.00    |
| 0000015487 | 0100 | MACGILL DISCOUNT SCHOOL NURSE     | 500 | Materials And Supplies    | \$110.31    |
| 0000015488 | 0100 | STAPLES ADVANTAGE                 | 001 | Materials And Supplies    | \$1,000.00  |
| 0000015489 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 001 | Materials And Supplies    | \$500.00    |
| 0000015490 | 0100 | AP* By The Sea                    | 001 | Conference,Workshop,Sem.  | \$550.00    |
| 0000015491 | 0100 | NEED DECALS.COM                   | 011 | Materials And Supplies    | \$1,985.29  |
| 0000015492 | 0100 | New Haven Youth & Family Services | 002 | Other Contr-N.P.A.        | \$880.00    |
| 0000015493 | 0100 | LASERCYCLE USA INC                | 500 | Materials And Supplies    | \$3,000.00  |
| 0000015494 | 0100 | JSTOR                             | 500 | Computer Licensing        | \$1,560.00  |
| 0000015495 | 0100 | STAPLES ADVANTAGE                 | 022 | Materials And Supplies    | \$250.00    |
| 0000015496 | 0100 | STAPLES ADVANTAGE                 | 017 | Materials And Supplies    | \$1,000.00  |
| 0000015497 | 0100 | STAPLES ADVANTAGE                 | 012 | Materials And Supplies    | \$3,000.00  |
| 0000015498 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies    | \$5,000.00  |
| 0000015499 | 0100 | SOLAR CARE INC                    | 012 | Other Serv.& Oper.Exp.    | \$6,000.00  |
| 0000015500 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies    | \$5,000.00  |
| 0000015501 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies    | \$1,400.00  |
| 0000015502 | 0100 | KELLY PAPER                       | 500 | Materials And Supplies    | \$2,155.00  |
| 0000015503 | 0100 | KELLY PAPER                       | 500 | Materials And Supplies    | \$5,000.00  |
| 0000015504 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies    | \$1,500.00  |
| 0000015505 | 0100 | LASERCYCLE USA INC                | 500 | Materials And Supplies    | \$2,000.00  |
| 0000015506 | 0100 | ACE COOLERS INC                   | 012 | Other Serv.& Oper.Exp.    | \$1,000.00  |
| 0000015506 | 0100 | ACE COOLERS INC                   | 012 | Repairs & Maintenance     | \$3,000.00  |
| 0000015507 | 0100 | LASERCYCLE USA INC                | 012 | Materials And Supplies    | \$2,000.00  |
| 0000015509 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies    | \$200.00    |

## ITEM 9a-v

|            |      |                                       |     |                                |              |
|------------|------|---------------------------------------|-----|--------------------------------|--------------|
| 0000015510 | 0100 | AMAZON CAPITAL SERVICES, INC.         | 500 | Materials And Supplies         | \$1,300.00   |
| 0000015511 | 0100 | AMAZON CAPITAL SERVICES, INC.         | 500 | Materials And Supplies         | \$5,000.00   |
| 0000015512 | 0100 | AMAZON CAPITAL SERVICES, INC.         | 500 | Materials And Supplies         | \$5,000.00   |
| 0000015514 | 0100 | SIEMENS INDUSTRY, INC.                | 012 | Other Serv.& Oper.Exp.         | \$130,408.00 |
| 0000015515 | 0100 | STAPLES ADVANTAGE                     | 500 | Materials And Supplies         | \$1,000.00   |
| 0000015516 | 0100 | UNITED SITE SERVICES                  | 012 | Rents & Leases                 | \$1,300.00   |
| 0000015517 | 0100 | SHELL CAR WASH & EXPRESS LUBE         | 012 | Materials And Supplies         | \$250.00     |
| 0000015518 | 0100 | A1 GOLF CARS, INC                     | 012 | Repairs & Maintenance          | \$12,000.00  |
| 0000015519 | 0100 | Chelsea Pest & Termite Control        | 012 | Pest Control                   | \$14,000.00  |
| 0000015520 | 0100 | Raptor Technologies, LLC              | 017 | Computer Licensing             | \$6,215.00   |
| 0000015521 | 0100 | UNITED SITE SERVICES                  | 012 | Rents & Leases                 | \$6,250.00   |
| 0000015522 | 0100 | SHELL CAR WASH & EXPRESS LUBE         | 017 | Fuel                           | \$2,000.00   |
| 0000015523 | 0100 | PROCURETECH                           | 017 | Materials And Supplies         | \$35,000.00  |
| 0000015524 | 0100 | Safeguard, Inc.                       | 002 | Professional/Consult Svs       | \$3,800.00   |
| 0000015525 | 0100 | CA AGRI CONTROL INC                   | 012 | Pest Control                   | \$10,000.00  |
| 0000015526 | 0100 | CURRIER & HUDSON                      | 021 | Legal Expense                  | \$95,000.00  |
| 0000015527 | 0100 | RANCHO SANTA FE SEC SYSTEMS           | 012 | Repairs & Maintenance          | \$13,000.00  |
| 0000015528 | 0100 | ATKINSON, ANDELSON, LOYA, RUUD & ROMO | 002 | Legal Expense                  | \$75,000.00  |
| 0000015529 | 0100 | STANDARD ELECTRONICS                  | 012 | Materials And Supplies         | \$7,000.00   |
| 0000015529 | 0100 | STANDARD ELECTRONICS                  | 012 | Non-Capitalized Equipment      | \$5,000.00   |
| 0000015530 | 0100 | HOME DEPOT CREDIT SERVICES            | 017 | Materials And Supplies         | \$1,500.00   |
| 0000015531 | 0100 | PIONEER ATHLETICS                     | 012 | Materials And Supplies         | \$30,000.00  |
| 0000015532 | 0100 | ROSETTA STONE                         | 003 | Computer Licensing             | \$8,100.00   |
| 0000015533 | 0100 | NUTRIEN AG SOLUTIONS INC              | 012 | Materials And Supplies         | \$18,000.00  |
| 0000015534 | 0100 | DOVETAIL MARKETING COMPANY INC        | 012 | Materials And Supplies         | \$3,500.00   |
| 0000015535 | 2519 | FREDRICKS ELECTRIC INC                | 007 | Improvements                   | \$12,000.00  |
| 0000015536 | 0100 | WAYNE GOSSETT FORD INC                | 013 | Materials-Vehicle Parts        | \$3,000.00   |
| 0000015538 | 0100 | JOHNSON CONTROLS FIRE PROTECTION LP   | 013 | Repairs & Maintenance          | \$726.00     |
| 0000015539 | 0100 | CREATIVE BUS SALES                    | 013 | Materials-Vehicle Parts        | \$16,000.00  |
| 0000015540 | 0100 | NATIONAL PETROLEUM INC.               | 013 | Materials-Vehicle Parts        | \$8,000.00   |
| 0000015541 | 0100 | ALL STAR GLASS INC                    | 013 | Repairs-Vehicles               | \$2,000.00   |
| 0000015542 | 0100 | UNITED TIRE CENTERS, LLC              | 013 | Tires                          | \$41,000.00  |
| 0000015543 | 0100 | INTERSTATE BATTERY                    | 013 | Materials-Vehicle Parts        | \$10,250.00  |
| 0000015544 | 0100 | CDW GOVERNMENT                        | 003 | Non-Capitalized Tech Equipment | \$39,922.57  |
| 0000015545 | 0100 | ADORAMA CAMERA INC                    | 600 | Materials And Supplies         | \$253.21     |
| 0000015546 | 0100 | STANDARD ELECTRONICS                  | 012 | Repairs & Maintenance          | \$8,000.00   |
| 0000015547 | 0100 | SAFARI MONTAGE                        | 017 | Computer Licensing             | \$12,167.75  |
| 0000015548 | 0100 | UNITED TIRE CENTERS, LLC              | 013 | Hazardous Waste Disposal       | \$1,000.00   |
| 0000015549 | 0100 | PROCURE AMERICA INC                   | 017 | Communications-Telephone       | \$8,796.00   |
| 0000015550 | 0100 | PROCURE AMERICA INC                   | 017 | Communications-Telephone       | \$733.00     |
| 0000015551 | 0100 | SCREENCASTIFY LLC                     | 017 | Computer Licensing             | \$6,750.00   |
| 0000015552 | 0100 | DANNIS WOLIVER KELLEY                 | 002 | Legal Expense                  | \$150,000.00 |
| 0000015553 | 0100 | AMAZON CAPITAL SERVICES, INC.         | 500 | Materials And Supplies         | \$145.46     |
| 0000015554 | 0100 | THE FRUTH GROUP, INC                  | 500 | Rents & Leases                 | \$1,287.00   |
| 0000015555 | 0100 | S AND R TOWING INC                    | 013 | Other Serv.& Oper.Exp.         | \$5,000.00   |
| 0000015556 | 0100 | MISSION LINEN SUPPLY                  | 013 | Other Serv.& Oper.Exp.         | \$5,800.00   |
| 0000015557 | 0100 | RANCHO SANTA FE SEC SYSTEMS           | 012 | Security Guard Contract        | \$38,000.00  |
| 0000015558 | 0100 | MATCH POINT TENNIS COURTS, INC        | 012 | Other Serv.& Oper.Exp.         | \$8,000.00   |
| 0000015559 | 0100 | NVLS PROFESSIONAL SERVICES LLC        | 017 | Consultants-Computer           | \$13,500.00  |
| 0000015560 | 0100 | SCHOOL SERVICES OF CALIFORNIA, INC.   | 021 | Professional/Consult Svs       | \$4,400.00   |
| 0000015561 | 0100 | BURNHAM BENEFITS INSURANCE SERVICES   | 020 | Professional/Consult Svs       | \$85,000.00  |
| 0000015562 | 0100 | OFFICE & ERGONOMIC SOLUTIONS INC      | 007 | Materials And Supplies         | \$3,948.08   |
| 0000015563 | 0100 | DEPT OF TOXIC SUBSTANCE CNTRL         | 018 | Fees - Business, Admission,Etc | \$1,552.50   |
| 0000015564 | 1300 | CHEFS' TOYS                           | 014 | Materials And Supplies         | \$1,500.00   |
| 0000015565 | 0100 | TRIMARK ASSOCIATES, INC.              | 007 | Data Processing Contract       | \$2,832.00   |

## ITEM 9a-v

|            |      |                                   |     |                                |             |
|------------|------|-----------------------------------|-----|--------------------------------|-------------|
| 0000015566 | 0100 | BRIGHTVIEW TREE CARE SERVICES INC | 012 | Other Serv.& Oper.Exp.         | \$54,799.00 |
| 0000015567 | 0100 | LEUCADIA WASTEWATER DISTRICT      | 012 | Sewer Charges                  | \$30,243.84 |
| 0000015568 | 2139 | SUBSURFACE SURVEYS &              | 007 | New Construction               | \$1,300.00  |
| 0000015569 | 2519 | WESTERN ENVIRONMENTAL & SAFETY    | 007 | Land Improvements              | \$6,795.00  |
| 0000015570 | 2139 | RANCHO SANTA FE SEC SYSTEMS       | 007 | Improvements                   | \$1,896.00  |
| 0000015571 | 2139 | CHEFS' TOYS                       | 007 | Equipment                      | \$4,989.65  |
| 0000015572 | 0100 | WASHED OUT PRESSURE WASHING       | 012 | Repairs & Maintenance          | \$1,197.00  |
| 0000015573 | 0100 | Facilities Protection Systems     | 012 | Other Serv.& Oper.Exp.         | \$1,200.00  |
| 0000015573 | 0100 | Facilities Protection Systems     | 012 | Repairs & Maintenance          | \$1,000.00  |
| 0000015574 | 0100 | WESTERN ENVIRONMENTAL & SAFETY    | 012 | Other Serv.& Oper.Exp.         | \$8,000.00  |
| 0000015575 | 1300 | STAPLES ADVANTAGE                 | 014 | Materials And Supplies         | \$2,200.00  |
| 0000015576 | 0100 | AVID CENTER                       | 004 | Fees - Business, Admission,Etc | \$14,037.00 |
| 0000015577 | 0100 | RANCHO SANTA FE SEC SYSTEMS       | 012 | Other Serv.& Oper.Exp.         | \$27,872.00 |
| 0000015578 | 0100 | CURRIER & HUDSON                  | 021 | Legal Expense                  | \$4,660.50  |
| 0000015579 | 1300 | MINUTEMAN PRESS /ENCINITAS        | 014 | Materials And Supplies         | \$160.09    |
| 0000015580 | 0100 | CORELOGIC SOLUTIONS, LLC          | 007 | Computer Licensing             | \$3,500.00  |
| 0000015581 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$1,000.00  |
| 0000015582 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$1,000.00  |
| 0000015583 | 0100 | MARGARET ADAMS, ATTY AT LAW       | 002 | Mediation Settlements          | \$7,000.00  |
| 0000015584 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$500.00    |
| 0000015585 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$300.00    |
| 0000015586 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$500.00    |
| 0000015587 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$300.00    |
| 0000015588 | 0100 | STAPLES ADVANTAGE                 | 500 | Materials And Supplies         | \$250.00    |
| 0000015589 | 0100 | STAPLES ADVANTAGE                 | 020 | Materials And Supplies         | \$1,000.00  |
| 0000015590 | 0100 | BOOT WORLD INC                    | 012 | Materials And Supplies         | \$2,250.00  |
| 0000015591 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015592 | 0100 | COMM USA INC                      | 007 | Materials And Supplies         | \$3,218.40  |
| 0000015593 | 0100 | SSID #9166183795                  | 002 | Mediation Settlements          | \$13,600.00 |
| 0000015594 | 2139 | UNITED SITE SERVICES              | 007 | Land Improvements              | \$5,446.09  |
| 0000015595 | 2519 | FREDRICKS ELECTRIC INC            | 007 | Improvements                   | \$11,895.00 |
| 0000015596 | 2519 | DAVIS DEMOGRAPHICS & PLANNING     | 007 | Professional/Consult Svs       | \$18,930.00 |
| 0000015597 | 0100 | AREY JONES ED SOLUTIONS           | 017 | Non-Capitalized Tech Equipment | \$40,179.72 |
| 0000015599 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015600 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies         | \$400.00    |
| 0000015601 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 500 | Materials And Supplies         | \$500.00    |
| 0000015602 | 0100 | XEROX CORPORATION                 | 011 | Rents & Leases                 | \$2,083.67  |
| 0000015602 | 0100 | XEROX CORPORATION                 | 500 | Copy Charges                   | \$2,747.94  |
| 0000015603 | 0100 | KELLY PAPER                       | 500 | Materials And Supplies         | \$2,500.00  |
| 0000015604 | 0100 | EAGLE SOFTWARE                    | 017 | Computer Licensing             | \$39,531.00 |
| 0000015605 | 0100 | XEROX CORPORATION                 | 011 | Rents & Leases                 | \$5,621.17  |
| 0000015605 | 0100 | XEROX CORPORATION                 | 500 | Copy Charges                   | \$4,536.85  |
| 0000015606 | 0100 | AMAZON CAPITAL SERVICES, INC.     | 600 | Materials And Supplies         | \$2,500.00  |
| 0000015607 | 0100 | XEROX CORPORATION                 | 011 | Rents & Leases                 | \$6,738.38  |
| 0000015607 | 0100 | XEROX CORPORATION                 | 500 | Copy Charges                   | \$4,659.68  |
| 0000015608 | 0100 | XEROX CORPORATION                 | 011 | Rents & Leases                 | \$1,921.41  |
| 0000015608 | 0100 | XEROX CORPORATION                 | 500 | Copy Charges                   | \$935.69    |
| 0000015609 | 0100 | M P S                             | 001 | Textbooks                      | \$48,935.63 |
| 0000015610 | 0100 | M P S                             | 001 | Textbooks                      | \$35,321.13 |
| 0000015611 | 0100 | M P S                             | 001 | Textbooks                      | \$48,383.29 |
| 0000015612 | 0100 | M P S                             | 001 | Textbooks                      | \$33,066.58 |
| 0000015613 | 0100 | FOLLETT EDUCATIONAL SERVICES      | 001 | Textbooks                      | \$6,086.26  |
| 0000015614 | 0100 | STAPLES ADVANTAGE                 | 011 | Materials And Supplies         | \$1,000.00  |
| 0000015615 | 0100 | XEROX CORPORATION                 | 001 | Copy Charges                   | \$2,989.30  |
| 0000015615 | 0100 | XEROX CORPORATION                 | 001 | Rents & Leases                 | \$1,965.86  |



## ITEM 9a-v

|            |      |                                      |     |                                |             |
|------------|------|--------------------------------------|-----|--------------------------------|-------------|
| 0000015616 | 0100 | LAURA ROMANO                         | 007 | Legal Expense                  | \$8,000.00  |
| 0000015617 | 0100 | COLBI TECHNOLOGIES, INC.             | 007 | Fees - Business, Admission,Etc | \$10,000.00 |
| 0000015618 | 2519 | NORTH COAST SIGNS                    | 007 | Non-Capitalized Equipment      | \$1,667.71  |
| 0000015620 | 2519 | AZTEC TECHNOLOGY CORP                | 007 | Land Improvements              | \$595.00    |
| 0000015621 | 0100 | C.A.S.H.                             | 007 | Dues And Memberships           | \$787.00    |
| 0000015622 | 0100 | LASERCYCLE USA INC                   | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015623 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 500 | Materials And Supplies         | \$1,500.00  |
| 0000015624 | 0100 | PERFECTION LEARNING CORP             | 001 | Textbooks                      | \$24,935.94 |
| 0000015625 | 0100 | PERFECTION LEARNING CORP             | 001 | Textbooks                      | \$35,261.29 |
| 0000015626 | 0100 | PERFECTION LEARNING CORP             | 001 | Textbooks                      | \$34,844.65 |
| 0000015627 | 0100 | CENGAGE LEARNING                     | 001 | Textbooks                      | \$35,065.80 |
| 0000015628 | 0100 | UNITED SITE SERVICES                 | 012 | Rents & Leases                 | \$6,000.00  |
| 0000015629 | 0100 | Savvas Learning Company LLC          | 001 | Textbooks                      | \$3,177.34  |
| 0000015630 | 0100 | VIRCO MANUFACTURING CORP             | 007 | Materials And Supplies         | \$9,017.38  |
| 0000015631 | 0100 | SCHOOL SPECIALTY, INC                | 007 | Materials And Supplies         | \$10,406.06 |
| 0000015632 | 2139 | HOME DEPOT CREDIT SERVICES           | 007 | Improvements                   | \$2,499.59  |
| 0000015633 | 0100 | WASHED OUT PRESSURE WASHING          | 012 | Repairs & Maintenance          | \$1,196.00  |
| 0000015634 | 0100 | ALTA COPY, PRINT, DESIGN             | 500 | Materials And Supplies         | \$64.65     |
| 0000015635 | 0100 | WASHED OUT PRESSURE WASHING          | 012 | Repairs & Maintenance          | \$4,498.00  |
| 0000015636 | 0100 | BOOT WORLD INC                       | 012 | Materials And Supplies         | \$1,200.00  |
| 0000015637 | 0100 | LASERCYCLE USA INC                   | 012 | Materials And Supplies         | \$200.00    |
| 0000015638 | 0100 | JOHNSON CONTROLS FIRE PROTECTION LP  | 012 | Repairs & Maintenance          | \$40,000.00 |
| 0000015639 | 2139 | REHABMART LLC                        | 007 | Non-Capitalized Equipment      | \$4,002.55  |
| 0000015640 | 0100 | SPRINT                               | 013 | Communications-Telephone       | \$27,000.00 |
| 0000015641 | 0100 | WESTAIR GASES & EQUIPMENT            | 013 | Rents & Leases                 | \$2,000.00  |
| 0000015642 | 0100 | WESTAIR GASES & EQUIPMENT            | 013 | Materials And Supplies         | \$808.13    |
| 0000015643 | 0100 | HOME DEPOT CREDIT SERVICES           | 013 | Materials And Supplies         | \$800.00    |
| 0000015644 | 0100 | LAWSON PRODUCTS INC                  | 013 | Materials-Vehicle Parts        | \$1,500.00  |
| 0000015645 | 0100 | CUSTOM RADIO CORPORATION             | 013 | Materials-Vehicle Parts        | \$1,400.00  |
| 0000015646 | 0100 | STAPLES ADVANTAGE                    | 600 | Materials And Supplies         | \$800.00    |
| 0000015647 | 0100 | WASHED OUT PRESSURE WASHING          | 012 | Repairs & Maintenance          | \$4,295.00  |
| 0000015648 | 0100 | TCG GROUP 403(B)                     | 008 | Other Benefits, certificated p | \$9,900.00  |
| 0000015649 | 0100 | Harbottle Law Group                  | 002 | Legal Expense                  | \$75,000.00 |
| 0000015650 | 0100 | VERDUGO TESTING CO., INC.            | 013 | Fees - Business, Admission,Etc | \$7,500.00  |
| 0000015651 | 0100 | OFFICE DEPOT, INC                    | 500 | Materials And Supplies         | \$23.69     |
| 0000015652 | 0100 | OFFICE DEPOT, INC                    | 500 | Materials And Supplies         | \$70.04     |
| 0000015653 | 0100 | OFFICE DEPOT, INC                    | 022 | Printing                       | \$61.33     |
| 0000015654 | 0100 | PERSEUS ASSOCIATES, LLC              | 013 | Computer Licensing             | \$5,400.00  |
| 0000015655 | 0100 | SSID# 6127568100                     | 002 | Other Serv.& Oper.Exp.         | \$2,250.00  |
| 0000015656 | 2519 | W WOOD & ASSOCIATES DEVELOPMENT, INC | 007 | Professional/Consult Svs       | \$21,590.00 |
| 0000015657 | 0100 | BKM OFFICEWORKS LLC                  | 010 | Professional/Consult Svs       | \$3,200.00  |
| 0000015657 | 2139 | BKM OFFICEWORKS LLC                  | 007 | New Construction               | \$2,400.00  |
| 0000015658 | 0100 | WASHED OUT PRESSURE WASHING          | 012 | Repairs & Maintenance          | \$5,098.00  |
| 0000015659 | 0100 | SAN DIEGO COUNTY OFFICE OF EDUCATION | 011 | Materials And Supplies         | \$461.17    |
| 0000015660 | 0100 | AMAZON CAPITAL SERVICES, INC.        | 012 | Materials And Supplies         | \$1,000.00  |
| 0000015661 | 0100 | STAPLES ADVANTAGE                    | 600 | Materials And Supplies         | \$500.00    |
| 0000015662 | 0100 | SAN DIEGO CITY TREASURER             | 012 | Sewer Charges                  | \$26,140.14 |
| 0000015662 | 0100 | SAN DIEGO CITY TREASURER             | 012 | Water                          | \$58,604.82 |
| 0000015663 | 0100 | BRIDGESTONE HOSE POWER               | 013 | Materials-Vehicle Parts        | \$3,000.00  |
| 0000015664 | 0100 | AMS.NET, Inc.                        | 017 | Computer Licensing             | \$66,792.00 |
| 0000015665 | 0100 | FILINGSUPPLIES.COM                   | 002 | Repairs & Maintenance          | \$506.22    |
| 0000015666 | 0100 | Savvas Learning Company LLC          | 001 | Textbooks                      | \$32,867.45 |
| 0000015667 | 0100 | Savvas Learning Company LLC          | 001 | Textbooks                      | \$16,433.72 |
| 0000015668 | 0100 | STANLEY STEEMER                      | 012 | Other Serv.& Oper.Exp.         | \$922.60    |
| 0000015669 | 0100 | STAPLES ADVANTAGE                    | 002 | Materials And Supplies         | \$950.00    |

## ITEM 9a-v

|            |      |  |     |                                |             |
|------------|------|--|-----|--------------------------------|-------------|
| 0000015670 | 0100 | STAPLES ADVANTAGE                      | 002 | Materials And Supplies         | \$400.00    |
| 0000015671 | 0100 | AMAZON CAPITAL SERVICES, INC.          | 002 | Materials And Supplies         | \$125.00    |
| 0000015672 | 0100 | ISQUAD REPAIR LLC                      | 002 | Repairs & Maintenance          | \$1,485.00  |
| 0000015673 | 0100 | RASIX COMPUTER CENTER INC              | 013 | Materials And Supplies         | \$201.49    |
| 0000015674 | 0100 | EXPERT RADIATOR & A/C                  | 013 | Repairs-Vehicles               | \$150.00    |
| 0000015675 | 0100 | School Employers Assc of California    | 020 | Dues And Memberships           | \$2,086.00  |
| 0000015676 | 0100 | SSID #8761283098                       | 002 | Other Serv.& Oper.Exp.         | \$2,250.00  |
| 0000015677 | 0100 | SSID #4123831140                       | 002 | Pay In Lieu Of Transp>         | \$245.64    |
| 0000015678 | 2139 | 1800WHEELCHAIR.COM                     | 007 | Non-Capitalized Equipment      | \$10,825.64 |
| 0000015679 | 0100 | SSID #2173691845                       | 002 | Mediation Settlements          | \$30,480.00 |
| 0000015681 | 0100 | SSID #9606465641                       | 002 | Mediation Settlements          | \$44,000.00 |
| 0000015682 | 0100 | LAW OFFICE OF MEAGAN NUNEZ             | 002 | Mediation Settlements          | \$8,000.00  |
| 0000015683 | 0100 | UNITED SITE SERVICES                   | 011 | Rents & Leases                 | \$3,577.36  |
| 0000015684 | 0100 | Asbury dba World Oil Environmental     | 018 | Hazardous Waste Disposal       | \$1,000.00  |
| 0000015685 | 0100 | DIVERSE NETWORK ASSOCIATES             | 017 | Consultants-Computer           | \$9,147.60  |
| 0000015686 | 0100 | Kognito Solutions, LLC                 | 004 | Computer Licensing             | \$26,154.45 |
| 0000015687 | 0100 | AGC OF AMERICA, SAN DIEGO CHAPTER INC  | 007 | Conference,Workshop,Sem.       | \$50.00     |
| 0000015688 | 0100 | SCORESPORTS                            | 011 | Materials And Supplies         | \$6,079.26  |
| 0000015689 | 0100 | STAPLES ADVANTAGE                      | 012 | Materials And Supplies         | \$3,000.00  |
| 0000015690 | 0100 | UNITED SITE SERVICES                   | 012 | Rents & Leases                 | \$5,918.04  |
| 0000015691 | 0100 | UNITED SITE SERVICES                   | 012 | Rents & Leases                 | \$1,365.00  |
| 0000015692 | 0100 | BLICK, DICK (DICK BLICK)               | 500 | Materials And Supplies         | \$2,000.00  |
| 0000015693 | 0100 | UNITED SITE SERVICES                   | 012 | Rents & Leases                 | \$720.04    |
| 0000015694 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$700.00    |
| 0000015695 | 0100 | AMAZON CAPITAL SERVICES, INC.          | 500 | Materials And Supplies         | \$500.00    |
| 0000015696 | 0100 | KELLY PAPER                            | 500 | Materials And Supplies         | \$500.00    |
| 0000015697 | 0100 | LASERCYCLE USA INC                     | 500 | Materials And Supplies         | \$500.00    |
| 0000015698 | 0100 | JRB SOFTWARE LIMITED                   | 017 | Computer Licensing             | \$200.00    |
| 0000015699 | 0100 | GO-BOX LLC                             | 017 | Non-Capitalized Tech Equipment | \$8,175.84  |
| 0000015700 | 0100 | KELLY PAPER                            | 500 | Materials And Supplies         | \$10,000.00 |
| 0000015701 | 0100 | LASERCYCLE USA INC                     | 500 | Materials And Supplies         | \$6,500.00  |
| 0000015702 | 0100 | Devereux Advanced Behavioral Health GA | 002 | Mental Health Svcs             | \$1,468.08  |
| 0000015702 | 0100 | Devereux Advanced Behavioral Health GA | 002 | Other Contr-N.P.S.             | \$0.01      |
| 0000015702 | 0100 | Devereux Advanced Behavioral Health GA | 002 | Room & Board                   | \$1,946.16  |
| 0000015703 | 0100 | HERITAGE SCHOOLS                       | 002 | Mental Health Svcs             | \$182.00    |
| 0000015703 | 0100 | HERITAGE SCHOOLS                       | 002 | Other Contr-N.P.S.             | \$1,350.00  |
| 0000015703 | 0100 | HERITAGE SCHOOLS                       | 002 | Room & Board                   | \$516.00    |
| 0000015705 | 0100 | MACGILL DISCOUNT SCHOOL NURSE          | 500 | Materials And Supplies         | \$661.48    |
| 0000015706 | 0100 | SCHOOL HEALTH CORPORATION              | 500 | Materials And Supplies         | \$100.61    |
| 0000015707 | 0100 | Ellevation, Inc.                       | 003 | Computer Licensing             | \$6,063.75  |
| 0000015708 | 0100 | CDW GOVERNMENT                         | 017 | Computer Licensing             | \$61,845.00 |
| 0000015709 | 0100 | PERFECTION LEARNING CORP               | 001 | Textbooks                      | \$67,505.36 |
| 0000015710 | 0100 | M P S                                  | 001 | Textbooks                      | \$78,275.90 |
| 0000015711 | 0100 | ACCREDITING COMMIS FOR SCHOOLS         | 001 | Dues And Memberships           | \$5,350.00  |
| 0000015712 | 0100 | BIOZONE CORPORATION                    | 001 | Textbooks                      | \$468.65    |
| 0000015713 | 0100 | GEM INDUSTRIAL, INC.                   | 007 | Buildings&Improvmnts Of Builds | \$14,860.00 |
| 0000015714 | 2139 | ARENSON OFFICE FURNITURE               | 007 | Equipment                      | \$2,228.60  |
| 0000015715 | 0100 | WARD'S SCIENCE                         | 500 | Materials And Supplies         | \$178.53    |
| 0000015716 | 0100 | ACDC LEADERSHIP & CONSULTING           | 500 | Materials And Supplies         | \$649.98    |
| 0000015717 | 0100 | STAPLES ADVANTAGE                      | 500 | Materials And Supplies         | \$500.00    |
| 0000015718 | 0100 | AMAZON CAPITAL SERVICES, INC.          | 500 | Materials And Supplies         | \$500.00    |
| 0000015719 | 0100 | OFFICE DEPOT, INC                      | 500 | Materials And Supplies         | \$118.48    |
| 0000015720 | 0100 | UNITED SITE SERVICES                   | 012 | Rents & Leases                 | \$3,735.00  |
| 0000015721 | 2519 | FREDRICKS ELECTRIC INC                 | 007 | Improvements                   | \$1,950.00  |
| 0000015722 | 0100 | UNITED SITE SERVICES                   | 012 | Rents & Leases                 | \$1,245.00  |

## ITEM 9a-v

|            |      |                                    |     |                            |              |
|------------|------|------------------------------------|-----|----------------------------|--------------|
| 0000015723 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies     | \$5,000.00   |
| 0000015724 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies     | \$5,000.00   |
| 0000015725 | 0100 | BOOMERANG PROJECT                  | 600 | Computer Licensing         | \$500.00     |
| 0000015726 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 500 | Materials And Supplies     | \$5,000.00   |
| 0000015727 | 0100 | KELLY PAPER                        | 500 | Materials And Supplies     | \$10,000.00  |
| 0000015728 | 0100 | LASERCYCLE USA INC                 | 500 | Materials And Supplies     | \$7,000.00   |
| 0000015729 | 0100 | HERFF JONES, INC                   | 500 | Printing                   | \$3,000.00   |
| 0000015730 | 1300 | LLOYD PEST CONTROL                 | 014 | Other Serv.& Oper.Exp.     | \$5,000.00   |
| 0000015731 | 2519 | D A D ASPHALT, INC.                | 007 | Land Improvements          | \$6,000.00   |
| 0000015732 | 0100 | Bayridge Consortium, Inc.          | 002 | Professional/Consult Svs   | \$1,500.00   |
| 0000015733 | 1300 | LASERCYCLE USA INC                 | 014 | Materials And Supplies     | \$1,000.00   |
| 0000015734 | 1300 | SO-CAL DOMINOIDS                   | 014 | Purchases Food             | \$5,000.00   |
| 0000015735 | 0100 | UNIVERSITY OF NOTRE DAME           | 001 | Conference,Workshop,Sem.   | \$550.00     |
| 0000015736 | 0100 | TPRS BOOKS                         | 003 | Conference,Workshop,Sem.   | \$199.00     |
| 0000015737 | 0100 | AMERICAN SANITARY SUPPLY           | 500 | Materials And Supplies     | \$150.00     |
| 0000015738 | 0100 | RASIX COMPUTER CENTER INC          | 500 | Materials And Supplies     | \$119.60     |
| 0000015739 | 0100 | WELLNESS TOGETHER INC              | 004 | Conference,Workshop,Sem.   | \$472.47     |
| 0000015740 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 500 | Materials And Supplies     | \$700.00     |
| 0000015741 | 1300 | ALL AMERICAN PLASTIC               | 014 | Purchases Supplies         | \$2,500.00   |
| 0000015742 | 1300 | SMART AND FINAL STORES CORP        | 014 | Purchases Food             | \$250.00     |
| 0000015742 | 1300 | SMART AND FINAL STORES CORP        | 014 | Purchases Supplies         | \$250.00     |
| 0000015743 | 1300 | GALASSO'S BAKERY                   | 014 | Purchases Food             | \$20,000.00  |
| 0000015744 | 1300 | P AND R PAPER SUPPLY CO.           | 014 | Purchases Supplies         | \$10,000.00  |
| 0000015745 | 1300 | SUNRISE PRODUCE                    | 014 | Purchases Food             | \$42,000.00  |
| 0000015746 | 0100 | SOUTHERN CALIF SUPERINTENDENTS     | 015 | Dues And Memberships       | \$150.00     |
| 0000015747 | 1300 | HOLLANDIA DAIRY                    | 014 | Purchases Food             | \$39,000.00  |
| 0000015748 | 1300 | GOLD STAR FOODS                    | 014 | Purchases Food             | \$250,000.00 |
| 0000015749 | 1300 | CA DEPT OF ED-FOOD DISTR.          | 014 | Purchases Food             | \$6,000.00   |
| 0000015750 | 0100 | AMPLIFIED IT LLC                   | 017 | Computer Licensing         | \$18,576.00  |
| 0000015751 | 0100 | OFFICE DEPOT, INC                  | 500 | Materials And Supplies     | \$30.67      |
| 0000015752 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 002 | Materials And Supplies     | \$750.00     |
| 0000015753 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 002 | Materials And Supplies     | \$750.00     |
| 0000015754 | 0100 | C S B A                            | 015 | Dues And Memberships       | \$17,428.00  |
| 0000015755 | 0100 | SIDEPATH INC                       | 017 | Computer Licensing         | \$13,797.10  |
| 0000015756 | 0100 | RIVERSIDE INSIGHTS                 | 002 | Materials And Supplies     | \$3,339.60   |
| 0000015757 | 0100 | Cajon Valley Union School District | 011 | Materials And Supplies     | \$1,875.00   |
| 0000015758 | 0100 | Follett School Solutions           | 001 | Textbooks                  | \$4,289.31   |
| 0000015759 | 0100 | BIOZONE CORPORATION                | 001 | Textbooks                  | \$1,347.35   |
| 0000015761 | 0100 | RASIX COMPUTER CENTER INC          | 017 | Materials And Supplies     | \$562.99     |
| 0000015762 | 0100 | SDCSPCA                            | 016 | Dues And Memberships       | \$50.00      |
| 0000015763 | 0100 | CSPCA                              | 016 | Dues And Memberships       | \$800.00     |
| 0000015764 | 0100 | C O D E S P                        | 016 | Dues And Memberships       | \$2,300.00   |
| 0000015765 | 0100 | PERMA BOUND                        | 500 | Books Other Than Textbooks | \$1,089.73   |
| 0000015765 | 0100 | PERMA BOUND                        | 600 | Books Other Than Textbooks | \$5,769.64   |
| 0000015766 | 0100 | FREE FORM CLAY & SUPPLY            | 500 | Materials And Supplies     | \$557.38     |
| 0000015767 | 0100 | ENCINITAS UNION SCHOOL DIST        | 002 | Non-Capitalized Equipment  | \$4,392.75   |
| 0000015768 | 0100 | ACCREDITING COMMIS FOR SCHOOLS     | 001 | Dues And Memberships       | \$950.00     |
| 0000015769 | 0100 | INTEGRIS EQUIPMENT                 | 018 | Materials And Supplies     | \$1,108.75   |
| 0000015770 | 0100 | STAPLES ADVANTAGE                  | 500 | Materials And Supplies     | \$1,000.00   |
| 0000015771 | 0100 | PREMIER CHEVROLET OF CARLSBAD      | 013 | Materials-Vehicle Parts    | \$3,000.00   |
| 0000015772 | 0100 | KELLY PAPER                        | 500 | Materials And Supplies     | \$2,000.00   |
| 0000015773 | 0100 | AMAZON CAPITAL SERVICES, INC.      | 013 | Materials And Supplies     | \$200.00     |
| 0000015774 | 0100 | LASERCYCLE USA INC                 | 500 | Materials And Supplies     | \$500.00     |
| 0000015775 | 0100 | MRC360 AKA MR COPY                 | 500 | Materials And Supplies     | \$500.00     |
| 0000015776 | 0100 | STAPLES ADVANTAGE                  | 001 | Printing                   | \$40,000.00  |

## ITEM 9a-v

|            |      |                          |     |                           |            |
|------------|------|--------------------------|-----|---------------------------|------------|
| 0000015777 | 0100 | KELLY PAPER              | 013 | Materials And Supplies    | \$250.00   |
| 0000015778 | 0100 | T E R I INC              | 002 | Other Contr-N.P.S.        | \$7,442.38 |
| 0000015779 | 2139 | AMERICAN TIME            | 007 | Equipment                 | \$9,020.97 |
| 0000015780 | 0100 | BLICK, DICK (DICK BLICK) | 500 | Materials And Supplies    | \$2,037.48 |
| 0000015781 | 0100 | NAKIVO INC.              | 017 | Computer Licensing        | \$3,360.00 |
| 0000015782 | 0100 | FREE FORM CLAY & SUPPLY  | 500 | Materials And Supplies    | \$1,467.85 |
| 0000015783 | 0100 | INTEGRIS EQUIPMENT       | 500 | Materials And Supplies    | \$451.75   |
| 0000015784 | 0100 | FREE FORM CLAY & SUPPLY  | 500 | Materials And Supplies    | \$1,800.00 |
| 0000015785 | 0100 | THE TORO COMPANY         | 012 | Materials And Supplies    | \$2,000.00 |
| 0000015785 | 0100 | THE TORO COMPANY         | 012 | Non-Capitalized Equipment | \$1,500.00 |
| 0000015785 | 0100 | THE TORO COMPANY         | 012 | Repairs & Maintenance     | \$2,500.00 |
| 0000015786 | 0100 | OFFICE DEPOT, INC        | 500 | Materials And Supplies    | \$61.34    |
| 000015466A | 0100 | VISTA PAINT CORPORATION  | 012 | Materials And Supplies    | \$5,000.00 |

**REPORT TOTAL**

\$10,821,715.69

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 14, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** RATIFICATION OF WARRANTS REPORTS  
LISTING

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### EXECUTIVE SUMMARY

Please find the following warrants reports listing submitted for your ratification:

1. Warrants
2. Revolving Cash Fund (None this reporting period)

### RECOMMENDATION:

It is recommended that the Board ratify the warrants reports listing, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable.

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                  | FUND | DESCRIPTION                    | AMOUNT       |
|-------------|-----------|---|------|--------------------------------|--------------|
| 14681749    | 6/5/2020  | M A Engineers Inc.                      | 2139 | New Construction               | \$ 1,400.00  |
| 14681750    | 6/5/2020  | THE HARTFORD                            | 0100 | All Other Local Revenue        | \$ 7,014.46  |
| 14681751    | 6/5/2020  | Haley MacKenzie                         | 0100 | Conference,Workshop,Sem.       | \$ 111.37    |
| 14681752    | 6/5/2020  | BURNHAM BENEFITS INSURANCE SERVICES     | 0100 | Professional/Consult Svcs      | \$ 7,083.33  |
| 14681753    | 6/5/2020  | TCG GROUP 403(B)                        | 0100 | Other Benefits, certificated p | \$ 825.00    |
| 14681754    | 6/5/2020  | LASERCYCLE USA INC                      | 0100 | Materials And Supplies         | \$ 388.84    |
| 14681755    | 6/5/2020  | MAINTEX INC                             | 0100 | Materials And Supplies         | \$ 1,203.66  |
| 14681756    | 6/5/2020  | DELTA DENTAL                            | 0100 | Health & Welfare Benefits, cla | \$ 26.76     |
| 14681757    | 6/5/2020  | FBC DENTAL                              | 0100 | Health & Welfare Benefits, cla | \$ 616.77    |
| 14681758    | 6/5/2020  | MES VISION                              | 0100 | Health & Welfare Benefits, cla | \$ 10.22     |
| 14681762    | 6/5/2020  | BRIAN HEID                              | 1300 | Food Service Sales Lcc         | \$ 95.90     |
| 14681763    | 6/5/2020  | Xiaodong Zhang                          | 1300 | Food Service Sales Cca         | \$ 81.00     |
| 14681764    | 6/5/2020  | Richard Weston                          | 1300 | Food Service Sales Cca         | \$ 58.50     |
| 14681765    | 6/5/2020  | Qian Zhang                              | 1300 | Food Service Sales Cca         | \$ 119.25    |
| 14681766    | 6/5/2020  | ANNA BODROV                             | 1300 | Food Service Sales Cca         | \$ 13.75     |
| 14681767    | 6/5/2020  | SOO AH CHO                              | 1300 | Food Service Sales Cvms        | \$ 80.25     |
| 14681768    | 6/5/2020  | MELIA FULLER                            | 1300 | Food Service Sales Cca         | \$ 65.00     |
| 14681769    | 6/5/2020  | AUTISM SPECTRUM                         | 0100 | Sub/Other Contr-Npa            | \$ 6,215.94  |
| 14681770    | 6/5/2020  | D. A. D. ASPHALT, INC.                  | 0100 | Repairs & Maintenance          | \$ 7,300.00  |
| 14681771    | 6/5/2020  | JAMIE DUCK                              | 0100 | Refreshments                   | \$ 51.38     |
| 14681772    | 6/5/2020  | FREDRICKS ELECTRIC INC                  | 1300 | Other Serv.& Oper.Exp.         | \$ 3,750.00  |
| 14681773    | 6/5/2020  | GRAINGER                                | 0100 | Materials And Supplies         | \$ 626.19    |
| 14681774    | 6/5/2020  | HOLLANDIA DAIRY                         | 1300 | Purchases Food                 | \$ 3,704.86  |
| 14681777    | 6/5/2020  | LDP ASSOCIATES, INC.                    | 0100 | Repairs & Maintenance          | \$ 13,950.00 |
| 14681778    | 6/5/2020  | MOBILE MODULAR MANAGEMENT CORP          | 2139 | New Construction               | \$ 13,190.00 |
| 14681779    | 6/5/2020  | PACWEST AIR FILTER                      | 0100 | Materials And Supplies         | \$ 1,471.76  |
| 14681780    | 6/5/2020  | RANCHO SANTA FE SEC SYSTEMS             | 0100 | Other Serv.& Oper.Exp.         | \$ 1,048.00  |
| 14681781    | 6/5/2020  | SAN DIEGO COUNTY OFFICE OF EDUCATION    | 0100 | Conference,Workshop,Sem.       | \$ 284.00    |
| 14681782    | 6/5/2020  | STEVEN SMITH LANDSCAPE, INC.            | 0100 | Repairs & Maintenance          | \$ 360.00    |
| 14681783    | 6/5/2020  | TRIMARK ASSOCIATES, INC.                | 0100 | Data Processing Contract       | \$ 236.00    |
| 14681784    | 6/5/2020  | WAXIE SANITARY SUPPLY                   | 0100 | Materials And Supplies         | \$ 2,915.98  |
| 14682569    | 6/8/2020  | San Dieguito Union High School District | 0100 | Transportation Fees From Indiv | \$ 42,000.00 |
| 14682571    | 6/8/2020  | Chelsea Pest & Termite Control          | 0100 | Pest Control                   | \$ 225.00    |
| 14682572    | 6/8/2020  | ROSELLA ARCE                            | 0100 | Conference,Workshop,Sem.       | \$ 14.09     |
| 14682573    | 6/8/2020  | Dar Fryer Hydraulics, Inc.              | 0100 | Repairs & Maintenance          | \$ 3,209.34  |
| 14682574    | 6/8/2020  | RICK LOPEZ                              | 0100 | Mileage                        | \$ 13.23     |
| 14682575    | 6/8/2020  | WASHED OUT PRESSURE WASHING             | 0100 | Repairs & Maintenance          | \$ 2,998.00  |
| 14682577    | 6/8/2020  | LESLIE FITZGERALD                       | 0100 | Transportation Fees From Indiv | \$ 280.00    |
| 14682578    | 6/8/2020  | GABRIELA GRANADOS                       | 0100 | Transportation Fees From Indiv | \$ 280.00    |
| 14682579    | 6/8/2020  | JENNIFER MILLER                         | 0100 | Transportation Fees From Indiv | \$ 140.00    |
| 14682580    | 6/8/2020  | RICHARD GAIDA                           | 0100 | Leases And Rentals             | \$ 150.00    |
|             |           |   |      | Bldg/Field Use-LCV             | \$ 100.00    |
| 14682581    | 6/8/2020  | AT&T                                    | 0100 | Communications-Telephone       | \$ 40.50     |
| 14682582    | 6/8/2020  | ADVANCED CHEMICAL TRANSPORT             | 0100 | Hazardous Waste Disposal       | \$ 4,891.25  |
| 14682584    | 6/8/2020  | RICHARD AYALA                           | 0100 | Mileage                        | \$ 9.20      |
| 14682585    | 6/8/2020  | TCG ADMINISTRATORS/CALSTRS              | 0100 | Professional/Consult Svcs      | \$ 718.00    |
| 14682586    | 6/8/2020  | SPARKLETTS                              | 0100 | Materials And Supplies         | \$ 30.81     |
| 14682587    | 6/8/2020  | Frontline Technologies Group LLC        | 0100 | Consultants-Computer           | \$ 2,192.50  |
| 14682589    | 6/8/2020  | FRONTIER FENCE COMPANY INC              | 0100 | Repairs & Maintenance          | \$ 6,716.00  |
| 14682590    | 6/8/2020  | GRAINGER                                | 0100 | Materials And Supplies         | \$ 242.44    |
| 14682591    | 6/8/2020  | HOME DEPOT CREDIT SERVICES              | 0100 | Materials And Supplies         | \$ 228.63    |
| 14682592    | 6/8/2020  | LAWNMOWERS PLUS INC                     | 0100 | Repairs & Maintenance          | \$ 100.39    |
| 14682593    | 6/8/2020  | OFFICE DEPOT, INC                       | 0100 | Materials And Supplies         | \$ 30.67     |
| 14682594    | 6/8/2020  | OLIVENHAIN MUNICIPAL WATER DST          | 0100 | Water                          | \$ 2,796.60  |
| 14682595    | 6/8/2020  | ORANGE COUNTY DEPT OF ED                | 0100 | Conference,Workshop,Sem.       | \$ 1,050.00  |
| 14682596    | 6/8/2020  | SPRINT                                  | 0100 | Communications-Telephone       | \$ 1,967.54  |
| 14682597    | 6/8/2020  | STAPLES ADVANTAGE                       | 0100 | Materials And Supplies         | \$ 445.39    |
| 14682598    | 6/8/2020  | XEROX CORPORATION                       | 0100 | Copy Charges                   | \$ -         |
|             |           |   |      | Rents & Leases                 | \$ 1,019.48  |
| 14683491    | 6/11/2020 | COSTCO CARMEL MTN RANCH                 | 0100 | Refreshments                   | \$ 86.28     |
| 14683492    | 6/11/2020 | FERGUSON FACILITIES SUPPLY              | 0100 | Materials And Supplies         | \$ 211.19    |
|             |           |   |      | Non-Capitalized Equipment      | \$ 4,391.81  |
| 14683493    | 6/11/2020 | SAN DIEGO REFRIGERATION                 | 0100 | Repairs & Maintenance          | \$ 1,460.12  |
| 14683494    | 6/11/2020 | HARBOR BAY INC                          | 2139 | New Construction               | \$ 3,200.00  |
| 14683495    | 6/11/2020 | SOS ENTERTAINMENT LLC                   | 0100 | Other Serv.& Oper.Exp.         | \$ 1,100.00  |
| 14683496    | 6/11/2020 | San Diego Elevator                      | 0100 | Other Serv.& Oper.Exp.         | \$ 9,705.00  |
| 14683497    | 6/11/2020 | NUTRIEN AG SOLUTIONS INC                | 0100 | Materials And Supplies         | \$ 2,458.30  |
| 14683499    | 6/11/2020 | T-Mobile USA, Inc.                      | 0100 | Computer Licensing             | \$ 36,000.00 |
| 14683500    | 6/11/2020 | Juditha & Robert Olmo                   | 0100 | Transportation Fees From Indiv | \$ 280.00    |
| 14683501    | 6/11/2020 | Lincoln Peirsol                         | 0100 | Transportation Fees From Indiv | \$ 140.00    |
| 14683502    | 6/11/2020 | Chunlei Shi                             | 0100 | Transportation Fees From Indiv | \$ 280.00    |
| 14683503    | 6/11/2020 | Daniela Tasevska                        | 0100 | Transportation Fees From Indiv | \$ 140.00    |



## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                 | FUND         | DESCRIPTION   | AMOUNT  |
|-------------|-----------|--|--------------|---|---|
| 14683504    | 6/11/2020 | Nikolas Wilkinson                      | 0100         | Transportation Fees From Indiv  | \$ 140.00   |
| 14683505    | 6/11/2020 | YAN-PING LI                            | 1300         | Food Service Sales Cca  | \$ 190.25   |
| 14683506    | 6/11/2020 | ANITA MALIK                            | 1300         | Food Service Sales Cca  | \$ 148.75   |
| 14683507    | 6/11/2020 | Kristin Struttmann                     | 1300         | Food Service Sales Dno  | \$ 205.50   |
| 14683508    | 6/11/2020 | Tina Zimmerman                         | 1300         | Food Service Sales Tp   | \$ 122.75   |
| 14683509    | 6/11/2020 | Sujin Roh                              | 1300         | Food Sales Pacific Trails   | \$ 49.75  |
| 14683510    | 6/11/2020 | Bak-Re-Pair,Inc                        | 1300         | Repairs & Maintenance   | \$ 252.16   |
| 14683511    | 6/11/2020 | Jenny Zhou                             | 1300         | Food Senvice Sales Tp   | \$ 159.00   |
| 14683512    | 6/11/2020 | LYNN LINKOWSKI                         | 1300         | Food Service Sales Sda  | \$ 47.75  |
| 14683513    | 6/11/2020 | SHARI HALLAHAN                         | 1300         | Food Service Sales Ew   | \$ 45.50  |
| 14683514    | 6/11/2020 | ONE DAY SIGNS                          | 2139         | Improvements  | \$ 215.50   |
| 14683515    | 6/11/2020 | ALTA COPY, PRINT, DESIGN               | 0100         | Materials And Supplies  | \$ 264.50   |
| 14683516    | 6/11/2020 | AMERICAN SANITARY SUPPLY               | 0100         | Materials And Supplies  | \$ 258.60   |
| 14683517    | 6/11/2020 | ATKINSON, ANDELSON, LOYA, RUUD & ROMO  | 0100         | Legal Expense   | \$ 7,717.51   |
| 14683518    | 6/11/2020 | BERT'S OFFICE TRAILERS                 | 0100         | Rents & Leases  | \$ 144.39   |
| 14683519    | 6/11/2020 | CULVER-NEWLIN INC                      | 2519         | Materials And Supplies<br>Non-Capitalized Equipment                                       | \$ 17,552.40<br>\$ 54,722.12                            |
| 14683520    | 6/11/2020 | DAVIS DEMOGRAPHICS & PLANNING          | 2519         | Professional/Consult Svcs   | \$ 3,147.50   |
| 14683521    | 6/11/2020 | FREDRICKS ELECTRIC INC                 | 0100         | Repairs & Maintenance   | \$ 1,737.16   |
| 14683522    | 6/11/2020 | FRONTIER FENCE COMPANY INC             | 0100         | Repairs & Maintenance   | \$ 13,375.00  |
| 14683523    | 6/11/2020 | GEM INDUSTRIAL, INC.                   | 2519         | Improvements  | \$ 16,639.80  |
| 14683524    | 6/11/2020 | GRAINGER                               | 0100         | Materials And Supplies  | \$ 748.32   |
| 14683525    | 6/11/2020 | HOME DEPOT CREDIT SERVICES             | 0100         | Materials And Supplies  | \$ 589.81   |
| 14683526    | 6/11/2020 | LAWN MOWERS PLUS INC                   | 0100         | Repairs & Maintenance   | \$ 475.99   |
| 14683527    | 6/11/2020 | NAPA AUTO PARTS                        | 0100         | Materials And Supplies<br>Materials-Vehicle Parts   | \$ 59.79<br>\$ 9.98                                     |
| 14683528    | 6/11/2020 | OPTIMUM FLOORCARE                      | 0100         | Repairs & Maintenance   | \$ 266.95   |
| 14683529    | 6/11/2020 | PERMA BOUND                            | 0100         | Books Other Than Textbooks  | \$ 812.65   |
| 14683530    | 6/11/2020 | PROCURETECH                            | 0100         | Materials And Supplies  | \$ 2,508.32   |
| 14683532    | 6/11/2020 | SAN DIEGO COUNTY OFFICE OF EDUCATION   | 0100         | Conference,Workshop,Sem.  | \$ 318.00   |
| 14683533    | 6/11/2020 | DUDE SOLUTIONS, INC.                   | 0100         | Computer Licensing  | \$ 14,116.85  |
| 14683534    | 6/11/2020 | STAPLES ADVANTAGE                      | 1300         | Materials And Supplies  | \$ 483.55   |
| 14683535    | 6/11/2020 | STAPLES ADVANTAGE                      | 2139         | New Construction  | \$ 243.52   |
| 14683536    | 6/11/2020 | UC REGENTS                             | 0100         | Professional/Consult Svcs   | \$ 37,363.64  |
| 14683537    | 6/11/2020 | SAN DIEGO UNION-TRIBUNE, LLC           | 2518         | Advertising   | \$ 567.79   |
| 14683538    | 6/11/2020 | VORTEX INDUSTRIES                      | 0100         | Repairs & Maintenance   | \$ 1,343.00   |
| 14683539    | 6/11/2020 | WAXIE SANITARY SUPPLY                  | 0100         | Materials And Supplies  | \$ 2,461.31   |
| 14684540    | 6/15/2020 | CHANELLE LARY                          | 0100         | Conference,Workshop,Sem.  | \$ 73.90  |
| 14684542    | 6/15/2020 | CW DRIVER LLC                          | 2139         | New Construction  | \$ 1,105.00   |
| 14684543    | 6/15/2020 | SSID #6135204734                       | 0100         | Mediation Settlements   | \$ 1,038.22   |
| 14684544    | 6/15/2020 | KIDS BEHAVIORAL HEALTH OF ALASKA, INC  | 0100         | Mental Health Svcs<br>Other Contr-N.P.S.<br>Room & Board                                  | \$ 4,030.00<br>\$ 2,565.00<br>\$ 5,611.00               |
| 14684546    | 6/15/2020 | SSID #6151662494                       | 0100         | Pay In Lieu Of Transp>  | \$ 227.13   |
| 14684547    | 6/15/2020 | SSID #2162200195                       | 0100         | Mediation Settlements   | \$ 3,161.60   |
| 14684548    | 6/15/2020 | Deaf Community Services of San Diego   | 0100         | Professional/Consult Svcs   | \$ 150.00   |
| 14684549    | 6/15/2020 | CONAN CONSTRUCTION, INC.               | 2139         | Improvements  | \$ 167,437.50   |
| 14684550    | 6/15/2020 | KAREN BROCKMEIER                       | 1300         | Food Service Sales Oc   | \$ 12.00  |
| 14684551    | 6/15/2020 | ALICIA GAUDIO                          | 1300         | Food Service Sales Ew   | \$ 80.50  |
| 14684552    | 6/15/2020 | MIKHAIL DENISSENKO                     | 1300         | Food Service Sales Cca  | \$ 17.25  |
| 14684555    | 6/15/2020 | BANYAN TREE EDUCATIONAL SERVICES, INC. | 0100         | Sub/Other Contr-Nps   | \$ 17,899.80  |
| 14684556    | 6/15/2020 | C E D                                  | 0100         | Materials And Supplies  | \$ 1,183.91   |
| 14684557    | 6/15/2020 | CA AGRI CONTROL INC                    | 0100         | Pest Control  | \$ 700.00   |
| 14684558    | 6/15/2020 | COMMUNITY SCHOOL OF SD, THE            | 0100         | Sub/Other Contr-Nps   | \$ 37,345.26  |
| 14684559    | 6/15/2020 | CONSULTING & INSPECTION SVCS           | 2139         | Improvements<br>New Construction  | \$ 3,920.00<br>\$ 17,076.00                             |
| 14684560    | 6/15/2020 | COX COMMUNICATIONS                     | 0100         | Communications-Telephone  | \$ 332.40   |
| 14684562    | 6/15/2020 | DEPT OF GENERAL SERVICES               | 2519         | Prepaid Expenditures (Expenses)<br>Other Contr-N.P.S.<br>Room & Board<br>Sub/Room & Board | \$ 343,981.82<br>\$ 2,648.80<br>\$ 6,920.80<br>\$ 84.89 |
| 14684564    | 6/15/2020 | DUNN EDWARDS CORP                      | 0100         | Materials And Supplies  | \$ 14.36  |
| 14684565    | 6/15/2020 | ERICKSON-HALL CONSTRUCTION CO          | 2139         | New Construction  | \$ 135,589.25   |
| 14684566    | 6/15/2020 | EXCELSIOR ACADEMY                      | 0100         | Other Contr-N.P.S.  | \$ 3,484.60   |
| 14684567    | 6/15/2020 | FREDRICKS ELECTRIC INC                 | 0100         | Repairs & Maintenance   | \$ 13,766.06  |
| 14684568    | 6/15/2020 | JAIME GARMAN                           | 0100         | Materials And Supplies  | \$ 375.82   |
| 14684569    | 6/15/2020 | GEM INDUSTRIAL, INC.                   | 0100<br>2519 | Land Improvements<br>Land Improvements  | \$ 164,703.60<br>\$ 37,836.40                           |
| 14684570    | 6/15/2020 | GEOCON INCORPORATED                    | 2139         | Improvements  | \$ 8,285.40   |
| 14684571    | 6/15/2020 | GRAINGER                               | 0100         | Non-Capitalized Equipment   | \$ 78.70  |
| 14684572    | 6/15/2020 | HERITAGE SCHOOLS, INC.                 | 0100         | Mental Health Svcs<br>Other Contr-N.P.S.  | \$ 2,821.00<br>\$ 3,192.00                              |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                               | FUND | DESCRIPTION                    | AMOUNT        |
|-------------|-----------|--------------------------------------|------|--------------------------------|---------------|
| 14684572    | 43997     | HERITAGE SCHOOLS, INC.               | 0100 | Room & Board                   | \$ 7,998.00   |
| 14684573    | 6/15/2020 | HOME DEPOT CREDIT SERVICES           | 0100 | Materials And Supplies         | \$ 160.36     |
| 14684574    | 6/15/2020 | MAXIM HEALTHCARE SERVICES INC        | 0100 | Sub/Prof/Consultnt             | \$ 394.30     |
| 14684575    | 6/15/2020 | New Haven Youth & Family Services    | 0100 | Other Contr-N.P.A.             | \$ 2,200.00   |
| 14684576    | 6/15/2020 | Provo Canyon School                  | 0100 | Sub/Mental Health Svcs         | \$ 3,472.00   |
|             |           |                                      |      | Sub/Other Contr-Nps            | \$ 3,240.00   |
|             |           |                                      |      | Sub/Room & Board               | \$ 6,293.00   |
| 14684577    | 6/15/2020 | ROESLING NAKAMURA                    | 0100 | Land Improvements              | \$ 1,750.00   |
| 14684578    | 6/15/2020 | ROESLING NAKAMURA                    | 2139 | Improvements                   | \$ 4,751.65   |
|             |           |                                      |      | Sub/Other Contr-Nps            | \$ 18,492.99  |
| 14684580    | 6/15/2020 | SANTA FE IRRIGATION DISTRICT         | 0100 | Water                          | \$ 223.33     |
| 14684581    | 6/15/2020 | SVA ARCHITECTS, INC.                 | 2139 | New Construction               | \$ 46,477.90  |
| 14684582    | 6/15/2020 | WAXIE SANITARY SUPPLY                | 0100 | Materials And Supplies         | \$ 3.75       |
| 14684583    | 6/15/2020 | XEROX CORPORATION                    | 0100 | Copy Charges                   | \$ 218.62     |
|             |           |                                      |      | Rents & Leases                 | \$ 4,501.28   |
| 14685640    | 6/18/2020 | CDS Moving Equipment Inc.            | 2139 | New Construction               | \$ 730.79     |
| 14685641    | 6/18/2020 | Harbottle Law Group                  | 0100 | Legal Expense                  | \$ 4,933.10   |
| 14685642    | 6/18/2020 | SAN DIEGO REFRIGERATION              | 0100 | Repairs & Maintenance          | \$ 150.00     |
| 14685643    | 6/18/2020 | Specialized Education of CA          | 0100 | Other Contr-N.P.S.             | \$ 1,579.82   |
| 14685644    | 6/18/2020 | Chelsea Pest & Termite Control       | 0100 | Pest Control                   | \$ 385.00     |
| 14685645    | 6/18/2020 | Swell DJ Production, Inc.            | 0100 | Professional/Consult Svcs      | \$ 7,990.00   |
| 14685646    | 6/18/2020 | DANNIS WOLIVER KELLEY                | 0100 | Legal Expense                  | \$ 916.00     |
| 14685647    | 6/18/2020 | SSID #7240596603                     | 0100 | Mediation Settlements          | \$ 15,080.18  |
| 14685648    | 6/18/2020 | CURRIER & HUDSON                     | 0100 | Legal Expense                  | \$ 21,781.50  |
| 14685649    | 6/18/2020 | CABLE, PIPE & LEAK DETECTION         | 0100 | Other Serv.& Oper.Exp.         | \$ 480.00     |
| 14685650    | 6/18/2020 | RUHNAU CLARKE ARCHITECTS             | 2519 | Professional/Consult Svcs      | \$ 1,546.04   |
| 14685651    | 6/18/2020 | SSID #5154707632                     | 0100 | Mediation Settlements          | \$ 6,252.50   |
| 14685652    | 6/18/2020 | San Diego Elevator                   | 0100 | Other Serv.& Oper.Exp.         | \$ 3,235.00   |
| 14685654    | 6/18/2020 | SPV Associates, Inc.                 | 2519 | Consultants-Computer           | \$ 8,060.00   |
| 14685655    | 6/18/2020 | TCG GROUP 403(B)                     | 0100 | Other Benefits, certificated p | \$ 825.00     |
| 14685656    | 6/18/2020 | Kitchell CEM                         | 2519 | Professional/Consult Svcs      | \$ 23,094.00  |
| 14685657    | 6/18/2020 | YORBA, JAMIE                         | 0100 | Professional/Consult Svcs      | \$ 77.89      |
| 14685658    | 6/18/2020 | Safeguard, Inc.                      | 0100 | Professional/Consult Svcs      | \$ 4,086.40   |
| 14685659    | 6/18/2020 | Rancho Janitorial                    | 0100 | Materials And Supplies         | \$ 3,663.50   |
| 14685660    | 6/18/2020 | EPLASTICS                            | 0100 | Materials And Supplies         | \$ 5,951.03   |
| 14685661    | 6/18/2020 | BATSHEVA LEVY                        | 1300 | Food Service Sales Cvms        | \$ 29.75      |
| 14685662    | 6/18/2020 | Amy Zhu                              | 1300 | Food Service Sales Cca         | \$ 47.00      |
| 14685663    | 6/18/2020 | MICHELE HAVNER                       | 1300 | Food Service Sales Cca         | \$ 122.25     |
| 14685664    | 6/18/2020 | AMBER HAGEN                          | 1300 | Food Service Sales Cca         | \$ 38.25      |
| 14685665    | 6/18/2020 | ALESSANDRA BLASINA                   | 1300 | Food Service Sales Cca         | \$ 18.00      |
| 14685666    | 6/18/2020 | Nicole Rodrigues                     | 1300 | Food Service Sales Dno         | \$ 98.25      |
| 14685667    | 6/18/2020 | A1 GOLF CARS, INC                    | 0100 | Repairs & Maintenance          | \$ 249.13     |
| 14685668    | 6/18/2020 | AT&T                                 | 0100 | Communications-Telephone       | \$ 9,179.17   |
| 14685669    | 6/18/2020 | AMAZON CAPITAL SERVICES, INC.        | 0100 | Materials And Supplies         | \$ 445.88     |
| 14685670    | 6/18/2020 | RURAL METRO OF SAN DIEGO, INC.       | 0100 | Other Serv.& Oper.Exp.         | \$ 330.00     |
| 14685671    | 6/18/2020 | AUTISM SPECTRUM                      | 0100 | Sub/Other Contr-Npa            | \$ 3,917.97   |
| 14685672    | 6/18/2020 | CA DEPT OF EDUCATION                 | 1300 | Purchases Food                 | \$ 116.85     |
| 14685673    | 6/18/2020 | CULVER-NEWLIN INC                    | 2139 | Equipment                      | \$ 8,984.73   |
| 14685674    | 6/18/2020 | DUNN EDWARDS CORP                    | 0100 | Materials And Supplies         | \$ 498.90     |
| 14685675    | 6/18/2020 | ELITE SHOW SERVICES INC.             | 0100 | Security Guard Contract        | \$ 2,687.92   |
| 14685676    | 6/18/2020 | HERFF JONES LLC                      | 0100 | Printing                       | \$ 1,110.81   |
| 14685677    | 6/18/2020 | HOME DEPOT CREDIT SERVICES           | 0100 | Materials And Supplies         | \$ 140.32     |
| 14685678    | 6/18/2020 | MISSION LINEN SUPPLY                 | 0100 | Other Serv.& Oper.Exp.         | \$ 95.62      |
| 14685679    | 6/18/2020 | OAK GROVE INSTITUTE                  | 0100 | Mental Health Svcs             | \$ -          |
|             |           |                                      |      | Other Contr-N.P.S.             | \$ (1,701.82) |
|             |           |                                      |      | Room & Board                   | \$ 4,817.82   |
|             |           |                                      |      | Sub/Room & Board               | \$ 10,323.96  |
| 14685680    | 6/18/2020 | OLIVENHAIN MUNICIPAL WATER DST       | 0100 | Water                          | \$ 1,298.07   |
| 14685681    | 6/18/2020 | RANCHO SANTA FE SEC SYSTEMS          | 0100 | Other Serv.& Oper.Exp.         | \$ 536.00     |
|             |           |                                      |      | Repairs & Maintenance          | \$ 418.00     |
| 14685682    | 6/18/2020 | ROESLING NAKAMURA                    | 2519 | Improvements                   | \$ 480.00     |
| 14685683    | 6/18/2020 | SAN DIEGO CITY TREASURER             | 0100 | Sewer Charges                  | \$ 21.45      |
|             |           |                                      |      | Water                          | \$ 3,794.41   |
| 14685684    | 6/18/2020 | SAN DIEGO COUNTY OFFICE OF EDUCATION | 0100 | Printing                       | \$ 560.84     |
| 14685685    | 6/18/2020 | SAN DIEGUITO WATER DISTRICT          | 0100 | Water                          | \$ 1,892.47   |
| 14685686    | 6/18/2020 | SANTA FE IRRIGATION DISTRICT         | 0100 | Water                          | \$ 1,976.62   |
| 14685687    | 6/18/2020 | SCHOOL SERVICES OF CALIFORNIA, INC.  | 0100 | Conference,Workshop,Sem.       | \$ 440.00     |
|             |           |                                      |      | Professional/Consult Svcs      | \$ 325.00     |
| 14685688    | 6/18/2020 | Specialized Education of Ca, Inc.    | 0100 | Sub/Other Contr-Nps            | \$ 4,225.98   |
| 14685689    | 6/18/2020 | SO CAL GRAPHICS                      | 0100 | Printing                       | \$ 495.65     |
| 14685690    | 6/18/2020 | SOUTHWEST SCHOOL/OFFICE SUPPLY       | 0100 | Materials And Supplies         | \$ 274.76     |
| 14685691    | 6/18/2020 | STEVEN SMITH LANDSCAPE, INC.         | 0100 | Repairs & Maintenance          | \$ 91.99      |



## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                    | FUND | DESCRIPTION                    | AMOUNT          |
|-------------|-----------|---|------|--------------------------------|-----------------|
| 14685692    | 6/18/2020 | US BANK CORP PAYMENT SYS                  | 0100 | Bank Charges                   | \$ 2,660.00     |
| 14685693    | 6/18/2020 | ROSA VELAZQUEZ                            | 0100 | Other Serv.& Oper.Exp.         | \$ 21.98        |
| 14685694    | 6/18/2020 | WAXIE SANITARY SUPPLY                     | 0100 | Materials And Supplies         | \$ 748.61       |
| 14685695    | 6/18/2020 | XEROX CORPORATION                         | 0100 | Copy Charges                   | \$ 105.53       |
|             |           |   |      | Rents & Leases                 | \$ 5,851.04     |
| 14687063    | 6/22/2020 | SITONE LANDSCAPE SUPPLY                   | 0100 | Materials And Supplies         | \$ 438.61       |
| 14687064    | 6/22/2020 | NOEL BANUELOS                             | 0100 | Conference,Workshop,Sem.       | \$ 16.10        |
| 14687065    | 6/22/2020 | CW DRIVER LLC                             | 2139 | New Construction               | \$ 1,316,307.65 |
| 14687066    | 6/22/2020 | BRIGHTVIEW TREE CARE SERVICES             | 0100 | Other Serv.& Oper.Exp.         | \$ 23,404.00    |
| 14687067    | 6/22/2020 | AQUATIC DESIGN GROUP, INC.                | 2519 | Professional/Consult Svcs      | \$ 500.00       |
| 14687068    | 6/22/2020 | NOVA ENGINEERING, INC.                    | 0100 | Professional/Consult Svcs      | \$ 8,962.50     |
|             |           |   | 2139 | New Construction               | \$ 880.00       |
| 14687069    | 6/22/2020 | KEVIN DEFONEY                             | 0100 | Conference,Workshop,Sem.       | \$ 16.10        |
| 14687070    | 6/22/2020 | ASHLEY BARR                               | 0100 | Conference,Workshop,Sem.       | \$ 16.10        |
| 14687071    | 6/22/2020 | ALTA COPY, PRINT, DESIGN                  | 0100 | Materials And Supplies         | \$ 700.38       |
| 14687072    | 6/22/2020 | BREVIQ PLUMBING                           | 0100 | Repairs & Maintenance          | \$ 12,000.00    |
| 14687073    | 6/22/2020 | CITY OF CARLSBAD                          | 0100 | Rents & Leases                 | \$ 72.00        |
| 14687074    | 6/22/2020 | JUSTIN CONN                               | 0100 | Conference,Workshop,Sem.       | \$ 16.10        |
| 14687075    | 6/22/2020 | DIANE DEKKER                              | 0100 | Conference,Workshop,Sem.       | \$ 16.10        |
| 14687076    | 6/22/2020 | DUNN EDWARDS CORP                         | 0100 | Materials And Supplies         | \$ 108.30       |
| 14687077    | 6/22/2020 | ERICKSON-HALL CONSTRUCTION CO             | 2139 | New Construction               | \$ 182,665.70   |
| 14687078    | 6/22/2020 | HERFF JONES, INC                          | 0100 | Materials And Supplies         | \$ 5,497.81     |
| 14687079    | 6/22/2020 | HOME DEPOT CREDIT SERVICES                | 0100 | Materials And Supplies         | \$ 804.69       |
| 14687080    | 6/22/2020 | INTERSTATE BATTERY                        | 0100 | Materials-Vehicle Parts        | \$ 55.18        |
| 14687081    | 6/22/2020 | JANUS CORPORATION                         | 0100 | Repairs & Maintenance          | \$ 4,960.00     |
| 14687082    | 6/22/2020 | MISSION LINEN SUPPLY                      | 0100 | Other Serv.& Oper.Exp.         | \$ 47.81        |
| 14687083    | 6/22/2020 | NINYO & MOORE                             | 2139 | Improvements                   | \$ 2,115.50     |
|             |           |   |      | New Construction               | \$ 11,359.50    |
| 14687084    | 6/22/2020 | NVLS PROFESSIONAL SERVICES LLC            | 0100 | Consultants-Computer           | \$ 8,012.50     |
| 14687085    | 6/22/2020 | PACIFIC BACKFLOW, INC                     | 0100 | Other Serv.& Oper.Exp.         | \$ 675.00       |
| 14687086    | 6/22/2020 | Tina Peterson                             | 0100 | Mileage                        | \$ 277.73       |
| 14687087    | 6/22/2020 | ROESLING NAKAMURA                         | 2139 | Improvements                   | \$ 211,068.50   |
| 14687088    | 6/22/2020 | LAURA ROMANO                              | 0100 | Legal Expense                  | \$ 1,375.00     |
| 14687089    | 6/22/2020 | SAN DIEGO GAS & ELECTRIC CO               | 0100 | Gas & Electric                 | \$ 76,624.66    |
| 14687090    | 6/22/2020 | SAN DIEGUITO TROPHY                       | 0100 | Materials And Supplies         | \$ 106.67       |
| 14687092    | 6/22/2020 | STEVEN SMITH LANDSCAPE, INC.              | 0100 | Repairs & Maintenance          | \$ 155.86       |
| 14687093    | 6/22/2020 | SUBSURFACE SURVEYS &                      | 2139 | Improvements                   | \$ 1,327.50     |
| 14687094    | 6/22/2020 | SVA ARCHITECTS, INC.                      | 2139 | New Construction               | \$ 12,053.98    |
| 14687095    | 6/22/2020 | ROSA VELAZQUEZ                            | 0100 | Conference,Workshop,Sem.       | \$ 52.20        |
| 14687096    | 6/22/2020 | VERIZON CELLULAR                          | 0100 | Communications-Telephone       | \$ 1,055.05     |
| 14687097    | 6/22/2020 | WESTBERG & WHITE, INC.                    | 2139 | New Construction               | \$ 32,550.75    |
| 14687098    | 6/22/2020 | XEROX CORPORATION                         | 0100 | Copy Charges                   | \$ 55.35        |
|             |           |   |      | Rents & Leases                 | \$ 2,478.86     |
|             |           |   | 1300 | Copy Charges                   | \$ 14.32        |
|             |           |   |      | Rents & Leases                 | \$ 215.75       |
| 14689080    | 6/25/2020 | TIFFANY HAZLEWOOD                         | 0100 | Mileage                        | \$ 827.06       |
| 14689081    | 6/25/2020 | FERGUSON FACILITIES SUPPLY                | 0100 | Materials And Supplies         | \$ 2,561.78     |
| 14689082    | 6/25/2020 | C D L SERVICES INC                        | 0100 | Materials And Supplies         | \$ 1,355.98     |
| 14689083    | 6/25/2020 | SITONE LANDSCAPE SUPPLY                   | 0100 | Materials And Supplies         | \$ 918.41       |
| 14689084    | 6/25/2020 | TOTAL ONLINE PROTECTION LLC               | 0100 | Repairs & Maintenance          | \$ 38,770.84    |
| 14689085    | 6/25/2020 | Facilities Protection Systems             | 0100 | Other Serv.& Oper.Exp.         | \$ 575.00       |
| 14689086    | 6/25/2020 | Specialized Education of CA               | 0100 | Sub/Other Contr-Nps            | \$ 11,809.80    |
| 14689087    | 6/25/2020 | ACE COOLERS INC                           | 0100 | Other Serv.& Oper.Exp.         | \$ 350.00       |
| 14689088    | 6/25/2020 | Chelsea Pest & Termite Control            | 0100 | Pest Control                   | \$ 525.00       |
| 14689089    | 6/25/2020 | ROSELLA ARCE                              | 0100 | Mileage                        | \$ 394.45       |
| 14689090    | 6/25/2020 | SSID# 54854489946                         | 0100 | Mediation Settlements          | \$ 1,122.24     |
| 14689092    | 6/25/2020 | Dawn Campbell,Custodian of Revolving Cash | 0100 | All Other Local Revenue        | \$ 6,787.79     |
|             |           |   |      | Bank Charges                   | \$ 165.75       |
|             |           |   |      | Materials And Supplies         | \$ (75.00)      |
|             |           |   |      | Spec Ed Student Stipends       | \$ 1,723.75     |
| 14689093    | 6/25/2020 | Community Transition Academy              | 0100 | Sub/Other Contr-Nps            | \$ 16,074.00    |
| 14689094    | 6/25/2020 | AQUATIC DESIGN GROUP, INC.                | 2519 | Professional/Consult Svcs      | \$ 800.00       |
| 14689095    | 6/25/2020 | WASHED OUT PRESSURE WASHING               | 0100 | Repairs & Maintenance          | \$ 3,796.00     |
| 14689096    | 6/25/2020 | Vasanti Magan Peiris                      | 1300 | Food Service Sales Cca         | \$ 91.25        |
| 14689097    | 6/25/2020 | Wendy Soliday                             | 0100 | Transportation Fees From Indiv | \$ 140.00       |
| 14689098    | 6/25/2020 | MICHAEL BIGRIGG                           | 0100 | Athletic Post-Season Travel    | \$ 2,413.32     |
| 14689099    | 6/25/2020 | BROWN & BIGELOW                           | 0100 | Materials And Supplies         | \$ 971.70       |
| 14689100    | 6/25/2020 | REINHART, ROBERT & KARLEEN                | 0100 | Other Serv.& Oper.Exp.         | \$ 2,059.12     |
| 14689101    | 6/25/2020 | SNETHEN, STACEY                           | 0100 | Mileage                        | \$ 19.84        |
| 14689102    | 6/25/2020 | A1 GOLF CARS, INC                         | 0100 | Repairs & Maintenance          | \$ 122.89       |
| 14689103    | 6/25/2020 | AT&T LONG DISTANCE                        | 0100 | Communications-Telephone       | \$ 21.29        |
| 14689104    | 6/25/2020 | AMAZON CAPITAL SERVICES, INC.             | 2139 | Equipment                      | \$ 670.20       |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                  | FUND | DESCRIPTION  | AMOUNT                                    |
|-------------|-----------|---|------|--|---|
| 14689105    | 6/25/2020 | AMERICAN SANITARY SUPPLY                | 0100 | Materials And Supplies   | \$ 4,964.94                               |
| 14689106    | 6/25/2020 | AUTISM SPECTRUM                         | 0100 | Sub/Other Contr-Npa  | \$ 6,666.70                               |
| 14689107    | 6/25/2020 | COX COMMUNICATIONS                      | 0100 | Communications-Telephone   | \$ 95.21                                  |
| 14689108    | 6/25/2020 | CREATIVE BUS SALES, INC.                | 0100 | Materials-Vehicle Parts  | \$ 2,950.24                               |
| 14689109    | 6/25/2020 | DION INTERNATIONAL                      | 0100 | Repairs-Vehicles   | \$ 440.00                                 |
| 14689110    | 6/25/2020 | EDCO DISPOSAL CORPORATION               | 0100 | Rubbish Disposal   | \$ 3,799.93                               |
| 14689111    | 6/25/2020 | FREDRICKS ELECTRIC INC                  | 0100 | Repairs & Maintenance  | \$ 5,997.00                               |
| 14689112    | 6/25/2020 | KASEY R. GALIK                          | 0100 | Conference,Workshop,Sem.   | \$ 323.04                                 |
| 14689113    | 6/25/2020 | GREATSOIL LLC                           | 0100 | Materials And Supplies   | \$ 9,893.60                               |
| 14689114    | 6/25/2020 | HERFF JONES LLC                         | 0100 | Materials And Supplies   | \$ 3,116.44                               |
| 14689115    | 6/25/2020 | HOME DEPOT CREDIT SERVICES              | 0100 | Materials And Supplies   | \$ 422.30                                 |
| 14689116    | 6/25/2020 | INST FOR EFFECTIVE EDUCATION            | 0100 | Sub/Other Contr-Nps  | \$ 31,737.60                              |
| 14689117    | 6/25/2020 | LAWSON PRODUCTS INC                     | 0100 | Materials And Supplies   | \$ 5.93                                   |
| 14689118    | 6/25/2020 | LLOYD PEST CONTROL                      | 1300 | Other Serv.& Oper.Exp.   | \$ 293.00                                 |
| 14689119    | 6/25/2020 | MISSION FEDERAL CREDIT UNION            | 0100 | Materials And Supplies   | \$ 2,160.24                               |
| 14689120    | 6/25/2020 | MISSION LINEN SUPPLY                    | 0100 | Other Serv.& Oper.Exp.   | \$ 47.81                                  |
| 14689121    | 6/25/2020 | NATHAN MOLINA                           | 0100 | Mileage  | \$ 619.09                                 |
| 14689122    | 6/25/2020 | KELLI NOONAN                            | 0100 | Conference,Workshop,Sem.   | \$ 16.10                                  |
| 14689123    | 6/25/2020 | OPTIMUM FLOORCARE                       | 0100 | Repairs & Maintenance  | \$ 138.24                                 |
| 14689124    | 6/25/2020 | PACIFIC BACKFLOW, INC                   | 0100 | Other Serv.& Oper.Exp.<br>Repairs & Maintenance                  | \$ -<br>\$ 1,467.72                       |
| 14689125    | 6/25/2020 | RALPHS CUSTOMER CHARGES                 | 0100 | Materials And Supplies<br>Refreshments                           | \$ 133.09<br>\$ 32.70                     |
| 14689126    | 6/25/2020 | RANCHO SANTA FE SEC SYSTEMS             | 0100 | Other Serv.& Oper.Exp.<br>Security Guard Contract                | \$ 418.75<br>\$ 315.00                    |
| 14689127    | 6/25/2020 | HEIDI ROBSON                            | 0100 | Conference,Workshop,Sem.   | \$ 16.10                                  |
| 14689128    | 6/25/2020 | SAN DIEGO CITY TREASURER                | 0100 | Sewer Charges<br>Water   | \$ 198.57<br>\$ 4,951.60                  |
| 14689129    | 6/25/2020 | San Diego Co. Superintendent of Schools | 0100 | Conference,Workshop,Sem.   | \$ 400.00                                 |
| 14689130    | 6/25/2020 | SAN DIEGUITO ALLIANCE                   | 0100 | Professional/Consult Svcs  | \$ 14,005.00                              |
| 14689131    | 6/25/2020 | SCHOOL SERVICES OF CALIFORNIA, INC.     | 0100 | Conference,Workshop,Sem.   | \$ 220.00                                 |
| 14689132    | 6/25/2020 | Specialized Education of Ca, Inc.       | 0100 | Sub/Other Contr-Nps  | \$ 5,600.52                               |
| 14689133    | 6/25/2020 | SOUTHWEST SCHOOL/OFFICE SUPPLY          | 0100 | Materials And Supplies   | \$ 1,503.11                               |
| 14689134    | 6/25/2020 | STANLEY STEEMER                         | 0100 | Repairs & Maintenance  | \$ 5,139.00                               |
| 14689135    | 6/25/2020 | STAPLES ADVANTAGE                       | 0100 | Materials And Supplies   | \$ 1,111.87                               |
| 14689136    | 6/25/2020 | STEVEN SMITH LANDSCAPE, INC.            | 0100 | Repairs & Maintenance  | \$ 1,873.22                               |
| 14689137    | 6/25/2020 | PERSEUS ASSOCIATES, LLC                 | 0100 | Computer Licensing   | \$ 800.00                                 |
| 14689138    | 6/25/2020 | TURF STAR INC                           | 0100 | Materials-Vehicle Parts  | \$ 1,404.94                               |
| 14689139    | 6/25/2020 | UC REGENTS                              | 0100 | Professional/Consult Svcs  | \$ 18,681.82                              |
| 14689140    | 6/25/2020 | SAN DIEGO UNION-TRIBUNE, LLC            | 0100 | Advertising  | \$ 151.07                                 |
| 14689141    | 6/25/2020 | VERDUGO TESTING CO., INC.               | 0100 | Fees - Business, Admission,Etc<br>Repairs & Maintenance          | \$ 1,720.00<br>\$ 340.00                  |
| 14689142    | 6/25/2020 | VERIZON CELLULAR                        | 0100 | Communications-Telephone   | \$ 391.44                                 |
| 14689143    | 6/25/2020 | VISTA HIGHER LEARNING                   | 0100 | Computer Licensing   | \$ 1,589.32                               |
| 14689144    | 6/25/2020 | WAXIE SANITARY SUPPLY                   | 0100 | Materials And Supplies   | \$ 347.49                                 |
| 14689145    | 6/25/2020 | WESTAIR GASES & EQUIPMENT               | 0100 | Rents & Leases   | \$ 300.90                                 |
| 14689146    | 6/25/2020 | SAN DIEGO FRICTION PRODUCTS             | 0100 | Materials-Vehicle Parts  | \$ 354.76                                 |
| 14689147    | 6/25/2020 | XEROX CORPORATION                       | 0100 | Copy Charges<br>Rents & Leases                                   | \$ -<br>\$ 600.73                         |
| 14690441    | 6/29/2020 | BEACHSIDE MIRROR AND GLASS INC          | 0100 | Repairs & Maintenance  | \$ 1,204.18                               |
| 14690442    | 6/29/2020 | SITONE LANDSCAPE SUPPLY                 | 0100 | Materials And Supplies   | \$ 13.49                                  |
| 14690443    | 6/29/2020 | Chelsea Pest & Termite Control          | 0100 | Pest Control   | \$ 125.00                                 |
| 14690444    | 6/29/2020 | RUHNAU CLARKE ARCHITECTS                | 2519 | Professional/Consult Svcs  | \$ 7,730.19                               |
| 14690445    | 6/29/2020 | UNITED REFRIGERATION INC                | 0100 | Materials And Supplies<br>Non-Capitalized Equipment              | \$ -<br>\$ 860.91                         |
| 14690446    | 6/29/2020 | PROCURE AMERICA INC                     | 0100 | Communications-Telephone   | \$ 733.00                                 |
| 14690447    | 6/29/2020 | LEO FLETES                              | 0100 | Refreshments   | \$ 35.90                                  |
| 14690448    | 6/29/2020 | KELLEY FOX                              | 0100 | Materials And Supplies   | \$ 13.03                                  |
| 14690449    | 6/29/2020 | Devereux Advanced Behavioral Health GA  | 0100 | Other Contr-N.P.S.<br>Sub/Mental Health Svcs<br>Sub/Room & Board | \$ 3,533.22<br>\$ 5,056.72<br>\$ 6,703.44 |
| 14690450    | 6/29/2020 | WASHED OUT PRESSURE WASHING             | 0100 | Repairs & Maintenance  | \$ 5,697.00                               |
| 14690451    | 6/29/2020 | NUNZIATO, CAROLYN                       | 0100 | Materials And Supplies   | \$ 132.93                                 |
| 14690452    | 6/29/2020 | DAVID YAMASHIRO                         | 0100 | Materials And Supplies   | \$ 150.00                                 |
| 14690453    | 6/29/2020 | MIRA COSTA COLLEGE COMMUNITY EDUCATION  | 0100 | Leases And Rentals<br>Bldg/Field Use-Oc                          | \$ 1,512.00<br>\$ 1,008.00                |
| 14690454    | 6/29/2020 | SUE SPORL                               | 0100 | Materials And Supplies   | \$ 3.00                                   |
| 14690455    | 6/29/2020 | BREANNA BASSETT                         | 0100 | Materials And Supplies   | \$ 16.45                                  |
| 14690456    | 6/29/2020 | AMERICAN SANITARY SUPPLY                | 0100 | Materials And Supplies   | \$ 4,458.59                               |
| 14690457    | 6/29/2020 | ATKINSON, ANDELSON, LOYA, RUUD & ROMO   | 0100 | Legal Expense  | \$ 5,449.13                               |
| 14690458    | 6/29/2020 | DIGITAL NETWORKS GROUP, INC.            | 2139 | Equipment  | \$ 2,770.40                               |
| 14690459    | 6/29/2020 | ECONOMY RESTAURANT SUPPLY               | 2139 | Equipment  | \$ 5,743.08                               |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                          | FUND | DESCRIPTION                    | AMOUNT        |
|-------------|-----------|---------------------------------|------|--------------------------------|---------------|
| 14690460    | 6/29/2020 | ERICKSON-HALL CONSTRUCTION CO   | 2139 | New Construction               | \$ 5,817.82   |
| 14690461    | 6/29/2020 | Fred Finch Youth Center         | 0100 | Sub/Other Contr-Nps            | \$ 5,059.40   |
| 14690462    | 6/29/2020 | KAREN GEASLIN                   | 0100 | Mileage                        | \$ 41.40      |
| 14690463    | 6/29/2020 | GEM INDUSTRIAL, INC.            | 2519 | Improvements                   | \$ 4,078.78   |
| 14690464    | 6/29/2020 | GREATSOIL LLC                   | 0100 | Materials And Supplies         | \$ 4,946.80   |
| 14690465    | 6/29/2020 | HOLLANDIA DAIRY                 | 1300 | Purchases Food                 | \$ 165.09     |
| 14690466    | 6/29/2020 | HOME DEPOT CREDIT SERVICES      | 0100 | Materials And Supplies         | \$ 327.20     |
| 14690467    | 6/29/2020 | LOGAN RIVER ACADEMY             | 0100 | Mental Health Svcs             | \$ 3,048.23   |
|             |           |                                 |      | Other Contr-N.P.S.             | \$ 2,221.12   |
|             |           |                                 |      | Room & Board                   | \$ 4,644.08   |
|             |           |                                 |      | Sub/Room & Board               | \$ 2,214.98   |
| 14690468    | 6/29/2020 | NAPA AUTO PARTS                 | 0100 | Materials And Supplies         | \$ 38.78      |
|             |           |                                 |      | Materials-Vehicle Parts        | \$ 720.90     |
| 14690469    | 6/29/2020 | NINYO & MOORE                   | 2139 | New Construction               | \$ 4,300.00   |
| 14690470    | 6/29/2020 | ROESLING NAKAMURA               | 2139 | New Construction               | \$ 29,000.00  |
|             |           |                                 |      | Water                          | \$ 27,790.14  |
| 14690473    | 6/29/2020 | SHELL CAR WASH & EXPRESS LUBE   | 0100 | Materials And Supplies         | \$ 153.14     |
| 14690474    | 6/29/2020 | SARA DELLINGER                  | 0100 | Materials And Supplies         | \$ 37.70      |
| 14690475    | 6/29/2020 | SVA ARCHITECTS, INC.            | 2139 | New Construction               | \$ 9,694.30   |
| 14690476    | 6/29/2020 | T E R I INC                     | 0100 | Other Contr-N.P.S.             | \$ 2,588.29   |
|             |           |                                 |      | Sub/Other Contr-Nps            | \$ 38,344.80  |
| 14690477    | 6/29/2020 | COAST MUSIC THERAPY             | 0100 | Other Contr-N.P.A.             | \$ 125.00     |
| 14690478    | 6/29/2020 | VERDUGO TESTING CO., INC.       | 0100 | Fees - Business, Admission,Etc | \$ 850.00     |
|             |           |                                 |      | Repairs & Maintenance          | \$ 508.20     |
| 14690479    | 6/29/2020 | WINSTON SCHOOL OF SAN DIEGO     | 0100 | Sub/Other Contr-Nps            | \$ 21,224.16  |
| 14691156    | 7/6/2020  | FBC DENTAL                      | 0100 | Health & Welfare Benefits, cla | \$ 561.52     |
| 14691157    | 7/6/2020  | MES VISION                      | 0100 | Health & Welfare Benefits, cla | \$ 10.22      |
| 14691158    | 7/6/2020  | VEBA                            | 0100 | Health & Welfare Benefits, cla | \$ 3,755.00   |
| 14691159    | 7/6/2020  | US BANK CORP PAYMENT SYS        | 0100 | Debt Service - Interest        | \$ 11,271.38  |
|             |           |                                 |      | Other Debt Service - Principal | \$ 67,715.16  |
| 14691349    | 7/9/2020  | Robert Stein                    | 1300 | Food Service Sales Cca         | \$ 22.50      |
| 14691350    | 7/9/2020  | NORTH COUNTY EDUCATIONAL PURCH  | 0100 | Dues And Memberships           | \$ 220.50     |
| 14691351    | 7/9/2020  | P C S REVENUE CONTROL SYSTEMS   | 1300 | Materials And Supplies         | \$ 6,213.75   |
| 14691841    | 7/13/2020 | FERGUSON FACILITIES SUPPLY      | 0100 | Materials And Supplies         | \$ -          |
|             |           |                                 |      | Non-Capitalized Equipment      | \$ 4,254.29   |
| 14691842    | 7/13/2020 | BEACHSIDE MIRROR AND GLASS INC  | 0100 | Repairs & Maintenance          | \$ 1,449.00   |
| 14691843    | 7/13/2020 | Chelsea Pest & Termite Control  | 0100 | Pest Control                   | \$ 175.00     |
| 14691844    | 7/13/2020 | DANNIS WOLIVER KELLEY           | 0100 | Legal Expense                  | \$ 10,768.59  |
| 14691845    | 7/13/2020 | SSID #7240596603                | 0100 | Mediation Settlements          | \$ 16,360.00  |
| 14691846    | 7/13/2020 | Alliance for African Assistance | 0100 | Professional/Consult Svcs      | \$ 1,371.53   |
| 14691847    | 7/13/2020 | KELLY PAPER                     | 0100 | Materials And Supplies         | \$ 606.20     |
| 14691848    | 7/13/2020 | CHUNG-CHING KAO                 | 0100 | Conference,Workshop,Sem.       | \$ 43.70      |
| 14691849    | 7/13/2020 | SSID #2162200195                | 0100 | Mediation Settlements          | \$ 3,161.60   |
| 14691850    | 7/13/2020 | KAREN BURROWS                   | 0100 | Mileage                        | \$ 88.56      |
|             |           |                                 |      | Refreshments                   | \$ 181.02     |
| 14691851    | 7/13/2020 | Voiance Language Services, LLC  | 0100 | Professional/Consult Svcs      | \$ 25.00      |
| 14691852    | 7/13/2020 | SSID#9162199451                 | 0100 | Mediation Settlements          | \$ 9,900.00   |
| 14691853    | 7/13/2020 | Wired Electric Company          | 0100 | Other Serv.& Oper.Exp.         | \$ 1,000.00   |
| 14691854    | 7/13/2020 | E-CONTROL SYSTEMS INC           | 1300 | Computer Licensing             | \$ 3,675.00   |
|             |           |                                 |      | Non-Capitalized Equipment      | \$ 3,814.70   |
| 14691855    | 7/13/2020 | CONAN CONSTRUCTION, INC.        | 2139 | Improvements                   | \$ 289,665.73 |
| 14691856    | 7/13/2020 | BOOT WORLD INC                  | 0100 | Materials And Supplies         | \$ 1,192.03   |
| 14691857    | 7/13/2020 | RICCOOPER & ASSOCIATES INC      | 0100 | Materials And Supplies         | \$ 344.61     |
| 14691858    | 7/13/2020 | Westcott, Clayton C.            | 0100 | Other Serv.& Oper.Exp.         | \$ 500.00     |
| 14691859    | 7/13/2020 | HOLLY LEE                       | 1300 | Food Service Sales Tp          | \$ 111.00     |
| 14691860    | 7/13/2020 | VIRNA CAVA                      | 1300 | Food Service Sales Tp          | \$ 65.50      |
|             |           |                                 |      | Food Sales Pacific Trails      | \$ 57.50      |
| 14691861    | 7/13/2020 | Inbar Nevo                      | 1300 | Food Service Sales Tp          | \$ 135.25     |
| 14691862    | 7/13/2020 | Chunhua Yuan                    | 1300 | Food Service Sales Cca         | \$ 158.00     |
| 14691863    | 7/13/2020 | AT&T                            | 0100 | Communications-Telephone       | \$ 40.50      |
| 14691864    | 7/13/2020 | A-Z BUS SALES, INC. - COLTON    | 0100 | Materials-Vehicle Parts        | \$ 141.09     |
| 14691865    | 7/13/2020 | ACTIVE NETWORK LLC              | 0100 | Computer Licensing             | \$ 1,654.00   |
| 14691866    | 7/13/2020 | AMAZON CAPITAL SERVICES, INC.   | 0100 | Materials And Supplies         | \$ 61.38      |
| 14691867    | 7/13/2020 | AMERICAN FENCE COMPANY          | 0100 | Other Serv.& Oper.Exp.         | \$ 5,301.10   |
| 14691868    | 7/13/2020 | AREY JONES ED SOLUTIONS         | 0100 | Non-Capitalized Tech Equipment | \$ 140,307.25 |
| 14691869    | 7/13/2020 | BEST BUY GOV/ED LLC             | 2139 | Equipment                      | \$ 20,457.35  |
| 14691870    | 7/13/2020 | BREVIG PLUMBING                 | 0100 | Repairs & Maintenance          | \$ 2,223.00   |
| 14691871    | 7/13/2020 | TCG ADMINISTRATORS/CALSTRS      | 0100 | Professional/Consult Svcs      | \$ 720.00     |
| 14691872    | 7/13/2020 | COLLEGE ENTRANCE EXAM BOARD     | 0100 | Materials And Supplies         | \$ 4,445.00   |
| 14691873    | 7/13/2020 | COMMUNITY SCHOOL OF SD, THE     | 0100 | Sub/Other Contr-Nps            | \$ 12,776.01  |
| 14691874    | 7/13/2020 | CONSULTING & INSPECTION SVCS    | 2139 | Improvements                   | \$ 4,704.00   |
|             |           |                                 |      | New Construction               | \$ 25,828.00  |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                              | FUND | DESCRIPTION  | AMOUNT                               |
|-------------|-----------|-------------------------------------|------|--|--------------------------------------|
| 14691875    | 7/13/2020 | COX BUSINESS                        | 0100 | Communications-Telephone   | \$ 688.99                            |
| 14691876    | 7/13/2020 | D. A. D. ASPHALT, INC.              | 2109 | Improvements   | \$ 8,300.00                          |
| 14691877    | 7/13/2020 | SPARKLETTES                         | 0100 | Materials And Supplies   | \$ 164.04                            |
| 14691878    | 7/13/2020 | Frontline Technologies Group LLC    | 0100 | Consultants-Computer   | \$ 57,904.63                         |
| 14691879    | 7/13/2020 | DIGITAL NETWORKS GROUP, INC.        | 0100 | Non-Capitalized Tech Equipment<br>Repairs & Maintenance                    | \$ 2,928.22<br>\$ 1,195.72           |
| 14691880    | 7/13/2020 | DIGITAL NETWORKS GROUP, INC.        | 2139 | Technology Equipment   | \$ 146,760.15                        |
| 14691881    | 7/13/2020 | IPROMOTEU                           | 0100 | Materials And Supplies   | \$ 1,633.02                          |
| 14691882    | 7/13/2020 | THERESE DOYLE                       | 0100 | Mileage  | \$ 12.88                             |
| 14691883    | 7/13/2020 | AERIES SOFTWARE                     | 0100 | Computer Licensing   | \$ 89,471.83                         |
| 14691884    | 7/13/2020 | FIELDTURF USA INC                   | 0100 | Repairs & Maintenance  | \$ 1,058.57                          |
| 14691885    | 7/13/2020 | JAIMIE GARMAN                       | 0100 | Materials And Supplies   | \$ 875.85                            |
| 14691886    | 7/13/2020 | MELISSA HAIDER, MPT                 | 0100 | Professional/Consult Svcs  | \$ 1,535.25                          |
| 14691887    | 7/13/2020 | HOME DEPOT CREDIT SERVICES          | 0100 | Materials And Supplies   | \$ 227.87                            |
| 14691888    | 7/13/2020 | INTERSTATE BATTERY                  | 0100 | Materials-Vehicle Parts  | \$ 580.93                            |
| 14691889    | 7/13/2020 | EMS LINQ INC                        | 1300 | Computr Software Support   | \$ 795.00                            |
| 14691890    | 7/13/2020 | ITHAKA                              | 0100 | Computer Licensing   | \$ 1,560.00                          |
| 14691891    | 7/13/2020 | SSID #7170140316                    | 0100 | Mediation Settlements  | \$ 2,720.00                          |
| 14691892    | 7/13/2020 | LLOYD PEST CONTROL                  | 1300 | Other Serv.& Oper.Exp.   | \$ 27.00                             |
| 14691893    | 7/13/2020 | RENO MEDINA                         | 0100 | Refreshments   | \$ 290.27                            |
| 14691894    | 7/13/2020 | MISSION LINEN SUPPLY                | 0100 | Other Serv.& Oper.Exp.   | \$ 47.81                             |
| 14691895    | 7/13/2020 | New Haven Youth & Family Services   | 0100 | Other Contr-N.P.A.   | \$ 2,554.84                          |
| 14691896    | 7/13/2020 | OLIVENHAIN MUNICIPAL WATER DST      | 0100 | Water  | \$ 11,642.49                         |
| 14691897    | 7/13/2020 | OPTIMUM FLOORCARE                   | 0100 | Repairs & Maintenance  | \$ 1,123.79                          |
| 14691898    | 7/13/2020 | PACIFIC BACKFLOW, INC               | 0100 | Other Serv.& Oper.Exp.   | \$ 430.00                            |
| 14691899    | 7/13/2020 | RANCHO SANTA FE SEC SYSTEMS         | 0100 | Other Serv.& Oper.Exp.<br>Repairs & Maintenance<br>Security Guard Contract | \$ 1,072.00<br>\$ 20.00<br>\$ 840.00 |
| 14691900    | 7/13/2020 | ROESLING NAKAMURA                   | 0100 | Land Improvements  | \$ 5,250.00                          |
| 14691901    | 7/13/2020 | ROESLING NAKAMURA                   | 2519 | Improvements   | \$ 960.00                            |
| 14691902    | 7/13/2020 | ROESLING NAKAMURA                   | 2139 | Improvements<br>New Construction   | \$ 42,385.15<br>\$ 5,242.50          |
| 14691903    | 7/13/2020 | SAN DIEGO CENTER FOR CHILDREN       | 0100 | Other Contr-N.P.S.<br>Sub/Other Contr-Nps                                  | \$ 4,408.80<br>\$ 11,255.86          |
| 14691904    | 7/13/2020 | SAN DIEGUITO WATER DISTRICT         | 0100 | Water  | \$ 16,671.80                         |
| 14691906    | 7/13/2020 | SANTA FE IRRIGATION DISTRICT        | 0100 | Water  | \$ 4,819.92                          |
| 14691907    | 7/13/2020 | SHELL CAR WASH & EXPRESS LUBE       | 0100 | Fuel<br>Materials And Supplies   | \$ 106.00<br>\$ 544.80               |
| 14691908    | 7/13/2020 | JOHNSON CONTROLS                    | 0100 | Repairs & Maintenance  | \$ 9,256.36                          |
| 14691909    | 7/13/2020 | SPRINT                              | 0100 | Communications-Telephone   | \$ 2,029.58                          |
| 14691910    | 7/13/2020 | STANLEY STEEMER                     | 0100 | Repairs & Maintenance  | \$ 5,661.00                          |
| 14691911    | 7/13/2020 | STAPLES ADVANTAGE                   | 0100 | Materials And Supplies   | \$ 69.91                             |
| 14691912    | 7/13/2020 | VISTA HILL                          | 0100 | Sub/Mental Health Svcs   | \$ 32,920.00                         |
| 14691913    | 7/13/2020 | VORTEX INDUSTRIES                   | 0100 | Repairs & Maintenance  | \$ 995.00                            |
| 14691914    | 7/13/2020 | XEROX CORPORATION                   | 0100 | Copy Charges<br>Rents & Leases   | \$ 209.58<br>\$ 2,884.78             |
| 14691915    | 7/13/2020 | JUAN MANUEL ZAPATA                  | 0100 | Mileage  | \$ 190.90                            |
| 14692529    | 7/16/2020 | THE FRUTH GROUP INC                 | 0100 | Rents & Leases   | \$ 121.70                            |
| 14692530    | 7/16/2020 | FERGUSON FACILITIES SUPPLY          | 0100 | Materials And Supplies   | \$ 254.14                            |
| 14692531    | 7/16/2020 | Harbottle Law Group                 | 0100 | Legal Expense  | \$ 5,835.30                          |
| 14692532    | 7/16/2020 | Specialized Education of CA         | 0100 | Sub/Other Contr-Nps  | \$ 5,904.90                          |
| 14692533    | 7/16/2020 | THE HARTFORD                        | 0100 | All Other Local Revenue  | \$ 5,015.08                          |
| 14692534    | 7/16/2020 | CURRIER & HUDSON                    | 0100 | Legal Expense  | \$ 4,660.50                          |
| 14692535    | 7/16/2020 | SOS ENTERTAINMENT LLC               | 0100 | Other Serv.& Oper.Exp.   | \$ 700.00                            |
| 14692536    | 7/16/2020 | BURNHAM BENEFITS INSURANCE SERVICES | 0100 | Professional/Consult Svcs  | \$ 7,083.33                          |
| 14692537    | 7/16/2020 | SCREENCASTIFY LLC                   | 0100 | Computer Licensing   | \$ 6,750.00                          |
| 14692538    | 7/16/2020 | Raptor Technologies, LLC            | 0100 | Computer Licensing   | \$ 6,215.00                          |
| 14692539    | 7/16/2020 | PROCURE AMERICA INC                 | 0100 | Communications-Telephone   | \$ 733.00                            |
| 14692540    | 7/16/2020 | SPV Associates, Inc.                | 2519 | Consultants-Computer   | \$ 9,132.50                          |
| 14692541    | 7/16/2020 | SSID # 9068783681                   | 0100 | Mediation Settlements  | \$ 495.34                            |
| 14692542    | 7/16/2020 | FBC DENTAL                          | 0100 | Health & Welfare Benefits, cla   | \$ 442.35                            |
| 14692543    | 7/16/2020 | MES VISION                          | 0100 | Health & Welfare Benefits, cla   | \$ 10.22                             |
| 14692544    | 7/16/2020 | VEBA                                | 0100 | Health & Welfare Benefits, cla   | \$ 3,692.00                          |
| 14692545    | 7/16/2020 | Safeguard, Inc.                     | 0100 | Professional/Consult Svcs  | \$ 6,161.49                          |
| 14692546    | 7/16/2020 | RICK LOPEZ                          | 0100 | Mileage  | \$ 46.00                             |
| 14692547    | 7/16/2020 | BOOT WORLD INC                      | 0100 | Materials And Supplies   | \$ 847.54                            |
| 14692548    | 7/16/2020 | CAJON VALLEY UNION SCHOOL DISTRICT  | 0100 | Materials And Supplies   | \$ 404.06                            |
| 14692549    | 7/16/2020 | LISA BURNS                          | 1300 | Food Service Sales Sda   | \$ 30.50                             |
| 14692550    | 7/16/2020 | JOHN BENNETT                        | 1300 | Food Sales Pacific Trails  | \$ 211.50                            |
| 14692551    | 7/16/2020 | RODRIGUEZ, DANIEL                   | 0100 | Mileage  | \$ 74.75                             |
| 14692552    | 7/16/2020 | GABRIELA OROZCO-FULTON              | 0100 | Health & Welfare Benefits, cla   | \$ 55.25                             |
| 14692553    | 7/16/2020 | Yong Gyun Park                      | 1300 | Food Service Sales Cvms  | \$ 111.50                            |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                 | FUND | DESCRIPTION                    | AMOUNT       |
|-------------|-----------|--|------|--------------------------------|--------------|
| 14692554    | 7/16/2020 | AT&T                                   | 0100 | Communications-Telephone       | \$ 56.98     |
| 14692555    | 7/16/2020 | AVID CENTER                            | 0100 | Fees - Business, Admission,Etc | \$ 14,037.00 |
| 14692556    | 7/16/2020 | RICHARD AYALA                          | 0100 | Mileage                        | \$ 16.10     |
| 14692557    | 7/16/2020 | BEST BUY GOV/ED LLC                    | 2139 | Equipment                      | \$ 1,712.95  |
| 14692558    | 7/16/2020 | DEPT OF TOXIC SUBSTANCE CNTRL          | 0100 | Fees - Business, Admission,Etc | \$ 1,552.50  |
| 14692559    | 7/16/2020 | EDCO DISPOSAL CORPORATION              | 2139 | New Construction               | \$ 294.25    |
| 14692560    | 7/16/2020 | FEDEX                                  | 0100 | Communications-Postage         | \$ 16.72     |
| 14692561    | 7/16/2020 | CORELOGIC SOLUTIONS, LLC               | 0100 | Computer Licensing             | \$ 329.10    |
| 14692562    | 7/16/2020 | HERITAGE SCHOOLS, INC.                 | 0100 | Mental Health Svcs             | \$ 2,730.00  |
|             |           |  |      | Other Contr-N.P.S.             | \$ 3,360.00  |
|             |           |  |      | Room & Board                   | \$ 3,328.00  |
|             |           |  |      | Sub/Room & Board               | \$ 4,412.00  |
| 14692563    | 7/16/2020 | HOME DEPOT CREDIT SERVICES             | 0100 | Materials And Supplies         | \$ 773.95    |
| 14692564    | 7/16/2020 | INTERSTATE BATTERY                     | 0100 | Materials-Vehicle Parts        | \$ 392.56    |
| 14692565    | 7/16/2020 | LEUCADIA WASTEWATER DISTRICT           | 0100 | Sewer Charges                  | \$ 30,243.84 |
| 14692566    | 7/16/2020 | MISSION FEDERAL CREDIT UNION           | 0100 | Materials And Supplies         | \$ 14,938.68 |
| 14692567    | 7/16/2020 | MOBILE MODULAR MANAGEMENT CORP         | 2139 | New Construction               | \$ 13,190.00 |
| 14692568    | 7/16/2020 | NAPA AUTO PARTS                        | 0100 | Materials-Vehicle Parts        | \$ 43.68     |
| 14692569    | 7/16/2020 | OAK GROVE INSTITUTE                    | 0100 | Mental Health Svcs             | \$ -         |
|             |           |  |      | Other Contr-N.P.S.             | \$ 3,280.00  |
|             |           |  |      | Sub/Room & Board               | \$ 10,323.96 |
| 14692570    | 7/16/2020 | OPTIMUM FLOORCARE                      | 0100 | Repairs & Maintenance          | \$ 75.25     |
| 14692571    | 7/16/2020 | RANCHO SANTA FE SEC SYSTEMS            | 0100 | Repairs & Maintenance          | \$ 670.00    |
|             |           |  |      | Security Guard Contract        | \$ 24,693.12 |
| 14692572    | 7/16/2020 | LAURA ROMANO                           | 0100 | Legal Expense                  | \$ 1,437.50  |
| 14692573    | 7/16/2020 | ROSETTA STONE                          | 0100 | Computer Licensing             | \$ 8,100.00  |
| 14692574    | 7/16/2020 | SAFARI MONTAGE                         | 0100 | Computer Licensing             | \$ 12,167.75 |
| 14692575    | 7/16/2020 | SAN DIEGO CITY TREASURER               | 0100 | Water                          | \$ 6,604.37  |
| 14692576    | 7/16/2020 | SAN DIEGO GAS & ELECTRIC CO            | 0100 | Gas & Electric                 | \$ 91,051.11 |
| 14692577    | 7/16/2020 | City Treasurer                         | 0100 | Security Guard Contract        | \$ 979.00    |
| 14692578    | 7/16/2020 | SCHOOL FACILITY CONSULTANTS            | 2519 | Professional/Consult Svcs      | \$ 623.75    |
| 14692579    | 7/16/2020 | SCHOOL SERVICES OF CALIFORNIA, INC.    | 0100 | Professional/Consult Svcs      | \$ 325.00    |
| 14692580    | 7/16/2020 | Specialized Education of Ca, Inc.      | 0100 | Sub/Other Contr-Nps            | \$ 2,857.80  |
| 14692581    | 7/16/2020 | JOHNSON CONTROLS                       | 0100 | Materials And Supplies         | \$ 292.71    |
| 14692582    | 7/16/2020 | WESTERN FLOORING, INC.                 | 0100 | Repairs & Maintenance          | \$ 21,330.00 |
| 14692583    | 7/16/2020 | WOLFRAM RESEARCH INC                   | 0100 | Computer Licensing             | \$ 9,127.00  |
| 14692584    | 7/16/2020 | XEROX CORPORATION                      | 0100 | Copy Charges                   | \$ 165.06    |
|             |           |  |      | Rents & Leases                 | \$ 2,467.21  |
| 14693712    | 7/20/2020 | COLBI TECHNOLOGIES, INC.               | 0100 | Fees - Business, Admission,Etc | \$ 3,995.00  |
| 14693713    | 7/20/2020 | BRIGHTVIEW TREE CARE SERVICES          | 0100 | Other Serv.& Oper.Exp.         | \$ 6,443.00  |
| 14693714    | 7/20/2020 | PING GUAN                              | 1300 | Food Service Sales Cca         | \$ 1,627.00  |
| 14693715    | 7/20/2020 | RAQUEL CUNNINGHAM                      | 1300 | Food Service Sales Tp          | \$ 50.00     |
| 14693716    | 7/20/2020 | AT&T                                   | 0100 | Communications-Telephone       | \$ 9,060.49  |
| 14693717    | 7/20/2020 | ALTA COPY, PRINT, DESIGN               | 0100 | Materials And Supplies         | \$ 60.00     |
| 14693718    | 7/20/2020 | BANYAN TREE EDUCATIONAL SERVICES, INC. | 0100 | Sub/Other Contr-Nps            | \$ 11,592.12 |
| 14693719    | 7/20/2020 | BERT'S OFFICE TRAILERS                 | 0100 | Rents & Leases                 | \$ 144.39    |
| 14693720    | 7/20/2020 | C.A.S.H.                               | 0100 | Dues And Memberships           | \$ 787.00    |
| 14693721    | 7/20/2020 | CDW GOVERNMENT                         | 0100 | Non-Capitalized Tech Equipment | \$ 34,993.48 |
| 14693722    | 7/20/2020 | CA AGRICULTURE INC                     | 0100 | Pest Control                   | \$ 700.00    |
| 14693723    | 7/20/2020 | COUNTY OF SAN DIEGO, DEH               | 1300 | Fees - Business, Admission,Etc | \$ 404.00    |
| 14693724    | 7/20/2020 | DUNN EDWARDS CORP                      | 0100 | Materials And Supplies         | \$ 16.92     |
| 14693725    | 7/20/2020 | GRAINGER                               | 0100 | Materials And Supplies         | \$ 134.15    |
| 14693726    | 7/20/2020 | NAUMANN HOBBS MATERIAL HANDLING        | 0100 | Repairs & Maintenance          | \$ 742.68    |
| 14693727    | 7/20/2020 | OTC BRANDS, INC.                       | 0100 | Materials And Supplies         | \$ 115.56    |
| 14693728    | 7/20/2020 | RANCHO SANTA FE SEC SYSTEMS            | 0100 | Other Serv.& Oper.Exp.         | \$ 536.00    |
| 14693729    | 7/20/2020 | SAN DIEGO CITY TREASURER               | 0100 | Water                          | \$ 14,576.65 |
| 14693730    | 7/20/2020 | SAN DIEGO GAS & ELECTRIC CO            | 0100 | Gas & Electric                 | \$ 741.87    |
| 14693731    | 7/20/2020 | ARTIANO SHINOFF                        | 0100 | Legal Expense                  | \$ 500.00    |
| 14693732    | 7/20/2020 | TRIMARK ASSOCIATES, INC.               | 0100 | Data Processing Contract       | \$ 236.00    |
| 14693733    | 7/20/2020 | UNITED SITE SERVICES                   | 0100 | Other Serv.& Oper.Exp.         | \$ 1,250.90  |
|             |           |  |      | Rents & Leases                 | \$ 1,296.82  |
| 14693734    | 7/20/2020 | WAXIE SANITARY SUPPLY                  | 0100 | Materials And Supplies         | \$ 1,258.52  |
| 14693735    | 7/20/2020 | WESTERN FLOORING, INC.                 | 0100 | Repairs & Maintenance          | \$ 37,440.50 |
| 14694514    | 7/23/2020 | THE FRUTH GROUP INC                    | 0100 | Rents & Leases                 | \$ 121.70    |
| 14694515    | 7/23/2020 | Specialized Education of CA            | 0100 | Sub/Other Contr-Nps            | \$ 1,377.81  |
| 14694516    | 7/23/2020 | Chelsea Pest & Termite Control         | 0100 | Pest Control                   | \$ 670.00    |
| 14694517    | 7/23/2020 | DVORA CELNIKER                         | 0100 | Conference,Workshop,Sem.       | \$ 125.00    |
| 14694518    | 7/23/2020 | TCG GROUP 403(B)                       | 0100 | Other Benefits, certificated p | \$ 825.00    |
| 14694519    | 7/23/2020 | WASHED OUT PRESSURE WASHING            | 0100 | Repairs & Maintenance          | \$ 7,495.00  |
| 14694520    | 7/23/2020 | PERRY SHIMANOFF                        | 0100 | Professional/Consult Svcs      | \$ 4,995.00  |
| 14694521    | 7/23/2020 | Andrew H Huber/ W Rachel Huber         | 2519 | Mitigation/Developer Fees      | \$ 684.56    |
| 14694522    | 7/23/2020 | A1 GOLF CARS, INC                      | 0100 | Repairs & Maintenance          | \$ 469.70    |



## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                | FUND | DESCRIPTION                    | AMOUNT       |
|-------------|-----------|---------------------------------------|------|--------------------------------|--------------|
| 14694523    | 7/23/2020 | AT&T LONG DISTANCE                    | 0100 | Communications-Telephone       | \$ 22.01     |
| 14694524    | 7/23/2020 | A-Z BUS SALES, INC. - COLTON          | 0100 | Materials-Vehicle Parts        | \$ 1,098.73  |
| 14694525    | 7/23/2020 | AMERICAN SANITARY SUPPLY              | 0100 | Materials And Supplies         | \$ 419.15    |
| 14694526    | 7/23/2020 | AUTISM SPECTRUM                       | 0100 | Sub/Other Contr-Npa            | \$ 1,583.25  |
| 14694527    | 7/23/2020 | JASON BEREND                          | 0100 | Conference,Workshop,Sem.       | \$ 700.00    |
| 14694528    | 7/23/2020 | DWAYNE BUTH                           | 0100 | Conference,Workshop,Sem.       | \$ 700.00    |
| 14694529    | 7/23/2020 | C E D                                 | 0100 | Materials And Supplies         | \$ 444.47    |
| 14694530    | 7/23/2020 | COUNTY OF SAN DIEGO, DEH              | 1300 | Fees - Business, Admission,Etc | \$ 808.00    |
| 14694531    | 7/23/2020 | COUNTY OF SAN DIEGO, DEH              | 0100 | Fees - Business, Admission,Etc | \$ 4,613.00  |
| 14694532    | 7/23/2020 | COX BUSINESS                          | 0100 | Communications-Telephone       | \$ 103.14    |
| 14694533    | 7/23/2020 | DELL MARKETING LP                     | 0100 | Computer Licensing             | \$ 37,182.50 |
|             |           |                                       | 2518 | Technology Equipment           | \$ 2,598.30  |
| 14694534    | 7/23/2020 | DEVEREUX CLEO WALLACE                 | 0100 | Mental Health Svcs             | \$ -         |
|             |           |                                       |      | Other Contr-N.P.S.             | \$ 2,781.24  |
|             |           |                                       |      | Sub/Room & Board               | \$ 6,779.70  |
| 14694535    | 7/23/2020 | DUNN EDWARDS CORP                     | 0100 | Materials And Supplies         | \$ 885.72    |
| 14694536    | 7/23/2020 | EDCO DISPOSAL CORPORATION             | 0100 | Rubbish Disposal               | \$ 4,666.12  |
| 14694537    | 7/23/2020 | WAYNE GOSSETT FORD INC                | 0100 | Materials-Vehicle Parts        | \$ 35.04     |
| 14694538    | 7/23/2020 | EXCELSIOR ACADEMY                     | 0100 | Other Contr-N.P.S.             | \$ 1,393.84  |
| 14694539    | 7/23/2020 | Fred Finch Youth Center               | 0100 | Sub/Other Contr-Nps            | \$ 5,565.34  |
| 14694540    | 7/23/2020 | GRAINGER                              | 0100 | Materials And Supplies         | \$ 255.37    |
| 14694541    | 7/23/2020 | NAUMANN HOBBS MATERIAL HANDLING       | 0100 | Repairs & Maintenance          | \$ 139.23    |
| 14694542    | 7/23/2020 | HOME DEPOT CREDIT SERVICES            | 0100 | Materials And Supplies         | \$ 150.83    |
| 14694543    | 7/23/2020 | LAWNMOWERS PLUS INC                   | 0100 | Repairs & Maintenance          | \$ 1,152.57  |
| 14694544    | 7/23/2020 | MINUTEMAN PRESS /ENCINITAS            | 1300 | Materials And Supplies         | \$ 160.32    |
| 14694545    | 7/23/2020 | MISSION LINEN SUPPLY                  | 0100 | Other Serv.& Oper.Exp.         | \$ 143.43    |
| 14694546    | 7/23/2020 | PROCURETECH                           | 0100 | Materials And Supplies         | \$ 1,027.50  |
| 14694547    | 7/23/2020 | Provo Canyon School                   | 0100 | Sub/Mental Health Svcs         | \$ 3,360.00  |
|             |           |                                       |      | Sub/Other Contr-Nps            | \$ 3,402.00  |
|             |           |                                       |      | Sub/Room & Board               | \$ 6,090.00  |
| 14694548    | 7/23/2020 | SAN DIEGUITO WATER DISTRICT           | 0100 | Water                          | \$ 204.88    |
| 14694549    | 7/23/2020 | SCHOOL FACILITY CONSULTANTS           | 2519 | Professional/Consult Svcs      | \$ 3,936.25  |
| 14694550    | 7/23/2020 | Specialized Education of Ca, Inc.     | 0100 | Sub/Other Contr-Nps            | \$ 1,695.96  |
| 14694551    | 7/23/2020 | RUSSELL SIGLER INC                    | 0100 | Materials And Supplies         | \$ 231.41    |
| 14694552    | 7/23/2020 | JOHNSON CONTROLS                      | 0100 | Repairs & Maintenance          | \$ 181.50    |
| 14694553    | 7/23/2020 | STAPLES ADVANTAGE                     | 0100 | Materials And Supplies         | \$ 23.45     |
|             |           |                                       | 1300 | Materials And Supplies         | \$ 85.09     |
| 14694554    | 7/23/2020 | SUN DIEGO CHARTER COMPANY             | 0100 | Subagreements For Services     | \$ 956.42    |
| 14694555    | 7/23/2020 | WILLIAMS SCOTSMAN, INC.               | 0100 | Rents & Leases                 | \$ 1,187.56  |
| 14694556    | 7/23/2020 | XEROX CORPORATION                     | 0100 | Copy Charges                   | \$ 7.85      |
|             |           |                                       |      | Rents & Leases                 | \$ 4,456.46  |
|             |           |                                       | 1300 | Copy Charges                   | \$ -         |
|             |           |                                       |      | Rents & Leases                 | \$ 215.75    |
| 14694557    | 7/23/2020 | CA DEPT OF TAX AND FEE ADMIN          | 0100 | Materials And Supplies         | \$ 350.16    |
|             |           |                                       |      | Non-Capitalized Tech Equipment | \$ 246.33    |
|             |           |                                       |      | Use Tax Payable                | \$ 5,147.53  |
|             |           |                                       | 1300 | Materials And Supplies         | \$ 20.54     |
|             |           |                                       |      | Use Tax Payable                | \$ 1.57      |
|             |           |                                       |      | Cafeteria Sales Tax            | \$ 307.04    |
|             |           |                                       | 2139 | Use Tax Payable                | \$ 325.31    |
|             |           |                                       | 2519 | Use Tax Payable                | \$ 61.84     |
| 14695536    | 7/27/2020 | UNITED TIRE CENTERS, LLC              | 0100 | Tires                          | \$ 1,591.87  |
| 14695537    | 7/27/2020 | Follett School Solutions              | 0100 | Computer Licensing             | \$ 6,864.03  |
| 14695538    | 7/27/2020 | SITONE LANDSCAPE SUPPLY               | 0100 | Materials And Supplies         | \$ 1,992.57  |
| 14695539    | 7/27/2020 | CW DRIVER LLC                         | 2139 | New Construction               | \$ 1,105.00  |
| 14695540    | 7/27/2020 | DANNIS WOLIVER KELLEY                 | 0100 | Legal Expense                  | \$ 19,340.54 |
| 14695541    | 7/27/2020 | SSID #5154707632                      | 0100 | Mediation Settlements          | \$ 10,415.00 |
| 14695542    | 7/27/2020 | BRIGHTVIEW TREE CARE SERVICES         | 0100 | Other Serv.& Oper.Exp.         | \$ 20,461.00 |
| 14695543    | 7/27/2020 | Community Transition Academy          | 0100 | Sub/Other Contr-Nps            | \$ 16,074.00 |
| 14695544    | 7/27/2020 | Student Transportation of America     | 0100 | Fld. Trips By Prv. Contr       | \$ 3,523.75  |
| 14695545    | 7/27/2020 | SSID#9162199451                       | 0100 | Mediation Settlements          | \$ 2,567.86  |
| 14695546    | 7/27/2020 | MEREDITH DEMARTINO                    | 1300 | Food Service Sales Oc          | \$ 30.50     |
| 14695547    | 7/27/2020 | A B C SCHOOL EQUIPMENT INC            | 2139 | Equipment                      | \$ 10,255.27 |
| 14695548    | 7/27/2020 | ATKINSON, ANDELSON, LOYA, RUUD & ROMO | 0100 | Legal Expense                  | \$ 3,570.01  |
| 14695549    | 7/27/2020 | BEST BUY GOV/ED LLC                   | 2139 | Equipment                      | \$ 7,758.73  |
| 14695550    | 7/27/2020 | COAST MUSIC THERAPY INC               | 0100 | Other Contr-N.P.A.             | \$ 125.00    |
| 14695551    | 7/27/2020 | DELL MARKETING LP                     | 0100 | Computer Licensing             | \$ 30,095.21 |
|             |           |                                       | 2518 | Technology Equipment           | \$ 96,833.76 |
| 14695552    | 7/27/2020 | BRIDGESTONE HOSEPOWER LLC             | 0100 | Materials-Vehicle Parts        | \$ 507.08    |
| 14695553    | 7/27/2020 | INST FOR EFFECTIVE EDUCATION          | 0100 | Sub/Other Contr-Nps            | \$ 31,737.60 |
| 14695554    | 7/27/2020 | New Haven Youth & Family Services     | 0100 | Other Contr-N.P.A.             | \$ 6,306.67  |
| 14695555    | 7/27/2020 | SAN DIEGO CITY TREASURER              | 0100 | Sewer Charges                  | \$ 24,066.64 |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                 | FUND | DESCRIPTION                    | AMOUNT          |
|-------------|-----------|--|------|--------------------------------|-----------------|
| 14695555    | 44039     | SAN DIEGO CITY TREASURER               | 0100 | Water                          | \$ 60,678.32    |
| 14695556    | 7/27/2020 | TRACE3, LLC                            | 0100 | Computer Licensing             | \$ 10,000.00    |
| 14695557    | 7/27/2020 | PERSEUS ASSOCIATES, LLC                | 0100 | Computer Licensing             | \$ 450.00       |
| 14695558    | 7/27/2020 | VERDUGO TESTING CO., INC.              | 0100 | Fees - Business, Admission,Etc | \$ 360.00       |
| 14695559    | 7/27/2020 | WAXIE SANITARY SUPPLY                  | 0100 | Materials And Supplies         | \$ 1,314.96     |
| 14695560    | 7/27/2020 | WESTAIR GASES & EQUIPMENT              | 0100 | Rents & Leases                 | \$ 150.45       |
| 14695561    | 7/27/2020 | WESTERN ENVIRONMENTAL & SAFETY         | 0100 | Other Serv.& Oper.Exp.         | \$ 795.00       |
| 14695562    | 7/27/2020 | SAN DIEGO FRICTION PRODUCTS            | 0100 | Materials-Vehicle Parts        | \$ 515.60       |
| 14695563    | 7/27/2020 | WILLIAMS SCOTSMAN, INC.                | 0100 | Rents & Leases                 | \$ 1,187.56     |
| 14695564    | 7/27/2020 | WINSTON SCHOOL OF SAN DIEGO            | 0100 | Sub/Other Contr-Nps            | \$ 904.50       |
| 14696383    | 7/30/2020 | M A Engineers Inc.                     | 2139 | New Construction               | \$ 3,600.00     |
| 14696384    | 7/30/2020 | CW DRIVER LLC                          | 2139 | New Construction               | \$ 1,233,403.05 |
| 14696385    | 7/30/2020 | VISTA PAINT CORPORATION                | 0100 | Materials And Supplies         | \$ 55.69        |
| 14696386    | 7/30/2020 | W WOOD & ASSOCIATES DEVELOPMENT, INC   | 2519 | Professional/Consult Svcs      | \$ 110.00       |
| 14696387    | 7/30/2020 | BRIGHTVIEW TREE CARE SERVICES          | 0100 | Other Serv.& Oper.Exp.         | \$ 5,385.00     |
| 14696388    | 7/30/2020 | NOVA ENGINEERING, INC.                 | 0100 | Professional/Consult Svcs      | \$ 5,373.75     |
|             |           |  | 2139 | New Construction               | \$ 1,640.00     |
| 14696389    | 7/30/2020 | EUROPEAN STYLE PAINTING CORP           | 0100 | Repairs & Maintenance          | \$ 36,100.00    |
| 14696390    | 7/30/2020 | LISA BURNS                             | 1300 | Food Service Sales Sda         | \$ 97.25        |
| 14696391    | 7/30/2020 | Comquynh Nguyen                        | 1300 | Food Service Sales Tp          | \$ 93.75        |
| 14696392    | 7/30/2020 | Shelley Stevenson                      | 1300 | Food Service Sales Tp          | \$ 91.25        |
| 14696393    | 7/30/2020 | WILLIAM WALTERS / SUSAN WALTERS        | 2519 | Mitigation/Developer Fees      | \$ 5,066.95     |
| 14696394    | 7/30/2020 | EXPERT RADIATOR & A/C                  | 0100 | Repairs-Vehicles               | \$ 150.00       |
| 14696396    | 7/30/2020 | Weijun Zhang                           | 1300 | Food Service Sales Cca         | \$ 114.50       |
| 14696397    | 7/30/2020 | ADVANCED CHEMICAL TRANSPORT            | 0100 | Hazardous Waste Disposal       | \$ 918.75       |
| 14696398    | 7/30/2020 | AMAZON CAPITAL SERVICES, INC.          | 0100 | Materials And Supplies         | \$ 6,518.50     |
| 14696399    | 7/30/2020 | C E D                                  | 0100 | Materials And Supplies         | \$ 82.02        |
| 14696400    | 7/30/2020 | COMM USA INC                           | 0100 | Materials And Supplies         | \$ 11.00        |
| 14696401    | 7/30/2020 | DIGITAL NETWORKS GROUP, INC.           | 2139 | Technology Equipment           | \$ 14,326.44    |
| 14696402    | 7/30/2020 | DUNN EDWARDS CORP                      | 0100 | Materials And Supplies         | \$ 499.42       |
| 14696403    | 7/30/2020 | GRAINGER                               | 0100 | Materials And Supplies         | \$ 375.40       |
| 14696404    | 7/30/2020 | HOME DEPOT CREDIT SERVICES             | 0100 | Materials And Supplies         | \$ 164.87       |
| 14696405    | 7/30/2020 | ILLUMINATE EDUCATION, INC.             | 0100 | Computer Licensing             | \$ 97,370.64    |
| 14696406    | 7/30/2020 | SSID# 9606465641                       | 0100 | Mediation Settlements          | \$ 8,000.00     |
| 14696407    | 7/30/2020 | MOBILE MODULAR MANAGEMENT CORP         | 2139 | New Construction               | \$ 13,190.00    |
| 14696408    | 7/30/2020 | NEED DECALS.COM                        | 0100 | Materials And Supplies         | \$ 1,985.29     |
| 14696409    | 7/30/2020 | OPTIMUM FLOORCARE                      | 0100 | Repairs & Maintenance          | \$ 639.84       |
| 14696410    | 7/30/2020 | RANCHO SANTA FE SEC SYSTEMS            | 0100 | Other Serv.& Oper.Exp.         | \$ 536.00       |
|             |           |  |      | Security Guard Contract        | \$ 541.82       |
| 14696411    | 7/30/2020 | RANCHO SANTA FE SEC SYSTEMS            | 2139 | New Construction               | \$ 20,140.00    |
| 14696412    | 7/30/2020 | VERIZON CELLULAR                       | 0100 | Communications-Telephone       | \$ 1,411.38     |
| 14696413    | 7/30/2020 | XEROX CORPORATION                      | 0100 | Copy Charges                   | \$ 65.45        |
|             |           |  |      | Rents & Leases                 | \$ 6,348.57     |
| 14697219    | 8/3/2020  | SITEONE LANDSCAPE SUPPLY               | 0100 | Materials And Supplies         | \$ 1,263.07     |
| 14697220    | 8/3/2020  | Chelsea Pest & Termite Control         | 0100 | Pest Control                   | \$ 75.00        |
| 14697221    | 8/3/2020  | CHICAGO TITLE CO.                      | 2519 | Professional/Consult Svcs      | \$ 750.00       |
| 14697222    | 8/3/2020  | School Employers Assc of California    | 0100 | Dues And Memberships           | \$ 2,086.00     |
| 14697223    | 8/3/2020  | WASHED OUT PRESSURE WASHING            | 0100 | Repairs & Maintenance          | \$ 5,694.00     |
| 14697224    | 8/3/2020  | Zhenyu Zhu                             | 1300 | Food Service Sales Cca         | \$ 217.75       |
| 14697225    | 8/3/2020  | ALLIED REFRIGERATION INC.              | 0100 | Materials And Supplies         | \$ 25.08        |
| 14697226    | 8/3/2020  | DUNN EDWARDS CORP                      | 0100 | Materials And Supplies         | \$ 792.71       |
| 14697227    | 8/3/2020  | NAUMANN HOBBS MATERIAL HANDLING        | 0100 | Repairs & Maintenance          | \$ 177.78       |
| 14697228    | 8/3/2020  | HOME DEPOT CREDIT SERVICES             | 0100 | Materials And Supplies         | \$ 30.71        |
| 14697229    | 8/3/2020  | SAN DIEGO CITY TREASURER               | 0100 | Sewer Charges                  | \$ 1,938.84     |
|             |           |  |      | Water                          | \$ 12,899.68    |
| 14697230    | 8/3/2020  | SCHOOL HEALTH CORPORATION              | 0100 | Materials And Supplies         | \$ 180.10       |
| 14697231    | 8/3/2020  | SPRINT                                 | 0100 | Communications-Telephone       | \$ 2,145.09     |
| 14697232    | 8/3/2020  | UNITED SITE SERVICES                   | 0100 | Rents & Leases                 | \$ 1,316.96     |
| 14697233    | 8/3/2020  | WAXIE SANITARY SUPPLY                  | 0100 | Materials And Supplies         | \$ 1,392.23     |
| 14698077    | 8/6/2020  | THE FRUTH GROUP                        | 0100 | Rents & Leases                 | \$ 343.91       |
| 14698078    | 8/6/2020  | SCHOOL DATEBOOKS INC                   | 0100 | Materials And Supplies         | \$ 2,883.64     |
| 14698079    | 8/6/2020  | BARBARA REUER                          | 0100 | Professional/Consult Svcs      | \$ 200.00       |
| 14698080    | 8/6/2020  | VISTA PAINT CORPORATION                | 0100 | Materials And Supplies         | \$ 607.98       |
| 14698081    | 8/6/2020  | SSID #7240596603                       | 0100 | Mediation Settlements          | \$ 17,140.00    |
| 14698082    | 8/6/2020  | KIDS BEHAVIORAL HEALTH OF ALASKA, INC  | 0100 | Mental Health Svcs             | \$ 3,900.00     |
|             |           |  |      | Other Contr-N.P.S.             | \$ 2,700.00     |
|             |           |  |      | Room & Board                   | \$ 4,185.00     |
|             |           |  |      | Sub/Room & Board               | \$ 1,245.00     |
| 14698083    | 8/6/2020  | AGC OF AMERICA, SAN DIEGO CHAPTER INC  | 0100 | Conference,Workshop,Sem.       | \$ 50.00        |
| 14698085    | 8/6/2020  | Devereux Advanced Behavioral Health GA | 0100 | Mental Health Svcs             | \$ 1,946.16     |
|             |           |  |      | Other Contr-N.P.S.             | \$ 1,837.78     |
|             |           |  |      | Room & Board                   | \$ 1,468.08     |

## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR | DATE      | VENDOR                                 | FUND         | DESCRIPTION   | AMOUNT                                  |
|-------------|-----------|--|--------------|---|---|
| 14698085    | 44049     | Devereux Advanced Behavioral Health GA | 0100         | Sub/Mental Health Svcs<br>Sub/Other Contr-Nps<br>Sub/Room & Board | \$ 4,893.60<br>\$ 517.70<br>\$ 6,487.20 |
| 14698086    | 8/6/2020  | OFFICE & ERGONOMIC SOLUTIONS INC       | 0100         | Materials And Supplies  | \$ 253.44                               |
| 14698087    | 8/6/2020  | RODRIGUEZ, DANIEL                      | 0100         | Mileage   | \$ 31.63                                |
| 14698088    | 8/6/2020  | KOGNITO SOLUTIONS LLC                  | 0100         | Computer Licensing  | \$ 26,154.45                            |
| 14698089    | 8/6/2020  | TRACY ELLIOTT                          | 1300         | Food Service Sales Sda  | \$ 56.75                                |
| 14698090    | 8/6/2020  | AT&T                                   | 0100         | Communications-Telephone  | \$ 42.83                                |
| 14698091    | 8/6/2020  | ADORAMA                                | 0100         | Materials And Supplies  | \$ 253.22                               |
| 14698092    | 8/6/2020  | AUTISM SPECTRUM                        | 0100         | Sub/Other Contr-Npa   | \$ 3,235.86                             |
| 14698093    | 8/6/2020  | TCG ADMINISTRATORS/CALSTRS             | 0100         | Professional/Consult Svs  | \$ 696.00                               |
| 14698094    | 8/6/2020  | CENGAGE LEARNING, INC.                 | 0100         | Textbooks   | \$ 136,410.78                           |
| 14698095    | 8/6/2020  | COMM USA INC                           | 0100         | Materials And Supplies  | \$ 3,218.40                             |
| 14698096    | 8/6/2020  | COX BUSINESS                           | 0100         | Communications-Telephone  | \$ 663.04                               |
| 14698097    | 8/6/2020  | DUNN EDWARDS CORP                      | 0100         | Materials And Supplies  | \$ 494.74                               |
| 14698098    | 8/6/2020  | AERIES SOFTWARE                        | 0100         | Computer Licensing  | \$ 39,531.00                            |
| 14698099    | 8/6/2020  | FEDEX                                  | 0100         | Communications-Postage  | \$ 9.79                                 |
| 14698100    | 8/6/2020  | CALIFORNIA SPACE MANAGEMENT            | 0100         | Repairs & Maintenance   | \$ 502.22                               |
| 14698101    | 8/6/2020  | CORELOGIC SOLUTIONS, LLC               | 0100         | Computer Licensing  | \$ 265.23                               |
| 14698102    | 8/6/2020  | FREDRICKS ELECTRIC INC                 | 0100         | Improvements  | \$ 20,877.00                            |
| 14698103    | 8/6/2020  | FREDRICKS ELECTRIC INC                 | 2519         | Improvements  | \$ 25,302.00                            |
| 14698104    | 8/6/2020  | GRAINGER                               | 0100         | Materials And Supplies  | \$ 163.65                               |
| 14698105    | 8/6/2020  | HERITAGE SCHOOLS, INC.                 | 0100         | Mental Health Svcs<br>Room & Board                                | \$ 182.00<br>\$ 516.00                  |
| 14698106    | 8/6/2020  | LAB-AIDS                               | 0100         | Textbooks   | \$ 674,005.34                           |
| 14698107    | 8/6/2020  | NINYO & MOORE                          | 2139         | Improvements  | \$ 10,104.25                            |
| 14698108    | 8/6/2020  | OLIVENHAIN MUNICIPAL WATER DST         | 0100         | Water   | \$ 3,508.49                             |
| 14698109    | 8/6/2020  | RANCHO SANTA FE SEC SYSTEMS            | 0100         | Other Serv.& Oper.Exp.<br>Repairs & Maintenance                   | \$ 268.00<br>\$ 10.00                   |
| 14698110    | 8/6/2020  | SAN DIEGO CENTER FOR CHILDREN          | 0100         | Other Contr-N.P.S.<br>Sub/Other Contr-Nps                         | \$ 1,102.20<br>\$ 7,930.16              |
| 14698111    | 8/6/2020  | SAN DIEGUITO WATER DISTRICT            | 0100         | Water   | \$ 10,422.59                            |
| 14698112    | 8/6/2020  | SANTA FE IRRIGATION DISTRICT           | 0100         | Water   | \$ 4,600.23                             |
| 14698113    | 8/6/2020  | JOHNSON CONTROLS FIRE PROTECTION LP    | 0100         | Other Serv.& Oper.Exp.  | \$ 41,664.25                            |
| 14698114    | 8/6/2020  | STAPLES ADVANTAGE                      | 0100         | Materials And Supplies  | \$ 1,447.38                             |
| 14698115    | 8/6/2020  | SVA ARCHITECTS, INC.                   | 2139         | New Construction  | \$ 18,972.40                            |
| 14698116    | 8/6/2020  | TRIMARK ASSOCIATES, INC.               | 0100         | Data Processing Contract  | \$ 236.00                               |
| 14698117    | 8/6/2020  | TURNITIN, LLC                          | 0100         | Computer Licensing  | \$ 49,881.93                            |
| 14698118    | 8/6/2020  | VISTA HILL                             | 0100         | Sub/Mental Health Svcs  | \$ 17,283.00                            |
| 14698119    | 8/6/2020  | ACCREDITING COMMIS FOR SCHOOLS         | 0100         | Dues And Memberships  | \$ 5,350.00                             |
| 14699070    | 8/10/2020 | NATIONAL PETROLEUM INC.                | 0100         | Materials-Vehicle Parts   | \$ 1,562.91                             |
| 14699071    | 8/10/2020 | SAN DIEGO REFRIGERATION                | 0100         | Repairs & Maintenance   | \$ 155.39                               |
| 14699072    | 8/10/2020 | SITEONE LANDSCAPE SUPPLY               | 0100         | Materials And Supplies  | \$ 1,126.92                             |
| 14699073    | 8/10/2020 | Haley MacKenzie                        | 0100         | Conference,Workshop,Sem.  | \$ 312.53                               |
| 14699074    | 8/10/2020 | MAILFINANCE                            | 0100         | Rents & Leases  | \$ 1,056.55                             |
| 14699075    | 8/10/2020 | BURNHAM BENEFITS INSURANCE SERVICES    | 0100         | Professional/Consult Svs  | \$ 7,083.33                             |
| 14699076    | 8/10/2020 | ENGIE SERVICES U.S.                    | 0100         | Repairs & Maintenance   | \$ 2,249.00                             |
| 14699077    | 8/10/2020 | Ellevation, Inc.                       | 0100         | Computer Licensing  | \$ 6,063.75                             |
| 14699078    | 8/10/2020 | SOUTHERN CALIF SUPERINTENDENTS         | 0100         | Dues And Memberships  | \$ 150.00                               |
| 14699079    | 8/10/2020 | ALL STAR GLASS INC                     | 0100         | Repairs-Vehicles  | \$ 287.74                               |
| 14699080    | 8/10/2020 | SSID# 9606465641                       | 0100         | Mediation Settlements   | \$ 31,994.70                            |
| 14699081    | 8/10/2020 | UNIVERSITY OF NOTRE DAME               | 0100         | Conference,Workshop,Sem.  | \$ 550.00                               |
| 14699082    | 8/10/2020 | Zhenyu Zhu                             | 1300         | Food Service Sales Cca  | \$ 217.75                               |
| 14699083    | 8/10/2020 | A-Z BUS SALES, INC. - COLTON           | 0100         | Materials-Vehicle Parts   | \$ 596.04                               |
| 14699084    | 8/10/2020 | ALLIED REFRIGERATION INC.              | 0100         | Materials And Supplies  | \$ 46.33                                |
| 14699085    | 8/10/2020 | CA SCHOOL BOARDS ASSN - CSB 6744       | 0100         | Dues And Memberships  | \$ 17,428.00                            |
| 14699086    | 8/10/2020 | CENGAGE LEARNING, INC.                 | 0100         | Textbooks   | \$ 72,234.17                            |
| 14699087    | 8/10/2020 | CULVER-NEWLIN INC                      | 2139         | Equipment   | \$ 42,209.93                            |
| 14699088    | 8/10/2020 | SPARKLETTS                             | 0100         | Materials And Supplies  | \$ 268.82                               |
| 14699089    | 8/10/2020 | FRONTIER FENCE COMPANY INC             | 2109         | Improvements  | \$ 15,930.00                            |
| 14699090    | 8/10/2020 | GRAINGER                               | 0100<br>2139 | Materials And Supplies<br>Equipment                               | \$ 72.58<br>\$ 104.19                   |
| 14699092    | 8/10/2020 | LLOYD PEST CONTROL                     | 1300         | Other Serv.& Oper.Exp.  | \$ 320.00                               |
| 14699093    | 8/10/2020 | M P S                                  | 0100         | Textbooks   | \$ 133,453.18                           |
| 14699094    | 8/10/2020 | RANCHO SANTA FE SEC SYSTEMS            | 0100         | Other Serv.& Oper.Exp.<br>Security Guard Contract                 | \$ 536.00<br>\$ 700.00                  |
| 14699095    | 8/10/2020 | S AND R TOWING INC                     | 0100         | Other Serv.& Oper.Exp.  | \$ 93.00                                |
| 14699096    | 8/10/2020 | SC FUELS                               | 0100         | Fuel  | \$ 9,008.32                             |
| 14699097    | 8/10/2020 | STAPLES ADVANTAGE                      | 0100         | Materials And Supplies  | \$ 52.45                                |
| 14699098    | 8/10/2020 | UNITED SITE SERVICES                   | 0100         | Rents & Leases  | \$ 2,069.40                             |
| 14699099    | 8/10/2020 | VERDUGO TESTING CO., INC.              | 0100         | Fees - Business, Admission,Etc                                    | \$ 180.00                               |
| 14699100    | 8/10/2020 | VISTA HIGHER LEARNING                  | 0100         | Textbooks   | \$ 41,600.60                            |



## ITEM 9a-vi

## WARRANT REPORT FROM 06/05/20 THROUGH 08/13/20

| WARRANT NBR  | DATE      | VENDOR                              | FUND | DESCRIPTION               | AMOUNT           |
|--------------|-----------|-------------------------------------|------|---------------------------|------------------|
| 14699101     | 8/10/2020 | WESTERN ENVIRONMENTAL & SAFETY      | 0100 | Other Serv.& Oper.Exp.    | \$ 795.00        |
| 14699102     | 8/10/2020 | WILKINSON HADLEY KING & CO LLP      | 0100 | Audit                     | \$ 3,180.00      |
| 14700014     | 8/13/2020 | SSID# 7093672716                    | 0100 | Mediation Settlements     | \$ 2,445.00      |
| 14700015     | 8/13/2020 | MARTHA HUTCHINSON                   | 0100 | Materials And Supplies    | \$ 22.62         |
| 14700016     | 8/13/2020 | C D L SERVICES INC                  | 0100 | Materials And Supplies    | \$ 2,273.26      |
| 14700017     | 8/13/2020 | NAKIVO INC.                         | 0100 | Computer Licensing        | \$ 3,360.00      |
| 14700018     | 8/13/2020 | BOOMERANG PROJECT                   | 0100 | Computer Licensing        | \$ 500.00        |
| 14700019     | 8/13/2020 | Chelsea Pest & Termite Control      | 0100 | Pest Control              | \$ 300.00        |
| 14700020     | 8/13/2020 | THE HARTFORD                        | 0100 | All Other Local Revenue   | \$ 3,585.31      |
| 14700021     | 8/13/2020 | VISTA PAINT CORPORATION             | 0100 | Materials And Supplies    | \$ 134.99        |
| 14700022     | 8/13/2020 | CHEFS' TOYS                         | 1300 | Materials And Supplies    | \$ 533.25        |
| 14700023     | 8/13/2020 | ACDC LEADERSHIP & CONSULTING        | 0100 | Materials And Supplies    | \$ 649.98        |
| 14700024     | 8/13/2020 | SSID# 54854489946                   | 0100 | Mediation Settlements     | \$ 1,735.80      |
| 14700025     | 8/13/2020 | BRIGHTVIEW TREE CARE SERVICES       | 0100 | Other Serv.& Oper.Exp.    | \$ 22,510.00     |
| 14700026     | 8/13/2020 | PROCURE AMERICA INC                 | 0100 | Communications-Telephone  | \$ 733.00        |
| 14700027     | 8/13/2020 | NUTRIEN AG SOLUTIONS INC            | 0100 | Materials And Supplies    | \$ 2,458.30      |
| 14700028     | 8/13/2020 | SSID# 1288927618                    | 0100 | Mediation Settlements     | \$ 633.32        |
| 14700029     | 8/13/2020 | CONAN CONSTRUCTION, INC.            | 2139 | Improvements              | \$ 164,142.73    |
| 14700030     | 8/13/2020 | EUROPEAN STYLE PAINTING CORP        | 0100 | Repairs & Maintenance     | \$ 10,621.00     |
| 14700031     | 8/13/2020 | INTERIOR MANAGEMENT INC             | 0100 | Repairs & Maintenance     | \$ 121,511.24    |
| 14700032     | 8/13/2020 | AMPLIFIED IT LLC                    | 0100 | Computer Licensing        | \$ 18,576.00     |
| 14700033     | 8/13/2020 | REEM LAGERSON                       | 1300 | Food Service Sales Cca    | \$ 208.00        |
| 14700034     | 8/13/2020 | CONNIE GOATES                       | 1300 | Food Service Sales Lcc    | \$ 13.75         |
| 14700035     | 8/13/2020 | SIYUAN HUANG                        | 1300 | Food Service Sales Cvms   | \$ 445.75        |
| 14700036     | 8/13/2020 | A1 GOLF CARS, INC                   | 0100 | Repairs & Maintenance     | \$ 1,027.95      |
| 14700037     | 8/13/2020 | AT&T                                | 0100 | Communications-Telephone  | \$ 56.98         |
| 14700038     | 8/13/2020 | AMAZON CAPITAL SERVICES, INC.       | 0100 | Materials And Supplies    | \$ 37.00         |
| 14700039     | 8/13/2020 | AMERICAN SANITARY SUPPLY            | 0100 | Materials And Supplies    | \$ 955.15        |
| 14700040     | 8/13/2020 | AZTEC TECHNOLOGY CORP               | 2519 | Land Improvements         | \$ 595.00        |
| 14700041     | 8/13/2020 | BERT'S OFFICE TRAILERS              | 0100 | Rents & Leases            | \$ 144.39        |
| 14700042     | 8/13/2020 | CA AGRI CONTROL INC                 | 0100 | Pest Control              | \$ 700.00        |
| 14700043     | 8/13/2020 | CA DEPT OF ED-FOOD DISTR.           | 1300 | Purchases Food            | \$ 142.12        |
| 14700044     | 8/13/2020 | DUNN EDWARDS CORP                   | 0100 | Materials And Supplies    | \$ 136.63        |
| 14700045     | 8/13/2020 | ENCINITAS UNION SCHOOL DIST         | 0100 | Non-Capitalized Equipment | \$ 4,076.80      |
| 14700046     | 8/13/2020 | NAUMANN HOBBS MATERIAL HANDLING     | 0100 | Repairs & Maintenance     | \$ 88.89         |
| 14700047     | 8/13/2020 | LAWNMOWERS PLUS INC                 | 0100 | Repairs & Maintenance     | \$ 958.78        |
| 14700048     | 8/13/2020 | M P S                               | 0100 | Textbooks                 | \$ 41,669.07     |
| 14700049     | 8/13/2020 | MACGILL DISCOUNT SCHOOL NURSE       | 0100 | Materials And Supplies    | \$ 72.31         |
| 14700050     | 8/13/2020 | MISSION LINEN SUPPLY                | 0100 | Other Serv.& Oper.Exp.    | \$ 87.06         |
| 14700051     | 8/13/2020 | NAPA AUTO PARTS                     | 0100 | Materials And Supplies    | \$ 378.19        |
|              |           |                                     |      | Materials-Vehicle Parts   | \$ 1,769.12      |
| 14700052     | 8/13/2020 | NINYO & MOORE                       | 2139 | New Construction          | \$ 10,252.75     |
| 14700053     | 8/13/2020 | OAK GROVE INSTITUTE                 | 0100 | Mental Health Svcs        | \$ -             |
|              |           |                                     |      | Other Contr-N.P.S.        | \$ 236.00        |
|              |           |                                     |      | Sub/Other Contr-Nps       | \$ 1,896.00      |
|              |           |                                     |      | Sub/Room & Board          | \$ 10,323.96     |
| 14700054     | 8/13/2020 | OLIVENHAIN MUNICIPAL WATER DST      | 0100 | Water                     | \$ 11,816.61     |
| 14700055     | 8/13/2020 | OPTIMUM FLOORCARE                   | 0100 | Repairs & Maintenance     | \$ 132.55        |
| 14700056     | 8/13/2020 | PREMIER AGENDAS INC                 | 0100 | Materials And Supplies    | \$ 10,406.06     |
| 14700057     | 8/13/2020 | RANCHO SANTA FE SEC SYSTEMS         | 0100 | Other Serv.& Oper.Exp.    | \$ 536.00        |
| 14700058     | 8/13/2020 | RANCHO SANTA FE SEC SYSTEMS         | 2139 | Improvements              | \$ 1,896.00      |
| 14700059     | 8/13/2020 | RASIX COMPUTER CENTER INC           | 0100 | Materials And Supplies    | \$ 119.60        |
| 14700060     | 8/13/2020 | SAN DIEGO GAS & ELECTRIC CO         | 0100 | Gas & Electric            | \$ 154,495.81    |
| 14700061     | 8/13/2020 | SCHOOL SERVICES OF CALIFORNIA, INC. | 0100 | Professional/Consult Svcs | \$ 325.00        |
| 14700062     | 8/13/2020 | RUSSELL SIGLER INC                  | 0100 | Materials And Supplies    | \$ 1,174.72      |
| 14700063     | 8/13/2020 | STANLEY STEEMER                     | 0100 | Other Serv.& Oper.Exp.    | \$ 922.60        |
| 14700064     | 8/13/2020 | STAPLES ADVANTAGE                   | 0100 | Materials And Supplies    | \$ 139.14        |
| 14700065     | 8/13/2020 | TRACE3, LLC                         | 2139 | Equipment                 | \$ 218,518.27    |
| 14700066     | 8/13/2020 | UNITED SITE SERVICES                | 0100 | Rents & Leases            | \$ 414.98        |
| 14700067     | 8/13/2020 | ACCREDITING COMMIS FOR SCHOOLS      | 0100 | Dues And Memberships      | \$ 950.00        |
| 14700068     | 8/13/2020 | SAN DIEGO FRICTION PRODUCTS         | 0100 | Materials-Vehicle Parts   | \$ 163.74        |
| 14700069     | 8/13/2020 | XEROX CORPORATION                   | 0100 | Copy Charges              | \$ 134.12        |
|              |           |                                     |      | Rents & Leases            | \$ 1,774.61      |
| REPORT TOTAL |           |                                     |      |                           | \$ 10,060,139.96 |

## ITEM 9a-vi

## RCF REPORT FROM 06/05/20 THROUGH 08/13/20

| CK NBR | DATE      | NAME/VENDOR             | DESCRIPTION                     | AMOUNT      |
|--------|-----------|-------------------------|---------------------------------|-------------|
|        | 6/30/2020 | CA BANK & TRUST         | Service Charge: JUNE 2020       | \$ 24.33    |
|        | 7/31/2020 | CA BANK & TRUST         | Service Charge: JULY 2020       | \$ 25.86    |
| 11814  | 6/23/2020 | ALLAN TOMLINSON         | TCG REIMB: PR DATE 5/31/20 ROTH | \$ 223.87   |
| 11815  | 6/23/2020 | ABIGAIL BROWN- MCLELLAN | TCG REIMB:PR 12/31/19 ROTH      | \$ 500.00   |
| 11816  | 6/23/2020 | SAN DIEGUITO UHSD       | WORKABILTY, BANK FEES           | \$ 73.43    |
| 11817  | 7/14/2020 | BRIAN WINTERFELDT       | PAYROLL: JUNE 2020              | \$ 2,875.87 |
| 11818  | 8/6/2020  | VOID CHECKS             | Roth:                           | \$ -        |
| 11819  | 8/6/2020  | TCG Administrators      | Roth payment                    | \$ 500.00   |

4,223.36

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 17, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Debra Kelly, Director of Purchasing  
Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF COOPERATIVE PURCHASING  
INSTRUMENTS / PURCHASING DEPARTMENT

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### EXECUTIVE SUMMARY

Pursuant to District Board Policies 3311, Bids, when the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law.

On November 17, 2011 the Board passed a resolution authorizing purchasing and contracting pursuant to award documents from the National Joint Powers Alliance, now known as Sourcewell. The District wishes to add the following Sourcewell contracts to its list of approved contracts:

Contract No: 012320-SCC Office Supply Catalog Solutions

Contract No: 121919-SCC Staples Furniture

District staff evaluates the proposals submitted by participating vendors on a case-by-case basis to determine if the fundamental purchasing principals to buy the proper products for the purposes required; have the products available when needed; buy the proper amount of the products; and pay the proper price for the products are met and that those proposals conform to the District's policies and procedures.

### RECOMMENDATION:

It is recommended that the Board approve purchasing and contracting pursuant to the cooperative purchasing instruments as shown above.

### FUNDING SOURCE:

N/A

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 21, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Tiffany Hazlewood, Director of School & Student Services  
Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF PARENT SETTLEMENT AND RELEASE AGREEMENT

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### EXECUTIVE SUMMARY

The attached Special Education Agreement report for Parent Settlement and Release Agreements summarizes four Settlement Agreements that provides services for special education students.

### RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contracts as shown on the attached Special Education Agreement report.

### FUNDING SOURCE:

As noted on the attached report.

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 9a-viii

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 08/27/20

| <u>Student #</u> | <u>Description of Services</u>   | <u>Date Executed</u> | <u>Budget #</u>                   | <u>Amount</u> |
|------------------|--|----------------------|-----------------------------------|---------------|
| 2020-134PS       | Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-134PS for educationally related services through 08/31/21.         | 06/23/20             | General Fund/<br>Restricted 01-00 | \$20,600.00   |
| 2020-135PS       | Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-135PS for educationally related services from 07/01/19 – 06/30/20. | 06/29/20             | General Fund/<br>Restricted 01-00 | \$30,480.00   |
| 2020-136PS       | Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-136PS for educationally related services from 07/01/19 – 01/26/21  | 07/10/20             | General Fund/<br>Restricted 01-00 | \$52,000.00   |
| 2020-137PS       | Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-137PS for educationally related services from 07/13/20 – 06/30/21  | 07/13/20             | General Fund/<br>Restricted 01-00 | \$25,000.00   |

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 6, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Tiffany Hazlewood, Director of School & Student Service  
Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** DESTRUCTION OF SPECIAL EDUCATION RECORDS

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### EXECUTIVE SUMMARY

Under California Statutes, special education records are classified as “Class 2” or “Mandatory Interim Pupil Records.” Class 2 records are those which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California Code of Regulations. Such records, as related to Special Education, may include: IEP forms, special education assessments, health records and access logs, etc. Class 2 documents are maintained until their usefulness ceases. At such time, the records are classified as Class 3, disposable. Special Education records are maintained for a period of five years following the students’ date of graduation. As required by law, the attached notice will be posted on the district’s [Special Education Department’s web page](#), notifying the 2015 Special Education graduates that they may request their original special education file. Those files not retrieved will be destroyed after September 1, 2020.

### RECOMMENDATION:

It is recommended that the Board of Trustees approve the classification of such records as Class 3 (Special Education Records) disposable, and the destruction of such records.

### **DESTRUCTION OF RECORDS**

\*\*2015 Graduates

ITEM 9a-ix

Special Education students, who graduated in 2015, may request their entire Special Education file from the San Dieguito Union High School District, Special Education Dept., 710 Encinitas Blvd., Ste. 105, Encinitas, CA 92024. Your file will be destroyed after September 1, 2020 if you have not requested it by that time. Your request must be in writing indicating your full name, current address and phone number, birthdate, graduating school and parent's name. You may either mail your request to the address above or fax your request to (760) 634-0676. Our office will contact you when your file is ready to pick up. We will only release your file to another person provided you list their full name in your request and their relationship to you. A valid ID must be presented by you or your designated person when the file is picked up.





## DESTRUCTION OF RECORDS

Attention: Special Education Students who graduated in 2015

Your original file will be destroyed on or after **SEPTEMBER 1, 2020.**

If you would like to request your entire Special Education file. You may contact us for your file before your records are destroyed:

San Dieguito Union High School District  
Attn: Special Education Dept.  
710 Encinitas Blvd., Ste. 105  
Encinitas, CA 92024.

-OR-

Fax: (760) 634-0676

Information Needed From You:

- Student's Full Name
- Current Address & Phone Number
- Student's Birthdate
- Student's Graduating School
- Parents Name

We will only release your file to another person provided you list their full name in your request and their relationship to you. A valid ID must be presented by you or your designated person when the file is picked up. If you have any additional questions, please email Donna Crosby at: [donna.crosby@sduhsd.net](mailto:donna.crosby@sduhsd.net)

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 4, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Bryan Marcus  
Associate Superintendent / Educational Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **WILLIAMS UNIFORM COMPLAINT QUARTERLY REPORT, 2019-20, 4<sup>th</sup> QUARTER, APRIL – JUNE, 2020**

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### EXECUTIVE SUMMARY

State law requires school districts to submit reports to the San Diego County Office of Education (SDCOE) and to the district governing board on the number of complaints each district has received related to the Williams Settlement, i.e., instructional materials sufficiency, emergency facilities issues, and teacher vacancies and misassignments.

Attached is the report for the fourth quarter, 2019-20, from April through June, 2020.

### RECOMMENDATION:

It is recommended that the Board review and accept the attached Williams Uniform Complaint Report for the fourth quarter, from April through June, 2020, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable.

**Academic School Year 2019-2020**  
**Quarterly Report on Williams Uniform Complaints**  
[Education Code § 35186]

ITEM 9a-x

District: San Dieguito Union High School District

Person completing this form: Lesley Rhodes Title: Executive Assistant

Quarterly Report Submission Date:  Jul 1 – Sep 30, 2019  
 Oct 1 – Dec 31, 2019  
 Jan 1 – Mar 31, 2020  
 Apr 1 – Jun 30, 2020

Date for information to be reported publicly at governing board meeting: August 27, 2020

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

| GENERAL SUBJECT AREA                  | TOTAL # OF COMPLAINTS | # RESOLVED | # UNRESOLVED |
|---------------------------------------|-----------------------|------------|--------------|
| Textbooks and Instructional Materials | 0                     | 0          | 0            |
| Teacher Vacancy of Misassignments     | 0                     | 0          | 0            |
| Facilities Conditions                 | 0                     | 0          | 0            |
| <b>TOTALS</b>                         | <b>0</b>              | <b>0</b>   | <b>0</b>     |

Submitted by Bryan Marcus, Associate Superintendent / Educational Services

Signature: 

Date: August 4 2020

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 7, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Cindy Frazee  
Associate Superintendent, Human Resources

**SUBMITTED BY:** Robert A. Haley, Ed.D.  
Superintendent

**SUBJECT:** APPROVAL/RATIFICATION OF  
CERTIFICATED and CLASSIFIED  
PERSONNEL REPORTS

\*\*\*\*\*

### EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

#### Certificated

Employment  
Change in Assignment  
Leave of Absence  
Resignation

#### Classified

Employment  
Change in Assignment  
Leave of Absence  
Resignation

#### RECOMMENDATION:

It is recommended that the Board approve/ratify the attached Personnel actions.

#### FUNDING SOURCE:

General Fund

## PERSONNEL LIST

### CERTIFICATED PERSONNEL

#### Employment

1. **Kellianne Abshier**, 100% Temporary School Counselor, at Canyon Crest High School Academy, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
2. **Jake Ashby**, 100% Temporary Teacher (business), at Torrey Pines High School, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
3. **Christine Barragan**, 100% Temporary School Counselor, at Canyon Crest High School Academy, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
4. **Bryn Bishop**, 100% Temporary Teacher (science) at Canyon Crest High School Academy, for the 20-21 school year, effective 08/05/2020 through 01/22/2021; 67% Temporary Teacher (science) at Canyon Crest High School Academy, for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
5. **Olivia Bogert**, 100% Temporary Teacher (English and physical education), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
6. **Heidi Bridges**, 60% Temporary Teacher (drama) at Carmel Valley Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
7. **Jija Campbell**, 67% Temporary Teacher (Japanese), at San Dieguito High School Academy for the 20-21 school year, effective 08/18/2020 – 01/22/2021; 33% Temporary Teacher (Japanese), at San Dieguito High School Academy, for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
8. **Alyssa Cesca**, 100% Temporary Teacher (math), at Canyon Crest High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
9. **Taylor Chachere**, 100% Temporary Teacher (English), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
10. **Curt Erales**, 67% Temporary Teacher (applied technology), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 – 01/22/2021; 100% Temporary Teacher (applied technology) at San Dieguito High School Academy, for the 2021 school year, effective 01/25/21 – 06/11/2021.
11. **Michelle Flores**, 40% Temporary Teacher (science), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
12. **Erin Furgerson**, 40% Temporary Teacher (English), at Oak Crest Middle School (20%) and Diegueno Middle School (20%), for the 20-21 school year, effective 08/18/20 through 06/11/2021.
13. **Catherine Gold**, 80% Temporary Teacher (visual and performing arts), at Diegueno Middle School (40%) and Oak Crest Middle School (40%), for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
14. **Paul Goodfellow**, 60% Temporary Speech Language Pathologist, 40% at San Dieguito High School Academy/20% at Sunset High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2020.
15. **Mandy Gross**, 80% Temporary Teacher (math), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.

## ITEM 9b-i

16. **Lauren Heath**, 40% Temporary Teacher (social studies), at Pacific Trails Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
17. **John Herman**, 100% Temporary Teacher (math), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
18. **Bailee Holt-Sandsmark**, 100% Temporary Teacher (physical education), at Pacific Trails Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
19. **Taylor Hunner**, 60% Temporary Teacher (math), at Pacific Trails Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
20. **Reka Incze**, 40% Temporary Teacher (French), at Carmel Valley Middle School (20%) and Torrey Pines High School (20%), for the 20-21 school year, effective 08/18/2020 through 06/11/2021; and 33% Temporary Teacher (French), at Canyon Crest High School Academy for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
21. **Robert liverson**, 33% Temporary Teacher (chemistry), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
22. **Brandon Keller**, 80% Temporary Teacher (English), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
23. **Bradley Kester**, 100% Temporary Teacher (video film), at Canyon Crest High School Academy for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
24. **Kimberly Kuzma**, 100% Temporary Teacher (French), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 01/22/2021; 67% Temporary Teacher (French), at San Dieguito High School Academy, for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
25. **Dustin Lackey**, 87% Temporary Teacher (67% physical education/athletic director), at Canyon Crest High School Academy, and (20% physical education), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
26. **Alessandra Liem**, 20% Temporary Teacher (visual and performing arts), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
27. **Vanessa McPherson**, 100% Temporary School Counselor, at Canyon Crest High School Academy, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
28. **George Mellos**, 100% Temporary Teacher (math), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
29. **Craig Miller**, 60% Temporary Teacher (visual and performing arts), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
30. **John "Jack" Milner**, 80% Temporary Teacher (social science), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
31. **Anna Murphy**, 100% Temporary Teacher (Spanish), at Canyon Crest High School Academy, for the 20-21 school year, effective 08/18/2020 through 01/22/2021 only.
32. **Carsen Murt**, 60% Temporary School Counselor, at Carmel Valley Middle School (30%) and Pacific Trails Middle School (30%), for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
33. **Janeen Nejame Sanchez**, 40% Temporary Teacher (Spanish), at Diegueno Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
34. **Tommy Newton Neal**, 80% Temporary Teacher (physical education), at Oak Crest Middle School, for the 20-21 school year, effective 08/20/2020 through 06/11/2021.

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35. **Andrew Norbeck**, 67% Temporary Teacher (video film), at Canyon Crest High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
36. **John Pecoraro**, 100% Temporary Teacher (physical education), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 01/22/2021; 67% Temporary Teacher (physical education) at San Dieguito High School Academy for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
37. **Paige Pennock**, 33% Temporary Teacher (English), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 01/22/2021; 67% Temporary Teacher (English), at San Dieguito High School Academy for the 20-21 school year, effective 01/25/2021 through 06/11/2021.
38. **John Pompeo**, 33% Temporary Teacher (social science), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
39. **Alexandra Pop**, 40% Temporary Teacher (science), at Carmel Valley Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
40. **Dylan Powers**, 100% Temporary Teacher (math), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
41. **Eric Presley**, 100% Temporary Teacher (visual and performing arts), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
42. **Zachary Ramirez**, 100% Temporary teacher (visual and performing arts), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
43. **Meredith Reeve**, 100% Temporary Teacher (special education, mild to moderate disabilities), at Canyon Crest Academy for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
44. **Aileen Ro**, 80% Temporary Teacher (science (60%) and ASB (20%)), at Pacific Trials Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
45. **Jonathan Ross**, 100% Temporary Teacher (education specialist, moderate to severe disabilities), in the Special Education department, for the 20-21 school year, effective - 08/18/2020 through 06/11/2021.
46. **Chris Roskopf**, 60% Temporary Teacher (digital arts), at Earl Warren Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
47. **Daniel Rowe**, 100% Temporary Teacher (science), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
48. **Rose Schleyhahn**, 100% Temporary School Psychologist, at the District Office, for the first semester of the 20-21 school year, effective 08/18/2020 through 01/22/2021.
49. **Kylee Sehorn (Krynicki)**, 100% Temporary Teacher (math), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
50. **Crystal Seitz**, 100% Temporary Teacher (math), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
51. **Alex Siegel**, 100% Temporary Teacher (science), at Canyon Crest Academy, for the fall semester of the 20-21 school year, effective 08/18/2020 through 01/22/2021.
52. **Caitlin Solomon**, 100% Temporary Teacher (physical education/English), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
53. **Anahi Soriano**, 80% Temporary Teacher (math), at Diegueno Middle School, for the fall semester of the 20-21 school year, effective 08/18/2020 through 01/22/2021.



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54. **Lauren Streufert**, 100% Temporary Teacher (special education, moderate to severe disabilities), at Carmel Valley Middle School, for the 20-21 school year, effective 08/18/2020 – 06/11/2021.
55. **Maria Tillis**, 100% Temporary Speech and Language Pathologist, at the District Office, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
56. **Fraline Vargas**, 60% Temporary Teacher (English), at La Costa Canyon High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
57. **Leslee Villalobos**, 33% Temporary Teacher (math) at San Dieguito High School Academy for the 20-21 school year, effective 08/20/2020 through 01/22/2021.
58. **Honggiu, “Rachel” Zhang**, 40% Temporary Teacher (Mandarin), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.

**Change In Assignment**

1. **Lillian Marie Black**, 100% Teacher (English), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
2. **Duncan Brown**, 100% School Counselor, at Diegueno Middle School, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
3. **Debra Byars**, 100% Teacher (math), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
4. **Robert Caughey**, 100% Assistant Principal, HS, at La Costa Canyon High school, for the 20-21 school year, effective 08/01/2020 through 06/30/2021.
5. **Kristen Cullen**, 100% Teacher (English), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
6. **Jayme Cambra**, 100% Counselor on Special Assignment, at the District Office, for the 20-21 school year, effective 08/10/2020 through 06/11/2021.
7. **Kathryn Freeman**, 100% Assistant Principal, Pacific Trails Middle School, for the 20-21 school year, effective July 1, 2020.
8. **Kathryn Friedrichs**, 100% Interim Principal, Oak Crest Middle School, for the 20-21 school year, effective 08/10/2020.
9. **Andrea Grillot**, 80% Probationary Year 1 Teacher (English), at Pacific Trails Middle School, for the 20-21 school year, effective 08/18/2020.
10. **Lucinda Honselaar**, 100% Teacher (social science), at Pacific Trails Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
11. **Kuemmerle, Joy**, 100% Teacher (physical education and adaptive physical education), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
12. **Gina Marzo**, 100% Teacher (special education, mild to moderate disabilities), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
13. **Jeremy Meadows**, 100% Assistant Principal, HS, at San Dieguito High School Academy, for the 20-21 school year, effective 08/01/2020 through 06/30/2021.
14. **Sarah Stroock**, 100% Probationary Year 2 Teacher (Spanish), at Torrey Pines High School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
15. **Jeff Tyler**, 100% Teacher (math), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.

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16. **Sonya Ramirez**, 100% Teacher (English), at Oak Crest Middle School, for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
17. **Rebecca Vincent**, 100% School Counselor, at San Dieguito High School Academy, for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
18. **Sato Umabe**, 100% Teacher (Japanese), at Torrey Pines High School (60%) and at Canyon Crest Academy (40%), for the 20-21 school year, effective 08/15/2020 through 01/22/2021; 60% Teacher (Japanese), at Torrey Pines High School, for the 20-21 school year, with a 40% unpaid leave of absence, effective 01/25/2021 through 06/11/2021.

**Leave of Absence**

1. **Sarah Djernes**, Counselor, requests a 50% unpaid leave of absence (50% assignment) for the 20-21 school year, effective 08/05/2020 through 06/11/2021.
2. **Scott Drechsel**, 100% Teacher (music), requests a 20% unpaid leave of absence (80% assignment: 60% at Carmel Valley Middle School and 20% at Pacific Trails Middle School), for the 20-21 school year, effective 08/18/2020 through 06/11/2021.
3. **Gloria Winburne**, 100% Teacher (Spanish), requests a 33% unpaid leave of absence for the 20-21 school year, effective 01/25/2021 through 06/11/2021 only.
4. **Susan Wingate**, 100% Teacher (special education, moderate to severe disabilities), requests a 100% unpaid leave of absence for the 20-21 school year, effective 08/18/2020 through 06/11/2021.

**Resignation**

1. **Kathryn Francois**, 100% Teacher (American Sign Language), resignation of employment effective 6/12/2020.
2. **Jill Lax**, 100% Teacher (English), resignation of employment due to retirement, effective 06/12/2020.
3. **Jessica Marinelli**, 100% Speech Pathologist, resignation of employment effective 06/12/2020.
4. **Emily Moran**, 100% Teacher (visual arts), resignation of employment effective 6/12/2020.
5. **Zachary Ponder**, 100% Teacher (special education, adult transition program), resignation of employment effective 06/12/2020.
6. **Dani Sleichter**, 100% Teacher (special education, mild to moderate disabilities), resignation of employment effective 06/12/2020.

## PERSONNEL LIST

### CLASSIFIED PERSONNEL

#### Employment

1. **Hodge, Christopher**, Locksmith, SR47, 100.00% FTE, Facilities, effective 07/13/20.

#### Change in Assignment

1. **Harvey, Tracy**, from Custodian Crew Leader, SR38, 100.00% FTE, La Costa Canyon High School to School Plant Supervisor-HS, SR41, 100.00% FTE, La Costa Canyon High School, effective 08/03/20.
2. **Rimbach, Elisa**, from Secretary, SR36, 100.00% FTE, Oak Crest Middle School to Registrar, SR40, 100.00% FTE, Sunset High School/District Office, effective 07/01/20.

#### Leave of Absence

1. **Marta, Marcos**, Campus Supervisor, SR32, 100.00% FTE, Earl Warren Middle School, requests a 100.00% Unpaid Leave of Absence, effective 08/01/20 through 01/03/21.

#### Resignation

1. **Borden, Irma**, Nutrition Services Assistant II, SR27, 93.75% FTE, Torrey Pines High School, resignation for the purpose of retirement, effective 06/12/20.
2. **Ortega, Lydia**, Custodian, SR32, 100.00% FTE, San Dieguito High School Academy, resignation for the purpose of retirement, effective 08/31/20.
3. **Quebedeaux, Ambrose**, School Plant Supervisor-HS, SR41, 100.00% FTE, La Costa Canyon High School, resignation for the purpose of retirement, effective 07/30/20.
4. **Redman, John**, Vehicle and Equipment Supervisor, SR52, 100.00% FTE, Transportation, resignation for the purpose of retirement, effective 07/15/20.
5. **Szabo, Sheila**, Secretary, SR36, 48.75% FTE, Canyon Crest Academy, effective 06/12/20.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 21, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED & SUBMITTED BY:** Mark Miller, Deputy Superintendent / Administrative Services  
Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** CONSIDERATION AND ACTION REGARDING THE 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS CONSISTENT WITH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH MANDATE/GUIDELINES AND THE SAN DIEGO COUNTY PUBLIC HEALTH ORDER

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### EXECUTIVE SUMMARY

#### Public Hearing – Learning Continuity and Attendance Plan

As required by law, the Board of Trustees will hold a Public Hearing regarding the San Dieguito Union High School District Learning Continuity and Attendance Plan.

Senate Bill (SB) 98 established California Education Code section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year. SB 98 supersedes the requirement established by Executive Order N-56-20 to develop and adopt a 2020-2021 Local Control and Accountability Plan (LCAP) by December 15, 2020.

The Learning Continuity Plan is intended to memorialize the planning process already underway for the 2020–21 school year and includes descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of students who are English Learners, students who live in foster care, students who are experiencing homelessness, and students with unique needs; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide school meals for students.

### Reopening Update

Staff will present to the Board of Trustees an update on the planning for the 2020-21 academic year. The presentation will include the following:

- Local Conditions
- Current Guidelines, Mandates and Orders
  - California Department of Public Health
  - San Diego County Public Health Order
- Reopening Focus Areas
  - Health and Safety
  - Operations
  - Social and Emotional
  - Family and Community Engagement
  - Learning and Instruction

### **RECOMMENDATION:**

It is recommended that the Board of Trustees hold the Public Hearing as required and direct staff accordingly regarding reopening.

### **FUNDING SOURCE:**

N/A

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name     | Contact Name and Title               | Email and Phone                        |
|---|--------------------------------------|--|
| San Dieguito Union High School District | Mark Miller<br>Deputy Superintendent | Mark.Miller@sduhsd.net<br>760.753.6491 |

## General Information

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

The COVID-19 pandemic has had a tremendous impact on our San Dieguito learning community, affecting the social-emotional resilience of students, staff, and families. The crisis has challenged many of our traditional methods regarding education and educational delivery pushing our entire learning community into remote learning starting on March 13, 2020. With this move, students, staff, and families were forced to adapt to a new way of teaching and learning. Our district was thrust into a collaborative tactical effort of providing professional development to our staff as well as providing deployment of resources to our students and families (Chromebooks, food service, wifi hotspots, etc.). We anticipate learning loss for our students as well as students who will need additional social-emotional supports. Teams have been working around the clock to account for student and staff needs.

## Stakeholder Engagement

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

Description of the overall stakeholder process  
SDUHSD engaged all stakeholders through multiple methods during the 2019-2020 school year before, during, and after school closure. The District used multiple sources to inform, educate, solicit, engage and gather input from all of our stakeholders. Stakeholder groups included parents, community partners, students and staff.

## ITEM 10a

The district's efforts to engage all stakeholders and gather input and feedback included: the SDUHSD Community survey, ThoughtExchange surveys, the Learning From Home Student Survey, District Board of Trustees meetings, site parent meetings, DELAC/ELAC meetings, Parent Advisory Committee meetings, Coordinating Council meetings, Reopening Work Group meetings, the Student Summits, as well as various other survey methods. The District also consulted and partnered with both employee associations, SDFA and CSEA, in developing reopening plans for the 2020-2021 school year.

**Planning for Reopening Schools**

The SDUHSD Reopening Steering Committee was created to develop contingency plans for the 2020-2021 school year in response to the global COVID-19 pandemic. Consisting of over 120 employees from SDUHSD middle schools, high schools, and the district office, the committee is made up of the following five work groups: Learning and Instruction, Health and Safety, Social and Emotional, Operations, and Family and Community Engagement.

**County and State Mandates**

The San Diego County Office of Public Health, California Department of Public Health (CDPH), or the Office of the Governor can issue mandates that SDUHSD would be required to follow. On July 17, 2020, Governor Gavin Newsom, in collaboration with the California Department of Public Health, presented additional guidelines and orders for schools. Under these guidelines and orders, all schools, public or private, are precluded from in-person, on-campus instruction if the county in which they are located is on the State of California Monitoring List. At this time, San Diego County is on the list, and therefore, if SDUHSD schools were to start today, distance learning would be required. In order to resume on-campus instruction, a county must be off the monitoring list for 14 consecutive days. SDUHSD is required to consult with San Diego County Public Health officials regarding the feasibility of reopening campuses for in-person instruction, either fully or in one of the models described in this document. In addition to the State of California monitoring list for the county, there are specific criteria (p. 2) that districts must meet for schools to remain open.

**Guidance and Recommendations**

The goals of the Reopening Steering work groups center on developing plans for Fall 2020 school openings. All work group work is guided by California Guidance for Schools, Assembly Bill 77 (AB 77), Senate Bill 98 (SB 98) and San Diego County Public Health Services. Work group recommendations were shared with the Board of Trustees and the public at the 7/30/20 Board meeting.

The Board of Trustees made the recommendation on 7/30/20 that SDUHSD will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year, and consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order, when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high-risk students, students with inadequate learning environments, and then all other students.

**Outreach to stakeholders who do not have internet or speak languages other than English**

All district surveys are offered in English and Spanish and district communication is translated into Spanish. Additionally, stakeholders are provided with an option to receive district communications via SMS text message or voice calls as alternative means.



## ITEM 10a

**How the stakeholder engagement was considered before finalizing the Learning Continuity Plan**

Feedback from all surveys, meetings, and forums were summarized and shared with district and site leadership. Stakeholder feedback was used to inform decisions related to staffing, budgets, services, and programs in the development of the plan to provide continuity of learning and mitigate learning loss. The themes highlighted from our stakeholders were used to set priorities for use of the Coronavirus Relief Funds as well as the LCFF supplemental funds to increase and improve services for students who are English Learners, from low income families, living in foster care, or experiencing homelessness.

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

The district utilizes its digital resources to inform students, parents, staff and community of online meetings and hearings. All Board meeting agendas are posted on the homepage of the district website and instructions are included for virtual attendance and how to provide public comment. The page allows for translation into languages other than English. The district sends regular updates via email and posts all of the updates on a resource page. Additionally, the district uses social media to inform the community and provides links to the website. The district has a body of students, representing a cross section of the student body, from all schools in the district that met twice online in the spring of 2020 to provide input and feedback regarding distance learning and planning for the future. A Parent Site Representative Committee met twice online with the Superintendent and two school district Board members to provide input and feedback as well. Via surveys and through other means, such as distribution of ChromeBooks and hotspots, the district is confident that all families have access to the internet.

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

Feedback from all surveys, meetings, and forums were summarized and shared with district and site leadership. Although there were unique priorities highlighted by each stakeholder group, common themes were identified by students, staff, and families. A summary of those themes is included below.

**Common themes included:**

- Clear and consistent communication with all stakeholders
- Guidance on access to nutritional services regardless of delivery model
- Collaborative partnerships with all stakeholders for decision making
- Opportunities for all stakeholders to provide feedback and engage in 2-way communication
- Provide clear structure and consistency across all classes and teachers regardless of the instructional model
- Provide high-quality & relevant professional learning opportunities for certificated & classified staff
- Provide resources and training to meet the social-emotional needs of students and staff
- Continue to foster trusting relationships between students and adults at school

**Themes specific to distance learning:**

- Structure and clear expectations for students, staff, and families about how to be successful in a distance learning model
- Guidelines about attendance and participation
- Clear expectations and procedures for instruction and grading

## ITEM 10a

- Access to devices and connectivity
- Services and support for students with disabilities, students who are English Learners, students who struggle with the online learning format, and students with unsuitable learning environments at home
- Use a consistent learning platform for all classes

**Themes specific to on-campus, in person, learning:**

- Communicate early about the transition to in-person learning when it is permissible
- Procedures for identifying and supporting students/staff who are sick or who have been notified they were exposed to COVID
- Plan for how to implement Public Health orders- cleaning and disinfecting practices, masks, distancing, and health screening
- Explore safe methods for social and extracurricular opportunities to resume on campus

**Specific feedback by stakeholder group**

- Teachers and students advocated for clear guidelines and expectations for instruction and grading regardless of instructional delivery model.
- Students, staff and families all expressed that they would like more opportunities to provide feedback as well as feel like their feedback is valued.
- With regards to health and safety, families expressed a desire to have assurances that their children would not be negatively impacted by a need to stay home, whether due to student illness/exposure or that of a family member which alters a student's home situation.
- Classified staff expressed the need for improved professional learning opportunities.
- Certificated staff expressed that they would like to continue having district and site provided professional learning, access to high quality professional development, as well as time to collaborate with colleagues.

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

The district considered all stakeholder feedback in the development of the Learning Continuity and Attendance Plan (LCP).

Stakeholder feedback reflected in the LCP

**Devices and connectivity:**

SDUHSD invested \$5.2 million for Chromebooks to be provided to every student, and are due to arrive in late October. At that time the district will be fully 1:1 with student devices, ensuring student access and equity. Additional software is being purchased for all teachers to monitor their students' activity and engagement from the Chromebooks.

**Professional development and training for staff:**

SDUHSD teachers will engage in a week of online Professional Learning designed to prepare teachers to provide high-quality Distance Learning this fall. Topics will include: effective online teaching strategies, effective use of educational technology, strategies to build safe and inclusive online classroom community, supporting students with disabilities, supporting students who are English Learners, strategies to effectively run specialised programs online, such as Career Technical Education courses.

**Provide resources and training to meet the social-emotional needs of students and staff:**

SDUHSD invested in Kognito Trauma Informed Practices which is an interactive role-play simulation for educators to build skills, confidence, and empathy that better support students whose behavior might be related to sources of trauma or distress. Additionally the District partnered with Care Solace to provide mental health resources and support for students and staff.

**Support for students who are struggling academically or have experienced learning loss:**

SDUHSD invested in an academic universal screener assessment which will provide information on each student's status towards mastery of grade level standards as well as detailed information on the skills each student is ready to learn. The District also invested in online reading and math skill practice programs to support teachers and students to remediate learning loss and accelerate learning.

**Supports for students who are English Learners:**

The district will continue to provide services designed specifically to meet the needs of students who are English Learners (EL) or Reclassified as Fluent English Proficient (RFEP). This includes English Language Development (ELD) courses, ELD support courses, Sheltered courses in core content areas, Dual Language Immersions Program, Newcomer Academy, Bilingual instructional aides, EL Lead teachers to monitor student progress, Rosetta Stone licenses, and professional development for teachers on strategies to support students who are EL.

**Supports for students with disabilities:**

The district will continue to provide co-taught classes, Specialized Academic Instruction courses (Academic Support, Foundational and Functional Academics), Transitional Supports (Individualized Transition Plans and Supports, C.O.A.S.T. Academy), Instructional Aides, and Related Services (Speech, Counseling, AT, APE, Workability, and many more)

**Safety and cleaning protocols:**

Although we are required to open in a distance learning model for the start of the 20-21 school year, the district's Health and Safety and Operations Reopening Work Groups have worked on safety and cleaning protocols to ensure a safe return to campuses when the public health order allows for in-person, on-campus, instruction. The district has invested in face coverings for staff and students, protective barriers, hand washing stations, and sanitizing equipment and supplies. The district has also developed plans and protocols for symptoms checking as well as procedures for when a staff or student is sick or symptomatic. All staff will attend mandatory training before the start of the school year on symptoms checks and procedures to follow when a staff or student is sick or symptomatic.

**Provide clear structure and consistency across all classes and teachers regardless of the instructional model:**

Students and teachers will engage in online learning that is significantly different from the emergency remote learning in Spring 2020. Instruction will include daily live interaction with a teacher(s) and peers, attendance, and clear grading policies. The 2020-2021 Distance Learning model will include a return to full curricular content in an online setting. Distance Learning Outcomes will be developed for each SDUHSD course and will identify the key knowledge and skills students should acquire for each class. The identification of these outcomes will support consistency between courses throughout the district and between different learning models (distance learning and in-person instruction).

# Continuity of Learning

## In-Person Instructional Offerings

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

### County and State Mandates

The San Diego County Office of Public Health, California Department of Public Health (CDPH), or the Office of the Governor can issue mandates that SDUHSD would be required to follow. On July 17, 2020, Governor Gavin Newsom, in collaboration with the California Department of Public Health, presented additional guidelines and orders for schools. Under these guidelines and orders, all schools, public or private, are precluded from in-person, on-campus instruction if the county in which they are located is on the State of California Monitoring List. As of the date of this report, San Diego County remains on the county monitoring list and therefore SDUHSD will be required to open schools in a distance learning model. In order to resume on-campus instruction, a county must be off the monitoring list for 14 consecutive days. SDUHSD is required to consult with San Diego County Public Health officials regarding the feasibility of reopening campuses for in-person instruction, either partially or fully through a variety of models. In addition to the State of California monitoring list, there are specific criteria for San Diego county that districts must meet for schools to remain open.

### SDUHSD 2020-2021 School Reopening

The SDUHSD 2020-2021 school year will begin as scheduled on August 25, 2020. SDUHSD Reopening Work Groups are developing practical options and programs that are engaging and academically rigorous, with the flexibility to adapt to changing public health orders over time. As this work is ongoing, SDUHSD will continue to develop contingency plans to offer classroom-based, in-person instruction to the fullest extent possible when a return to campus is permissible in the current public health order.

### Guidance and Recommendations

The goals of the Reopening Work Groups center on developing plans for Fall 2020 school openings. All work group work is guided by California Guidance for Schools, Assembly Bill 77 (AB 77), Senate Bill 98 (SB 98) and San Diego County Public Health Services. work group recommendations were shared with the Board of Trustees and the public at the 7/30/20 Board meeting.

The Board of Trustees made the recommendation on 7/30/20 that SDUHSD will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year, and consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order when the district is allowed, to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high-risk students, students with inadequate learning environments, and then all other students.

## **In-Person Learning Models Explored when a safe return to campus is allowed in the current Public Health Order**

The SDUHSD Reopening Learning and Instruction Work Group consisted of 55 district employees, including teachers, counselors, and representatives from Special Education and programs that support students who are English Learners. This work group explored a continuum of learning models (from full reopening to distance learning), three of which involve a return to in-person instruction (Concurrent, Hybrid/Blended, and Full Return to Campus). Key priorities related to attendance, curriculum, assessment, bell schedule, and professional development were identified, and a focus group was formed to develop detailed learning plans for each model.

Staff will monitor the San Diego County Public Health Order and when the district is allowed to bring students on campus, the district will do so prioritizing students with disabilities, students who are English learners, students with inadequate learning environments, and then all other students. All on-campus activity will follow the California Department of Public Health Guidance for K-12 schools.

## **Plans and protocols to ensure the safety of students and staff, consistent with public health guidance**

The District is developing a Safe Reopening Plan that addresses all of the following required elements that are consistent with public health guidance: promoting healthy hygiene practices; face coverings; intensifying cleaning, disinfection and ventilation; implementing distancing; limiting sharing; training of all staff and educating families; checking for signs and symptoms; maintaining healthy operations; and considerations for partial or total closures.

The District has implemented some of the following measures, however this is not a comprehensive list:

- Conduct active screening of all employees entering the campus
- Training to reinforce healthy hygiene practices
- Provide all employees with personal protective equipment as needed for their job duties
- Arrange all teacher desks so they are six feet away from student desks
- Place directional arrows to help with flow and mitigate congregations of people
- Cleaning and disinfecting, with a focus on high touch points, such as door handles, desks, etc.

## **Mitigating Learning Loss**

The Learning and Instruction work group identified as a key priority the need to solidify Essential Learning Outcomes district-wide for each course. In addition to supporting consistency across our school campuses, the Essential Learning Outcomes will provide a baseline for determining what students should know and be able to do, and thus inform any loss of learning that may have taken place. Additionally, the District will assess all students (7-12) learning status in English Language Arts and math using an academic universal screener assessment. Results of the assessment will provide detailed information on the knowledge, skills and abilities of each student and as well as the focused skills students are ready to learn. Personalized learning plans can be developed for each student based on their readiness level and progress towards grade level mastery.

## **Systematic Cycle of Assessment**

## Systematic Cycle of Assessment

SDUSD will implement a systematic cycle of assessment in all possible delivery models, to identify each student's strengths and needs as well as collect evidence of student learning to measure progress and growth. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning.

**Formative:** occurs during the teaching process to monitor learning and student progress, inform instruction, and provide information about each student's background knowledge, skills, and abilities.

- academic universal screener (STAR math and Reading),
- Reading Inventory,
- Math Diagnostic Testing Project (MDTP),
- English proficiency screener, Initial English Language Proficiency Assessment for California (IELPAC)
- social-emotional universal screener (CoVitality),
- informal class assessments (some examples include exit tickets, student interviews, quizzes)
- curriculum based measures

**Summative:** occurs after the teaching process to evaluate each student's mastery of content and concepts, and informs future planning.

- Course unit tests
- Course final exams
- State Academic Standardized Tests (SBAC, CAST, CAAs)
- State English proficiency standardized test, summative English Language Proficiency Assessment for California (ELPAC)
- Optional tests: PSAT, AP Exams, IB Exams.

The district continues to receive updates from the California Department of Education (CDE), College Board, and International Baccalaureate® (IB) on options for in-person test administration in the 2020-2021 school year.

The data from this systematic assessment approach will provide multiple measures to inform classroom instruction, create personalized learning plans for focused skill development, course placement, program evaluation, reclassification of English Learners, as well as measure student growth and progress over time.

This systematic approach to measuring and progress monitoring student learning will begin with the administration of an academic and social-emotional screener. These are short, formative assessments which provide information on students strengths and skills they are ready to learn. Universal screeners are a vital component of implementing research based multi-tiered systems of support. Teachers will use the screener results as well as formative classroom assessment results to inform instruction and design grade level lessons and activities to meet students at their readiness level.

The academic universal screener (STAR Reading and STAR Math) assessments will be administered to all students in grades 7-12 three times a year to measure student's learning status, progress, and growth throughout the year.

- Baseline data: first 2 weeks of the school year
- Progress Monitoring: midyear administration to assess student progress (January)



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- Growth data: end of year administration to measure growth over the academic year (May)

The social-emotional universal screener (CoVitality) will be administered to all students in grades 7-12 twice a year to measure students social-emotional learning status, progress, and growth throughout the year.

- Baseline data: August
- Growth data: end of year administration to measure growth over the academic pool year (May)

Summative assessments such as unit tests, final exams, and state standardized tests will also be used to evaluate student mastery of grade level standards as well English proficiency for students who are English Learners. Using multiple measures of student learning (formative and summative) provides valuable information to inform the evaluation and development of programs, supports, and services to meet the holistic needs of all students in either an in-person or distance learning instructional model.

**Professional Development on Assessment**

Additionally, Professional Development opportunities will be made available to teachers with a focus on assessment. In addition to informing what concepts and skills students have mastered, emphasis will be placed on determining where students have gaps in knowledge and/or skills, as well as how to use this information to adjust instruction and provide remediation for students who have not yet mastered essential learning.

**Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

| Description   | Total Funds   | Contributing |
|---|---------------|--------------|
| Continue to provide a comprehensive base educational program which includes: <ul style="list-style-type: none"> <li>• appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff,</li> <li>• standards aligned instructional materials, as well as safe and well maintained school and district facilities</li> <li>• access to a broad course of study which includes specialized programs and courses such as Career Technical Education, AVID, Special Education, Advanced Placement (AP), International Baccalaureate® (IB), and courses for remediation and enrichment (Honors).</li> <li>• access to nutritionally adequate meals regardless of the instructional model</li> </ul> | \$150,209,000 | No           |
| Provide safety and cleaning protocols, personal protective equipment, resources, supplies, and staff to operate safe and effective in-person learning environments for students when a safe return to campus is permitted within the current Public Health Order  | \$505,000     | No           |



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| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Continue to provide integrated and designated English Language Development instruction for students who are English Learners to support each student's progress towards English proficiency and reclassification. Courses include English Language Development (1-4), English Language Development Support, Sheltered courses in core content areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses. | \$997,000   | Yes          |
| Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified. This includes EL Lead teachers at most school sites as well as the ELLevation program to track each EL student's progress towards reclassification.   | \$170,000   | Yes          |
| Continue to provide bilingual staff to support students with limited English proficiency in core content courses.   | \$35,000    | No           |
| Continue to provide transportation support for students to access specialized programs as well as for any student who demonstrates that transportation is an area of need to access their classes in-person, on-campus.   | \$15,000    | Yes          |
| Provide professional development for all staff in focused areas of need related to a safe return to in-person, on-campus learning (safety protocols, symptoms checking, cleaning and safety protocols). Continue to publicly post safety and cleaning protocols as required.  | no cost     | No           |
| Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software   | \$320,000   | Yes          |

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| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone).   |             |              |
| Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)   | \$854,000   | Yes          |
| Continue to provide multi-tiered systems of social-emotional support which include targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills. (Student Support Specialists as all schools)   | \$551,000   | Yes          |
| Continue to provide centralized services to support all schools through professional development and coaching for teachers, counselors, and administrators on inclusive classroom practices, high quality teaching and learning, social-emotional learning, trauma informed practices, and best practices for implementing an evidence based multi-tiered system of academic, social-emotional, and behavioral supports. (District Instructional Specialist, District Counselor). These support providers also assist in identifying needs at each school or within each department and connecting staff with resources. | \$216,000   | Yes          |
| Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, as well as engage with stakeholders, and provide targeted resources for students, families, and staff.  | 82,000      | Yes          |

## Distance Learning Program

### Continuity of Instruction

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

Students and teachers will engage in online learning that is significantly different from the emergency remote learning in Spring 2020. Instruction will include daily live interaction with a teacher(s) and peers, attendance, and clear grading policies. The 2020-2021 Distance Learning model will include a return to full curricular content in an online setting.

### Distance Learning Outcomes

Distance Learning Outcomes will be developed for each SDUHSD course and will identify the key knowledge and skills students should acquire for each class. The identification of these outcomes will support consistency between courses throughout the district and between different learning models (distance learning and in-person instruction).

### Instructional Resources

To support potential transitions between in-person and distance learning, an Education Technology survey was shared with teachers to seek their input regarding which online platforms would best support students in accessing curricular content. Special emphasis was placed on identifying platforms that would support multiple learning models (both in-person and distance learning).

The district will also provide access to online skill-building programs as a component of class instruction in all English Language Arts, math, and English Language Development classes as one of the multiple methods to remediate learning loss and accelerate learning outcomes. Students will also have the option to safely pick up physical instructional materials (textbooks, novels, printed materials, etc.) from their school at a scheduled time if needed.

### Professional Development

Supporting teachers, counselors, administrators, and staff through professional learning is an essential component to ensure continuity of instruction should transition between learning models be required. The key priorities identified for teacher and staff professional development were; instructional technology, Educational Technology tool training, research-based best practices related to online and in-person instruction, trauma-informed practices, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners. These recommendations serve as the framework for developing professional learning sessions that will be offered in advance of the 2020-2021 school year, in addition to ongoing professional development training sessions offered throughout the fall and spring semesters. The district provided a robust virtual professional development series the week of August 10-14th which was available to all district staff. District staff offered over 50 individual professional learning sessions on topics related to online teaching pedagogy, social-emotional supports, educational technology, supporting students who are learning English, and supporting students with disabilities. All sessions were recorded and will remain available for all staff to review and reference as needed throughout the year.

## Access to Devices and Connectivity

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

### Devices and connectivity

The District will ensure access to devices for all students to support distance learning by investing in Chromebooks to be provided to each student. This will allow the district to be fully 1:1 with student devices, ensuring student access and equity. Additional software is being purchased for all teachers to monitor their students activity and engagement from the Chromebooks.

To ensure access to connectivity, the District invested in internet hotspots. Site administrators will help identify families in need of connectivity support, and a WiFi hotspot will be checked out to the student in need.

### Online Learning Platform

The Learning and Instruction reopening workgroup recommended that all teachers use Google Classroom as their primary learning platform, as this would support consistency for students between their classes. It would also allow for ease of monitoring to gauge which students are able to access course content, and is accessible across a range of devices (computers, Chromebooks, tablets, and cell phones).

Reports will be run from online learning systems to monitor the frequency of student activity and engagement. This data will be kept in all student information records.

### Methods used to reach students and families who were unable to access devices and connectivity following school closure

SDUHSD purchased 150 hotspots from T-mobile to distribute to students and families that did not have internet access during the spring. Each school surveyed families to identify the needs for Chromebooks and hotspots. The distribution of hotspots was prioritized for students with the greatest need. Counselors, bilingual staff, and district office staff personally contacted students who were not participating in the distance learning model during school closure. In addition, SDUHSD is working closely with SDCOE and local internet service providers to ensure all students have internet access. Each school site is working with all families to assess internet connectivity and on how to close the connection gap.

## Pupil Participation and Progress

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

In accordance with AB-77 and SB-98 mandates, students will engage in daily live instruction (synchronous learning) with their teacher(s) and peers. Students will follow a daily class schedule that provides class interaction through synchronous learning. Instruction may include activities such as whole class discussion, small group discussion, lectures, progress monitoring, and check-ins, etc. The instructional minutes mandated in AB-77/SB-98 will be met by a combination of live instruction (synchronous learning) and independent study/practice (asynchronous learning). Asynchronous learning may occur within the daily schedule and can also include assigned independent study and practice. Daily asynchronous learning may include independent learning activities such as projects, watching tutorial videos, reading, synthesizing information and responding to prompts/instruction, etc. Attendance will be taken each day with both attendance and

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engagement monitored. Instructional time will include the teacher assessed time value of the asynchronous assignments in addition to synchronous time.

Additional details are included in the graphic in Appendix A.

## Distance Learning Professional Development

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

### Professional Development

Supporting teachers, counselors, administrators, and staff through professional learning is an essential component to ensure continuity of instruction should transitions between learning models be required. The key priorities identified for teacher and staff professional development were; instructional technology, Educational Technology tool training, research-based best practices related to online and in-person instruction, trauma-informed practices, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners. These recommendations serve as the framework for developing professional learning sessions that will be offered in advance of the 2020-2021 school year, in addition to ongoing professional development training sessions offered throughout the fall and spring semesters. The district provided a robust virtual professional development series the week of August 10-14th which was available to all district staff. District staff offered over 50 individual professional learning sessions on topics related to online teaching pedagogy, social emotional supports, educational technology, supporting students who are learning English, and supporting students with disabilities. All sessions were recorded and will remain available for all staff to review and reference as needed throughout the year.

As Educational Technology is an essential component of distance learning, training sessions related to Google Classroom, Screencastify, and other Google Suite for Education tools will be provided to teachers. Targeted sessions related to lesson design and implementation using research-based practices will also be offered, including balancing live instruction (synchronous learning) and independent work (asynchronous) instruction, as research indicates that no more than 50% of online instruction should be synchronous to support equity, comprehension, and to reduce screen fatigue.

## Staff Roles and Responsibilities

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

District staff will offer professional development opportunities to all district certificated and classified employees, as well as create school-wide and classroom resources for use by students, staff and families to support students returning to school after disruption, isolation and potential trauma. Classroom teachers will have the opportunity for student outreach through the utilization of “student connectedness time” in school schedules.

Instructional assistants will be provided training on supporting Distance Learning and utilizing Google Classroom and Google meets to support instruction.

Classified staff whose role is not feasible in a distance learning model, (i.e. campus supervisors, bus drivers, athletic secretaries, health techs) will be utilized to support school sites in areas such as student and parent outreach, sanitation of campuses, campus security, health checks, or other school site needs.

## Supports for Pupils with Unique Needs

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

### Support for students with exceptional needs served across the full continuum of placements;

Students with disabilities and exceptional needs will continue to be provided with access to the services, accommodations, and supports in their Individualized Education Plan (IEP) as well as grade-level instruction through the least restrictive environment in the distance learning model.

SDUHSD will continue to provide services and support to meet the unique needs of students with disabilities and exceptional needs and provide access to the general education curriculum in the least-restrictive setting through targeted and ongoing support.

- Case managers to provide individualized support to effectively develop and implement each student's Individualized Education Plan (IEP) and as well as track student progress towards IEP goals in the distance learning model.
- Co-taught courses
- Specialized Academic Instruction courses (Academic Support, Foundational and Functional Academics)
- Transitional Supports (Individualized Transition Plans and Supports, C.O.A.S.T. Academy)
- Instructional Aides
- Related Services (Speech, Counseling, AT, APE, Workability, and many more)
- Professional learning opportunities for teachers and administrators on effective co-teaching practices, inclusive classroom practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, and social-emotional learning and support
- Program Supervisors to provide coaching, support IEP implementation, and support student progress monitoring.
- All staff in the Special Education department will have access to the District professional development sessions as well as the opportunity to attend professional learning opportunities hosted by experts in the field.

### Support for students who live in foster care and students who are experiencing homelessness

Students who live in foster care and students who are experiencing homelessness will continue to be provided with a similar level of support in distance learning that they would experience with on-campus learning. Students in foster care and students who are experiencing homelessness receive additional supports and services on-campus and in distance learning through our student support specialists (school social workers). The district currently employs six student support specialists who receive information and training from the San Diego County Office of Education, specific to homeless and foster youth services, keeping apprised of the resources available in the county. This

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group works with students and families to ensure they have resources in place to support learning (technology, school food services, bus passes, tutoring, etc.) At the district level, overall foster and homeless services are coordinated by our Director of Pupil Services, who is a liaison for various agencies in the county. Student Support Specialists work as case managers for homeless students and students in foster care ensuring that they have the support needed for success, including access, technology, social emotional needs and academic support.

**Support for students who are English Learners**

Students who are English Learners will continue to be provided with access to integrated and designated English language development (ELD) instruction as well as grade-level instruction in the distance learning model.

SDUHSD will continue to provide services and support to meet the unique needs of students who are learning English.

- Access to specialized programs and courses such as the Newcomers Academy (OCMS, LCCHS) and the Dual Language Immersion program (DMS), Spanish for Spanish Speakers courses (SDA, LCCHS)
- Designated English Language Development (ELD) courses, ELD Support courses, and Sheltered courses in core content areas
- Professional learning opportunities for teachers and staff on strategies to support students who are English Learners on topics such as; trauma informed practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, inclusive classroom practices, social-emotional learning and supports.
- Bilingual Instructional Aides
- In-class tutors (AVID tutors)
- Access to instructional software specifically designed to support language development (Rosetta Stone, Edge/Inside Curriculum, Read 180, System 44).
- EL Lead teachers at many school sites will provide direct support to teachers and administrators on strategies to support students who are learning English
- Supplemental instruction materials: In addition to the core ELD curriculum for middle and high school, English Language Development instructors will utilize READ 180 and System 44 Reading Intervention programs to help each student build their English Language Arts skills in reading, writing, speaking, and listening.
- For students who are new to US Schools (enrolled for 18 months or less), SDUHSD will continue to provide access to the Rosetta Stone foundations program to build students literacy skills.

**Professional Learning Opportunities**

Sessions targeted to supporting students with disabilities and students who are English Learners will be offered to teachers as part of a Professional Learning series in advance of the start of the 2020-2021 school year. Specifically, sessions will focus on best-practices related to co-teaching, in addition to sessions that center around Universal Design for Learning. Language development and discourse strategies will also be offered in the professional development menu, and ongoing professional learning will be offered virtually by the SDUHSD Instructional Specialist team throughout the 2020-2021 school year.



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**Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]**

| Description   | Total Funds                                  | Contributing |
|---|--|--------------|
| <p>Continue to provide a comprehensive base educational program which includes: appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff, standards aligned instructional materials, as well as safe and well maintained school and district facilities</p> <p>access to a broad course of study which includes specialized programs and courses such as Career Technical Education, AVID, Special Education, Advanced Placement (AP), International Baccalaureate® (IB), and courses for remediation and enrichment (Honors).</p> <p>access to nutritionally adequate meals regardless of the instructional model</p> | \$150,209,000 Duplicated and Reflected above | No           |
| <p>Provide all students with access to devices and connectivity to access their courses through distance learning</p>   | \$5,200,000                                  | No           |
| <p>Continue to provide integrated and designated English Language Development instruction for students who are English Learners to support each student's progress towards English proficiency and reclassification. Courses include English Language Development (1-4), English Language Development Support, Sheltered courses in core content areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses.</p>  | \$997,000 Duplicated and Reflected above     | Yes          |
| <p>Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified. This includes EL Lead teachers at most school sites as well as the ELLevation program to track each EL student's progress towards reclassification.</p>  | \$170,000 Duplicated and Reflected above     | Yes          |
| <p>Continue to provide bilingual staff to support students with limited English proficiency in core content courses.</p>  | \$35,000 Duplicated and Reflected above      | No           |

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| Description  | Total Funds                              | Contributing |
|--|--|--------------|
| Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners).   | \$290,000                                | Yes          |
| Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone). | \$320,000 Duplicated and Reflected above |              |
| Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, engage with stakeholders, and provide targeted resources for students, families, and staff to support high priority needs.  | \$82,000 Duplicated and Reflected above  |              |
| Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)   | \$854,000 Duplicated and Reflected above | Yes          |
| Continue to provide multi-tiered systems of social-emotional support which include targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills. (Student Support Specialists at all schools)   | \$551,000 Duplicated and Reflected above | Yes          |
| Continue to provide centralized services to support all schools through professional development and coaching for teachers, counselors, and administrators on inclusive classroom practices, high quality teaching and learning, social-emotional learning, trauma informed practices, and best practices for implementing an evidence based multi-tiered system of academic, social-emotional, and behavioral supports. (District Instructional   | \$216,000 Duplicated and Reflected above | Yes          |

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| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Specialist, District Counselor). These support providers also assist in identifying needs at each school or within each department and connecting staff with resources. |             |              |

## Pupil Learning Loss

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

### Establish Distance Learning Outcomes for Each Course

Stakeholders indicated a need to create more consistency across courses and schools. Additionally, the Learning and Instruction work group identified as a key priority the need to solidify Essential Learning Outcomes district-wide for each course. In addition to supporting consistency across our school campuses, the Distance Learning Outcomes will provide a baseline for determining what students should know and be able to do, and thus inform any loss of learning that may have taken place.

### Systematic Cycle of Assessment

SDUSD will implement a systematic cycle of assessment in all possible delivery models, to identify each student’s strengths and needs as well as collect evidence of student learning to measure progress and growth. The district’s comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning.

**Formative:** occurs during the teaching process to monitor learning and student progress, inform instruction, and provide information about each student’s background knowledge, skills, and abilities.

- academic universal screener (STAR math and Reading),
- Reading Inventory,
- Math Diagnostic Testing Project (MDTP),
- English proficiency screener, Initial English Language Proficiency Assessment for California (IELPAC)
- social-emotional universal screener (CoVitality),
- informal class assessments (some examples include exit tickets, student interviews, quizzes)
- curriculum based measures

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**Summative:** occurs after the teaching process to evaluate each student's mastery of content and concepts, and informs future planning.

- Course unit tests
- Course final exams
- State Academic Standardized Tests (SBAC, CAST, CAAs)
- State English proficiency standardized test, summative English Language Proficiency Assessment for California (ELPAC)
- Optional tests: PSAT, AP Exams, IB Exams.

The district continues to receive updates from the California Department of Education (CDE), College Board, and International Baccalaureate® (IB) on options for remote or online test administration in the 2020-2021 school year.

The data from this systematic assessment approach will provide multiple measures to inform classroom instruction, create personalized learning plans for focused skill development, course placement, program evaluation, reclassification of English Learners, as well as measure student growth and progress over time.

This systematic approach to measuring and progress monitoring student learning will begin with the administration of an academic and social-emotional screener. These are short, formative assessments which provide information on students strengths and skills they are ready to learn. Universal screeners are a vital component of implementing research based multi-tiered systems of support. Teachers will use the screener results as well as formative classroom assessment results to inform instruction and design grade level lessons and activities to meet students at their readiness level.

The academic universal screener (STAR Reading and STAR Math) assessments will be administered to all students in grades 7-12 three times a year to measure student's learning status, progress, and growth throughout the year.

- Baseline data: first 2 weeks of the school year
- Progress Monitoring: midyear administration to assess student progress (January)
- Growth data: end of year administration to measure growth over the academic year (May)

The social-emotional universal screener (CoVitality) will be administered to all students in grades 7-12 twice a year to measure student's social-emotional learning status, progress, and growth throughout the year.

- Baseline data: August
- Growth data: end of year administration to measure growth over the academic pool year (May)

Summative assessments such as unit tests, final exams, and state standardized tests will also be used to evaluate student mastery of grade level standards as well English proficiency for students who are English Learners. Using multiple measures of student learning (formative and summative) provides valuable information to inform the evaluation and development of programs, supports, and services to meet the holistic needs of all students in either an in-person or distance learning instructional model.

## Professional Development

Additionally, Professional Development opportunities will be made available to teachers with a focus on assessment. In addition to informing what concepts and skills students have mastered, emphasis will be placed on determining where students have gaps in knowledge and/or skills, as well as how to use this information to adjust instruction and provide remediation for students who have not yet mastered essential learning.

## Pupil Learning Loss Strategies

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

The district will continue to implement and enhance multi-tiered systems of academic, social-emotional, and behavioral supports for all students. Multiple measures will be used to identify students who need additional targeted and intensive interventions and supports.

Tier 1- All students will have access to...

- Highly qualified and skilled teachers, school administrators, and classified staff
- District-provided device (Chromebook) to access their distance learning courses
- Instruction that is informed by supportive, inclusive classroom practices and principles of UDL
- Teachers and staff who have been offered training in trauma-informed practices
- Standards-aligned instructional materials
- Broad course of study
- School counselor
- Appropriately credentialed teachers who regularly attend professional learning on strategies to support to unique needs of all students
- School and Classroom Policies and Rules
- Restorative Practices
- Safe and welcoming Classrooms

Tier 2- Some students will need additional targeted support and will also have access to...

- Intervention and skill building courses in English Language Arts and math
- Targeted small group instruction in-class
- Courses to build organizational and executive functioning skills as well as college and career readiness skills
- Research-based instructional software programs to build skills, (Read 180, System 44, Freckle, ALEKS)
- In-class support from an Instructional Aides and/or tutors
- Student support specialist to address social-emotional needs
- Supplemental instructional materials to make course content and concepts more accessible
- Progress monitoring support from teachers and administrators (EL Leads, Case Managers, SST, Intervention Coordinator, Title I Coordinator)
- Transition services and supports for students with disabilities

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- Specialized educational programs including but not limited to; EL Newcomer Academy, Dual Language Immersions Program, Transitional Academic Program (TAP), Functional Life Skills (FLS), Seaside Prep, Adult Transition Program (ATP), Specialized Academic Instruction(ex. classes such as Academic Support, Fundamentals, Co-taught, Learning Academy),
- Student support groups facilitate by school counselors, school psychologist, and/or students support specialists
- Positive, progressive discipline

Tier 3- Few students will need additional individualized or intensive support and will also have access to...

- Individualized, focused instruction in class
- Specialized service providers: mental health, speech and language, occupational therapy, physical therapy, behavioral therapy, and more
- Individualized counseling facilitated by school counselors, school psychologist, and/or students support specialists
- Behavior plans and contracts
- Connection to community resources and agencies
- Individual Restorative Practices

All students will have access to the above multi-tiered systems of support. Students who are English Learners (EL) will require targeted language development support. SDUHSD will implement the following services and strategies to support each student's progress towards English language proficiency.

- Specialized programs and courses such as the Newcomers Academy (OCMS, LCCHS) and the Dual Language Immersion program (DMS), Spanish for Spanish Speakers courses (SDA, LCCHS)
- Designated English Language Development (ELD) courses, ELD Support courses, and Sheltered courses in core content areas
- Professional learning opportunities for teachers and staff on strategies to support students who are English Learners on topics such as; trauma informed practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, inclusive classroom practices, social-emotional learning and supports.
- Bilingual Instructional Aides
- In-class tutors
- Access to instructional software and instructional materials specifically designed to support language development (Rosetta Stone, Edge/Inside Curriculum).
- EL Lead teachers at many school sites will provide direct support to teachers and administrators on strategies to support students who are learning English
- Supplemental instruction materials: In addition to the core ELD curriculum for middle and high school, English Language Development instructors will utilize READ 180 and System 44 Reading Intervention programs to help each student build their English Language Arts skills in reading, writing, speaking, and listening.

Students experiencing homelessness and those who are in foster care will need additional support and direction to address any learning loss that has occurred and to accelerate learning progress. A Student Support Specialist will be assigned to each student who is in foster care or experiencing homelessness as a point of contact/support and to monitor progress for early intervention and tiered, targeted supports.

## ITEM 10a

Students with disabilities may require additional targeted supports to address learning loss. SDUHSD will implement the following services and strategies to support students with disabilities and exceptional needs..

- Case managers to provide individualized support to effectively develop and implement each student's Individualized Education Plan (IEP) and as well as track student progress towards IEP goals in the distance learning model.
- Co-taught courses
- Specialized Academic Instruction courses (Academic Support, Foundational and Functional Academics)
- Transitional Supports (Individualized Transition Plans and Supports, C.O.A.S.T. Academy)
- Instructional Aides
- Related Services (Speech, Counseling, AT, APE, Workability, and many more)
- Professional learning opportunities for teachers and administrators on effective co-teaching practices, inclusive classroom practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, and social-emotional learning and support
- Program Supervisors to provide coaching, support IEP implementation, and support student progress monitoring.

Teachers will use the formative assessment process to assess and monitor student learning and progress in each class. Additionally, each school utilizes an intervention team or student study team (SST) to regularly monitor student progress and develop an intervention plan when needed. Schools teams will review and analyze; student data from STAR, grade data, attendance data, discipline data, CoVitality data, teacher input, as well as parent input to identify students who could benefit from additional intervention and supports. Teams will create intervention and support plans for each student identified and students will be monitored to ensure they are appropriately supported.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

### Academic Learning Loss

SDUHSD will use multiple measures to evaluate the effectiveness of strategies and services implemented to mitigate learning loss including course enrollment data, course grades, formative and summative assessment results, as well as participation and attendance data. The process will begin by administering an academic (STAR) universal screener in ELA and math to all students at the start of the school year. The results of these assessments will be used to establish a baseline of each student's learning status and identify the focused skills each student is ready to learn. This information will allow teachers to design grade level instruction that meets students at their readiness level. Schools will administer the STAR assessments a second time midyear as an interim measure of progress and student academic growth through the first semester. Programs, services and supports will be adjusted at that time if the data does not show student growth as anticipated. All schools will administer the STAR assessments for a third time at the end of the year to measure each student's academic growth through the second semester as well as over the course of the school year.

Throughout the school year, students' progress will be closely monitored at each school by teachers, counselors, administrators, case managers, and EL Lead teachers. In class supports and interventions will be adjusted based on regular ongoing formative assessment of student learning during the teaching process.



**Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]**

| Description  | Total Funds                              | Contributing |
|--|--|--------------|
| Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone). | \$320,000 Duplicated and Reflected above | Yes          |
| Continue to provide supplemental instructional materials and instructional software to support progress towards language proficiency for students who are English Learners (Rosetta Stone, Edge and Inside curriculum).  | \$15,000                                 | No           |
| Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners).   | \$290,000 Duplicated and Reflected Above | Yes          |
| Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)   | \$854,000 Duplicated and Reflected above | Yes          |

**Mental Health and Social and Emotional Well-Being**

## ITEM 10a

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

SDUHSD will use multiple measures to monitor and support the mental health and social-emotional well-being of students and staff during the school year. The district will administer the CoVitality social-emotional screener in August to establish a baseline for student social-emotional needs. Students identified, “at-risk” will receive additional supports through the tiered intervention model currently in place. Students will also receive a referral to Care Solace, an online portal for parents to access mental health services. The district will administer the CoVitality social-emotional screener again in May to measure growth in student’s social-emotional health and skills over the course of the school year. Student mental health and social-emotional well-being will be monitored on an ongoing basis by school counselors, administrators, teachers, as well as the school intervention or student study team. Students who could benefit from additional support will be connected with services, programs, activities, and resources to meet their needs.

The District will offer professional development to all staff as well as create school-wide and classroom resources for use by students, staff, and families. Professional learning opportunities will be provided to better prepare all staff to support all students. The district also invested in the Kognito program which offers interactive learning modules that will allow all staff an opportunity to be trained on Trauma-Responsive Practices and earn a certificate at the end.

For more information on the SDUHSD multi-tiered systems of social-emotional support please see the resources below.

- MTSS S-E
- support students returning to school after disruption, isolation and potential trauma

## Pupil Engagement and Outreach

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

SDUHSD has built a robust multi-tiered system of supports and interventions centered around providing proactive supports (Tier 1) focused on prevention, with tiered, targeted interventions when a student needs additional support. Specific to attendance and engagement, if a student is not participating in online learning, our tiered system of support will be utilized. Teachers are the first point of contact for families and students.

Tier 1

## ITEM 10a

A daily call from our information system will be made to notify parents of an absence that day. Teachers will contact parents with concerns regarding attendance and engagement. If teachers are unable to make contact, school site administration will initiate calls home in the family's home language, utilizing Voiance, an interpreting service with the capacity for multiple languages, if necessary, to determine the reasons for the absences and to inquire as to what support may be needed.

## Tier 2

In addition to the daily notifications, if a student misses three days or has not completed 60% of their instructional days, parents will receive a letter in their home language with contact information and links to support. If absence and engagement concerns persist, a second letter will be sent home and the parents will be invited to participate in a student study team meeting, following current social distancing guidelines. The student study team will determine if the student needs assistance from a Student Support Specialist, who will help to assess and coordinate additional support with accessing necessary technology, academic and social-emotional needs to support student success.

## Tier 3

Should the concerns with engagement continue, Tier 3 supports will include a letter inviting the parent or guardian to a second meeting may include home visits to distribute door hangers with support information in multiple languages. The focus will be to engage the parent and student to collaboratively determine what additional supports may be needed to be successful, which may include outside referrals to community-based organizations. SARB guidelines and procedures will be followed with sensitivity to issues brought forth by the pandemic.

## School Nutrition

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

Free/Reduced Price Meals for students during in-person instruction: All students, including students who are eligible for free/reduced-price meals, who are attending in-person classes will access meals during designated meal times during the school day. Students will be offered a choice of one to two individually wrapped entrees for breakfast and lunch and a pre-packed fruit/vegetable/juice pack/optional milk. School meals are healthy, nutritionally adequate meals that are required to meet the Dietary Guidelines for Americans. These meals meet strict federal nutrition standards. These standards, also referred to as "the meal pattern," require schools to offer students the right balance of fruits, vegetables, low-fat or fat-free milk, whole grains, and lean protein with every meal. All meals will be planned and served based on the USDA school meal pattern for reimbursable meals for breakfast and lunch (<https://www.fns.usda.gov/sfsp/meal-patterns>) to the greatest extent possible. Meal pattern modifications may occur based on the availability of foods and are allowed for under the USDA Meal Pattern Flexibility Waiver for the NSBP/NSLP effective July 1, 2020-June 30, 2021. Upon meal pick up, students will provide their meal identification number to Nutrition Services staff at the time of service. A no-charge breakfast for all students assigned to LCC and TP will be

## ITEM 10a

provided prior to the start of the school day at those locations, to LCC and TP students only. All plans for meal service are subject to change based on public health regulations or changes in the school schedule.

Free/Reduced Price Meals for Distance Learning pupils: All students, including students who are eligible for free/reduced-price meals, who are distance learning will be offered the opportunity to pick up meals for multiple days on designated days of the week. Pick up days/time will be determined and advertised to the students and households. Example: Monday meal pick up may include: 2 breakfasts and 2 lunches. Student rosters will be used at the point of meal pick up for student verification. To prevent duplication, students/parents/guardians will pick up meals from the school where the student is enrolled to the greatest extent possible. Accommodations may be made for a parent to pick up meals for students who attend different schools in the district. All meal service plans are subject to change based on public health regulations or changes in the school schedule. Students will be offered an individually wrapped entree for breakfast and lunch and a pre-packed fruit/vegetable/juice pack/optional milk. School meals are healthy, nutritionally adequate meals that are required to meet the Dietary Guidelines for Americans. These meals meet strict federal nutrition standards. These standards, also referred to as “the meal pattern,” require schools to offer students the right balance of fruits, vegetables, low-fat or fat-free milk, whole grains, and lean protein with every meal. All meals will be planned and served based on the USDA school meal pattern for reimbursable meals for breakfast and lunch (<https://www.fns.usda.gov/sfsp/meal-patterns>) to the greatest extent possible. Meal pattern modifications may occur based on the availability of foods and are allowed for under the USDA Meal Pattern Flexibility Waiver for the NSBP/NSLP effective July 1, 2020-June 30, 2021

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

|  |  |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 2.66%                                      | 3,073,712  |

## Required Descriptions

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

Several needs were highlighted through outreach, stakeholder engagement, and an analysis of survey results and student outcome data during school closure.

Students who are English Learners as well as students who are living in households with low-income, living in foster care, and/or experiencing homelessness demonstrated a greater need for...

- support to access a device and connectivity to engage in online learning,
- a designated staff member to closely monitor students progress and provide outreach and support to keep students engaged and active in their distance learning classes ,
- safe and easy access to nutritional services, access to social-emotional and mental health support and services, and
- Teachers trained to meet the unique needs of all students (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instructions, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners)

Based on the current Public Health Order the SDUHSD Board of Trustees made the recommendation on 7/30/20 that SDUHSD will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year. Consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order when the district is allowed, to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high-risk students, students with inadequate learning environments, and then all other students.

The District recognizes that...

- not all students have a suitable learning environment to participate in Distance Learning
- students who have limited English proficiency have additional barriers to accessing Distance Learning
- students who live in a household with low-income, live in foster care, and/or are experiencing homeless may not have the resources to effectively engage in Distance Learning

## ITEM 10a

- students, families, and staff may have experienced trauma as a result of the pandemic

Students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing homelessness (unduplicated students) represent approximately 12% of SDUHSD's students and families. SDUHSD's LCFF Supplemental funding allocation is budgeted district-wide for expenditures to mitigate learning loss, accelerate academic achievement, support English language development, support social-emotional learning, mental health, and wellness, increase equitable access to programs, supports, and services, promote a positive school climate, and increase college and career readiness for all students.

The following actions and strategies are planned to support all students, particularly students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing homelessness for the 2020-2021 school year. Most actions and strategies will be implemented regardless of the instruction delivery model. Actions specific to an instructional delivery model as listed as such.

Actions and strategies to support all students but are principally directed towards students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing homelessness for the 2020-2021 school year regardless of the instructional delivery model:

- Support courses designed for students who are English Learners:
- Continue to provide integrated and designated English Language Development instruction for students who are English Learners to support each student's progress towards English proficiency and reclassification. -
- Courses include English Language Development (1-4), English Language Development Support, Sheltered courses in core content areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses.
- EL Lead Teachers to closely monitor progress of students who are EL:
- Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified. This includes EL Lead teachers at most school sites as well as the ELlevation program to track each EL student's progress towards reclassification.
- Access to Specialized Service Providers:
- Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, engage with stakeholders, and provide targeted resources for students, families, and staff to support high priority needs (Care Solace, Hanover Research, ThoughtExchange, CoVitality).
- Robust Professional Learning Program:
- Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners).
- Timely information on student's learning status and growth:
- Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning.

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- The data from each assessment will be used to inform classroom instruction, create personalized learning plans for focused skill development, course placement, program evaluation, reclassification of English Learners, as well as measure student growth and progress over time.
- Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone).
- Student Support Specialists at all schools:
- Continue to provide multi-tiered systems of social-emotional support which include targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills.
- Intervention Courses in math, English Language Arts, and College and Career Readiness skills:
- Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)

Actions and Strategies specific to in-person, on-campus instruction when it is safe to do so: (in addition to the supports and services mentioned above)

- Continue to provide transportation support for students to access specialized programs as well as for any student who demonstrates that transportation is an area of need to access their classes in-person, on-campus.

Actions and Strategies specific to Distance Learning: (in addition to the supports and services mentioned above)

- Provide all students with access to devices and connectivity to access their courses through distance learning

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

The district will continue to implement and enhance multi-tiered systems of academic, social-emotional, and behavioral support for all students. Multiple measures will be used to identify students who need additional targeted and intensive interventions and support.

Tier 1- All students will have access to...

- A district-provided device (Chromebook) to access distance learning courses
- Instruction that is informed by supportive, inclusive classroom practices and principles of UDL
- Teachers and staff who have been offered training in trauma-informed practices
- Standards-aligned instructional materials
- Broad course of study
- School counselor



## ITEM 10a

- Appropriately credentialed teachers who regularly attend professional learning on strategies to support to unique needs of all students
- School and Classroom Policies and Rules
- Restorative Practices
- Safe and welcoming Classrooms

Tier 2- Some students will need additional targeted support and will also have access to...

- Intervention and skill building courses in English Language Arts and math
- Targeted small group instruction in-class
- Courses to build organizational and executive functioning skills as well as college and career readiness skills
- Research-based instructional software programs to build skills, (Read 180, System 44, Freckle, ALEKS)
- In-class support from an Instructional Aides and/or tutors
- Student support specialist to address social-emotional needs
- Supplemental instructional materials to make course content and concepts more accessible
- Progress monitoring support from teachers and administrators (EL Leads, Case Managers, SST, Intervention Coordinator, Title I Coordinator)
- Transition services and supports for students with disabilities
- Specialized educational programs including but not limited to; EL Newcomer Academy, Dual Language Immersions Program, Transitional Academic Program (TAP), Functional Life Skills (FLS), Seaside Prep, Adult Transition -Program (ATP), Specialized Academic Instruction(ex. classes such as Academic Support, Fundamentals, Co-taught, Learning Academy),
- Student support groups facilitate by school counselors, school psychologist, and/or students support specialists
- Positive, progressive discipline

Tier 3- Few students will need additional individualized or intensive support and will also have access to...

- Individualized, focused instruction in class
- Specialized service providers: mental health, speech and language, occupational therapy, physical therapy, behavioral therapy, and more
- Individualized counseling facilitated by school counselors, school psychologist, and/or students support specialists
- Behavior plans and contracts
- Connection to community resources and agencies
- Individual Restorative Practices

All students will have access to the above multi-tiered systems of support. Students who are English Learners (EL) will require targeted language development support. SDUHSD will implement the following services and strategies to support each student's progress towards English language proficiency.

- Specialized programs and courses such as the Newcomers Academy (OCMS, LCCHS) and the Dual Language Immersion program (DMS), Spanish for Spanish Speakers courses (SDA, LCCHS)

## ITEM 10a

Designated English Language Development (ELD) courses, ELD Support courses, and Sheltered courses in core content areas

- Professional learning opportunities for teachers and staff on strategies to support students who are English Learners on topics such as; trauma informed practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, inclusive classroom practices, social-emotional learning and supports.
- Bilingual Instructional Aides
- In-class tutors
- Access to instructional software and instructional materials specifically designed to support language development (Rosetta Stone, Edge/Inside Curriculum).
- EL Lead teachers at many school sites will provide direct support to teachers and administrators on strategies to support students who are learning English
- Supplemental instruction materials: In addition to the core ELD curriculum for middle and high school, English Language Development instructors will utilize READ 180 and System 44 Reading Intervention programs to help each student build their English Language Arts skills in reading, writing, speaking, and listening.

Students experiencing homelessness and those who are in foster care will need additional support and direction to address any learning loss that has occurred and to accelerate learning progress. A Student Support Specialist will be assigned to each student who is in foster care or experiencing homelessness as a point of contact/support and to monitor progress for early intervention and tiered, targeted support.

Students with disabilities may require additional targeted support to address learning loss. SDUHSD will implement the following services and strategies to support students with disabilities and exceptional needs:

- Case managers to provide individualized support to effectively develop and implement each student's Individualized Education Plan (IEP) and as well as track student progress towards IEP goals in the distance learning model.
- Co-taught courses
- Specialized Academic Instruction courses (Academic Support, Foundational and Functional Academics)
- Transitional Supports (Individualized Transition Plans and Supports, C.O.A.S.T. Academy)
- Instructional Aides
- Related Services (Speech, Counseling, AT, APE, Workability, and many more)
- Professional learning opportunities for teachers and administrators on effective co-teaching practices, inclusive classroom practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, and social-emotional learning and support
- Program Supervisors to provide coaching, support IEP implementation, and support student progress monitoring.

Teachers will use the formative assessment process to assess and monitor student learning and progress in each class. Additionally, each school utilizes an intervention team or student study team (SST) to regularly monitor student progress and develop an intervention plan when needed. Schools teams will review and analyze; student data from STAR, grade data, attendance data, discipline data, CoVitality data, teacher input, as well as parent input to identify students who could benefit from additional intervention and supports. Teams will create intervention and support plans for each student identified and students will be monitored to ensure they are appropriately supported.

In addition to actions/services listed above, we will also implement the following:

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- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for students who are English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and connect them to appropriate support classes and programs.
- Maintain current CTE pathways to support students interests and post secondary goals and identify processes to communicate the pathways to students and families.
- Continue to refine and expand the MTSS model to increase students' social-emotional health and academic achievement.

## How Will Fall 2020 Distance Learning Differ from Spring 2020?

| Learning Components                     | Spring 2020 Emergency Remote Learning | Fall 2020 Distance Learning | Explanation of Changes  |
|---|---------------------------------------|-----------------------------|---|
| Full Academic Content                   | ✗                                     | ✓                           | California Assembly Bill ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43503</a> ) mandates that distance learning shall include: "Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction."   |
| Measure Student Learning Loss           | ✗                                     | ✓                           | State mandates assessment of students to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, address learning loss, and accelerate learning progress ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43509</a> ).<br><br>SDUHSD will implement a teacher-recommended academic universal screener assessment program for English Language Arts and math to be administered to all students (7-12) multiple times throughout the 2020-2021 school year. |
| Consistent Learning Platform            | ✗                                     | ✓                           | All teachers and students use Google Classroom as the primary learning management platform to manage their coursework and streamline delivery of content and resources.<br><br>Teachers may supplement Google Classroom with additional <a href="#">district-approved tech tools</a> .  |
| Live Instruction (Synchronous)          | ✗                                     | ✓                           | State mandates daily live (synchronous) instruction ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43503</a> ) and required number of instructional minutes ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43502</a> )<br><br>Daily live instruction includes activities such as check-ins/office hours, whole class discussion, small group discussion, progress monitoring, etc.  |
| Independent Student Work (Asynchronous) | ✓                                     | ✓                           | <a href="#">Research</a> indicates that no more than 50% of online instruction should be synchronous to support equity, comprehension, and to reduce screen fatigue.<br><br>Daily asynchronous learning includes independent learning activities such as watching tutorial videos, reading, synthesizing information and responding to prompts/instruction, etc.  |
| Attendance                              | ✗                                     | ✓                           | State mandates daily attendance and record keeping ( <a href="#">SB 98</a> / <a href="#">AB 77 Ed Code 43504</a> )<br><br>Continue to focus on student check-ins and access   |
| Bell Schedule                           | ✗                                     | ✓                           | Clear bell schedule supports students access to live instruction (synchronous) and independent work (asynchronous), while eliminating overlap between courses.  |
| Letter Grading System                   | ✗                                     | ✓                           | Letter grades will be earned by students for all classes and will represent quality of work and mastery of course standards<br><br>Clearly established grading policies communicated by teachers through course syllabus<br><br>Regular reports on academic progress available to parents/guardians through <a href="#">Aeries</a>  |

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 13, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **ADOPTION OF NEW AND REVISED BOARD POLICIES AND ADMINISTRATIVE REGULATIONS, SERIES 0000, 1000, AND 5000 (19) / ADMINISTRATIVE SERVICES AND EDUCATIONAL SERVICES**

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### EXECUTIVE SUMMARY

San Dieguito Union High School District (SDUHSD) is a member of the California School Boards Association (CSBA). CSBA provides guidance and board policy templates for member districts. SDUHSD Board Policies are reviewed annually by staff. The following policies are being submitted for Board approval and are reflective of the most recent changes. The policies are shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions. Listed below are three new policies, Board Policy 0520 Intervention for Underperforming Schools, Board Policy 0520.1 Comprehensive and Targeted Support and Improvement and Administrative Regulation 5145.71 Title IX Sexual Harassment Compliant Procedures, and 16 revised Board Policies and Administrative Regulations in Series 0000, 1000 and 5000.

| <b>SERIES 0000 (7)</b>  | <b>PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS</b>    |
|-------------------------|---|
| BP 0410                 | Nondiscrimination in District Programs and Activities (Revised) |
| BP 0430                 | Comprehensive Local Plan for Special Education (Revised)        |
| AR 0430                 | Comprehensive Local Plan for Special Education (Revised)        |
| BP 0460                 | Local Control and Accountability Plan (Revised)                 |
| AR 0460                 | Local Control and Accountability Plan (Revised)                 |
| BP 0520                 | Intervention for Underperforming Schools (New)                  |
| BP 0520.1               | Comprehensive and Targeted Support and Improvement (New)        |
| <b>SERIES 1000 (2)</b>  | <b>COMMUNITY RELATIONS</b>                                      |
| BP 1312.3               | Uniform Complaint Procedure (Revised)                           |
| AR 1312.3               | Uniform Complaint Procedure (Revised)                           |
| <b>SERIES 5000 (10)</b> | <b>STUDENTS</b>   |
| AR 5116.3               | High School Selection (Renumbered from 5116.1)                  |
| BP 5141.22              | Infectious Diseases (Revised)                                   |
| AR 5141.22              | Infectious Diseases (Revised)                                   |
| BP 5145.3               | Nondiscrimination-Harassment (Revised)                          |
| AR 5145.3               | Nondiscrimination/Harassment (Revised)                          |
| BP 5145.6               | Parental Notification (Revised)                                 |
| BP 5145.7               | Sexual Harassment (Revised)                                     |
| AR 5145.7               | Sexual Harassment (Revised)                                     |
| AR 5145.71              | Title IX Sexual Harassment Complaint Procedures (New)           |
| BP 5145.9               | Hate Motivated Behavior (Revised)                               |

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**RECOMMENDATION:**

It is recommended that the Board adopt the new and revised Board Policies and Administrative Regulations (19), in Series 0000, 1000 and 5000, as shown in the attached supplements.

## **San Dieguito Union High School District**

### **Nondiscrimination In District Programs And Activities**

BP 0410

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.



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In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee.

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

#### Access for Individuals with Disabilities

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

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

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

~~Superintendent or Designee~~

Director of Pupil Services

Laura Strachan

710 Encinitas Boulevard

Encinitas, CA 92024

(760) 753-6491

[Laura.strachan@sduhsd.net](mailto:Laura.strachan@sduhsd.net)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

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48985 Notices to parents in language other than English  
51007 Legislative intent: state policy  
GOVERNMENT CODE  
8310.3 California Religious Freedom Act  
11000 Definitions  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
54953.2 Brown Act compliance with Americans with Disabilities Act  
PENAL CODE  
422.55 Definition of hate crime  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 5  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX  
2301-2414 Strengthening Career and Technical Education for the 21st Century Act  
6311 State plans  
6312 Local education agency plans  
UNITED STATES CODE, TITLE 29  
794 Section 504 of the Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2000h-6 Title IX  
12101-12213 Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.101-35.190 Americans with Disabilities Act  
36.303 Auxiliary aids and services  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:  
106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students  
Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to  
Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

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Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: <http://www.csba.org>

California Office of the Attorney General: <http://oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:

<http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

(2/14 10/16) 5/18

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Comprehensive Local Plan For Special Education

BP 0430

### Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board ~~desires~~ **recognizes its obligation** to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district. ~~including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.~~

~~Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized.~~

~~The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds.~~

**In order to meet the needs of individuals with disabilities the district shall participate as a member of a multi-district Special Education Local Plan Area(SELPA) pursuant to Education Code 56195.1.**

**The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements the district shall adopt policies governing the programs and services it operates.**

**The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the county office of education and the Superintendent of Public Instruction. (Education Code 56195.1,56195.3)**

**The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)**

**Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.**

~~The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the SELPA plan specifically authorizes the district to operate under its own policies and regulations.~~

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Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans
- 56205-56208 Local plan requirements
- 56213 Special education local plan areas with small or sparse populations
- 56240-56245 Staff development
- 56300-56385 Identification and referral, assessment, instructional planning
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56508 Procedural safeguards, including due process rights
- 56520-56524 Behavioral interventions
- 56600-56606 Evaluation, audits and information
- 56836-56836.05 Administration of local plan

GOVERNMENT CODE

- 7579.5 Surrogate parent, appointment, qualifications, liability
- 95000-95029 California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE

- 361 Limitations on parental control
- 726 Limitations on parental control

CODE OF REGULATIONS, TITLE 5

- 3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

- 1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

- 794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.10-99.22 Inspection, review and procedures for amending education records
- 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
- 300.1-300.818 Assistance to states for the education of children with disabilities, including:
- 300.500-300.520 Due process procedures for parents and children
- 303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

- California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
- U.S. Department of Education, Office of Special Education Programs:

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<http://www.ed.gov/about/offices/list/osep>

(2/98 7/03) 11/06

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Comprehensive Local Plan For Special Education

AR 0430

### Philosophy, Goals, Objectives and Comprehensive Plans

#### Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324.

~~FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school.~~

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

~~Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment.~~

~~Special education may include each of the following if the services otherwise meet the definition in the above paragraph:—~~

- ~~1.—— Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards~~
- ~~2.—— Travel training~~
- ~~3.—— Career technical education~~
- ~~4.—— Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education~~



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~~Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district.~~

~~Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability.~~

Elements of the Local Plan

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to: ~~the following:~~

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
  - a. Free appropriate public education
  - b. Full educational opportunity
  - c. Child find and referral
  - d. Individualized education programs, including development, implementation, review, and revision
  - e. Least restrictive environment
  - f. Procedural safeguards
  - g. Annual and triennial assessments
  - h. Confidentiality
  - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
  - j. Children in private schools
  - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865

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- l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
  - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
  - n. Performance goals and indicators
  - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
  - p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
  - q. Maintenance of financial effort
  - r. Opportunities for public participation before adoption of policies and procedures
  - s. Suspension and expulsion rates
  - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
  - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
  - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
  3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to

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meet their needs as specified in their individualized education programs.

~~2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA~~

~~3. A description of programs for early childhood special education from birth through five years of age~~

4. Beginning July 1, 2021, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:

a. How the SELPA will support each participating district in achieving the goals, actions, and services identified in its local control and accountability plan

b. How the SELPA will connect any participating district in need of technical assistance to the statewide system of support

c. The services, technical assistance, and support the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205

5. A description of programs for early childhood special education from birth through five years of age

6. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205

7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan

8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE

9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303

10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress

11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and

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maximizes the opportunities to serve students in the least restrictive environment

~~4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205~~

~~5. A description of a dispute resolution process~~

~~6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205~~

~~7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303~~

~~8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met~~

~~9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment~~

The local plan, annual budget plan, and annual service plan and annual assurances support plan shall be written in language that is understandable to the general public. **They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing.**

~~Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7.~~

### Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

(4/03 11/06) 3/08

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# **San Dieguito Union High School District**

## **Local Control And Accountability Plan**

BP 0460

### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student bgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF).

Numerically significant student groups include ethnic groups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the group or at least 15 foster youth or homeless students.

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA.

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures.

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## Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student groups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student groups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students.

## Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above.

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP.

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English.

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual

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assurances support plan for the education of students with disabilities.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget.

#### Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing.

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

#### Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools.

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations.

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved.

#### Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

#### ~~Technical Assistance/Intervention~~

~~At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to:—~~



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~~1. — Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.~~

~~2. — Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.~~

~~In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities.—~~

~~If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP.~~

~~If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:—~~

~~1. — Revision of the district's LCAP~~

~~2. — Revision of the district's budget in accordance with changes in the LCAP~~

~~3. — A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement~~

**The Superintendent or designee shall seek and/or accept technical assistance or other intervention that may be required pursuant to Education code 52071 or 52072 or 20 USC 6311 when a school or a numerically significant student group is not making sufficient progress toward the goals in the LCAP.**

Legal Reference:

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

33430-33436 Learning Communities for School Success Program; grants for LCAP implementation

41020 Audits

## ITEM 10b-i

41320-41322 Emergency apportionments  
 42127 Public hearing on budget adoption  
 42238.01-42238.07 Local control funding formula  
 44258.9 County superintendent review of teacher assignment  
 47604.33 Submission of reports by charter schools  
 47606.5 Charter schools, local control and accountability plan  
 48985 Parental notices in languages other than English  
 51210 Course of study for grades 1-6  
 51220 Course of study for grades 7-12  
 52052 Numerically significant student subgroups  
 52059.5 Statewide system of support  
 52060-52077 Local control and accountability plan  
 52302 Regional occupational centers and programs  
 52372.5 Linked learning program  
 54692 Partnership academies  
 60119 Sufficiency of textbooks and instructional materials; hearing and resolution  
 60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission  
 64001 School plan for student achievement  
 99300-99301 Early Assessment Program  
 WELFARE AND INSTITUTIONS CODE  
 300 Dependent child of the court  
 CODE OF REGULATIONS, TITLE 5  
 4600-4670 Uniform complaint procedures  
 15494-15497 Local control and accountability plan and spending requirements  
 UNITED STATES CODE, TITLE 20  
 6311 State plan  
 6312 Local educational agency plan  
 6826 Title III funds, local plans

## Management Resources:

## CSBA PUBLICATIONS

The California School Dashboard and Small Districts, October 2018

Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

California School Dashboard

LCFF Frequently Asked Questions

Local Control and Accountability Plan and Annual Update (LCAP) Template

Family Engagement Framework: A Tool for California School Districts, 2014

California Career Technical Education Model Curriculum Standards, 2013

California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013

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**California Department of Education Publications**

California Common Core State Standards: Mathematics, rev. 2013

California English Language Development Standards, 2012

**WEB SITES**

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

(3/17 10/17) 12/18

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Local Control And Accountability Plan

AR 0460

### Philosophy, Goals, Objectives and Comprehensive Plans

#### Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school:

1. A description of the annual goals established for all students and for each numerically significant group as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:
  - a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
  - b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
  - c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities
  - d. Student achievement, as measured by all of the following as applicable:
    - (1) Statewide assessments of student achievement
    - (2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, ~~or~~ **have successfully completed** career technical education (CTE) sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; **and have successfully completed both college entrance courses and CTE sequences or programs**
    - (3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

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- (4) The English learner reclassification rate
  - (5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
  - (6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
  - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
  - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
  - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
2. Any goals identified for any local priorities established by the Board.
  3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews.

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals.

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard.

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### Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students.

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall:

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

### Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, and the LCFF budget overview for parents/guardians on the homepage of the district's web site.

(10/15 10/17) 12/18

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District

### Intervention For Underperforming Schools

BP 0520

#### Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires that all district schools provide a high-quality educational program that maximizes the achievement of each district student. The district shall provide assistance to schools to support the continuous improvement of student performance within the priorities identified in the district's local control and accountability plan (LCAP) and to enhance the achievement of low-performing student subgroups.

At its discretion, the Board may submit a request to the County Superintendent of Schools for technical assistance regarding the following:

1. Identifying the district's strengths and weaknesses in regard to state priorities addressed in the LCAP, including collaboration between the district and County Superintendent to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness
2. Securing assistance from an academic, programmatic, or fiscal expert, or team of experts, to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the district

In the event that the County Superintendent requires the district to receive technical assistance based on a determination that one or more numerically significant student subgroups in a district school meet the performance criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities.

With the approval of the County Superintendent, the district may, at its own expense, engage another service provider, including, but not limited to, another school district, the county office of education, or a charter school, to act as a partner to the district in filling the district's need for technical assistance.

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP.

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP



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2. Revision of the district's budget, in conjunction with changes in the LCAP, that would allow the district to improve the outcomes for all student subgroups in regard to state and local priorities

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

In addition, any school identified by the California Department of Education for comprehensive support and improvement, targeted support and improvement, or additional targeted support and improvement shall develop and implement a school plan in accordance with 20 USC 6311. Such schools may be required to partner with an external entity, agency, or individual with demonstrated expertise and capacity to identify and implement more rigorous interventions.

Legal Reference:

EDUCATION CODE

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

60640-60649 California Assessment of Student Performance and Progress

64001 School plan for student achievement

UNITED STATES CODE, TITLE 20

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California School Dashboard: <http://www.caschooldashboard.org>

U.S. Department of Education: <http://www.ed.gov>

## **San Dieguito Union High School District**

### **Comprehensive And Targeted Support And Improvement**

BP 0520.1

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board is committed to enabling all district students to meet state academic achievement standards. The district shall provide support and assistance to increase student achievement in all district schools, especially any school that has been identified by the California Department of Education (CDE) as in need of comprehensive support and improvement (CSI), targeted support and improvement (TSI), or additional targeted support and improvement (ATSI).

When any school is identified for CSI, TSI, or ATSI, the Superintendent or designee shall notify the school community, including the principal, teachers, and parent/guardians of students of the school, of the identification and, if applicable, shall inform the school of the student subgroup(s) which are consistently underperforming at the school.

#### **School Plan**

Upon receiving notification from CDE that a district school has been identified as eligible for CSI, TSI, or ATSI, the district shall, in partnership with principals, other school leaders, teachers, and parents/guardians, develop and implement a plan to improve student outcomes at the school. The plan shall:

1. Be based on all state indicators in the California School Dashboard, including student performance against state-determined long-term goals, except that any school subject to the state's Dashboard Alternative School Status that has fewer than 100 students may focus on the state indicators that are more applicable to the nature of its program
2. Be based on a school-level needs assessment
3. Include evidence-based interventions
4. If the school is identified for CSI or ATSI, identify resource inequities, which may include a review of district and school-level budgets, to be addressed through implementation of the plan

The school plan for student achievement developed pursuant to Education Code 64001 may serve as the school improvement plan required for CSI, TSI, or ATSI, provided that the plan meets the requirements of 20 USC 6311.

The school improvement plan shall be submitted to the Board for approval.

If any district school is identified for CSI, the district's local control and accountability plan shall include descriptions of how the district provides support to CSI school(s) in developing the CSI plan and how the district will monitor and evaluate the implementation and effectiveness of the

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CSI plan to support student and school improvement.

### Monitoring and Intervention

The Board and the Superintendent or designee shall regularly review the performance of each school identified for CSI, TSI, or ATSI.

After two years of implementing the school plan, if any such school has been unsuccessful in improving student outcomes to a level that exceeds initial eligibility criteria, the district shall identify the problem and take additional action as necessary.

If a school identified for CSI fails to improve student outcomes within four years to a level that exceeds the CSI eligibility criteria, it shall be subject to more rigorous interventions that include, but are not limited to, partnering with an external entity, agency, or individual with demonstrated expertise and capacity to:

1. Conduct a new needs assessment that focuses on systemic factors and conduct a root cause analysis that identifies gaps between current conditions and desired conditions in student performance and progress
2. Use the results of the analysis along with stakeholder feedback to develop a new improvement plan that includes:
  - a. A prioritized set of evidence-based interventions and strategies
  - b. A program evaluation component with support to conduct ongoing performance and progress monitoring

### Legal Reference:

#### EDUCATION CODE

52052 Numerically significant student subgroups

52059.5 Statewide system of support

52060-52077 Local control and accountability plan

64001 School plan for student achievement

#### UNITED STATES CODE, TITLE 20

6311-6322 Improving basic programs for disadvantaged students, especially:

6311 State plans

6313 Eligibility of schools and school attendance areas; funding allocation

### Management Resources:

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Dashboard

CSI/TSI/ATSI Frequently Asked Questions

California ESSA Consolidated State Plan, 2017

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments, 2016

### WEB SITES

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California Department of Education: <http://www.cde.ca.gov>  
California School Dashboard: <http://www.caschooldashboard.org>  
U.S. Department of Education: <http://www.ed.gov>

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**Board Adopted (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Uniform Complaint Procedures

BP 1312.3

### Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

### Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing **any program subject to the UCP which is offered by the district**, including adult education programs, After School Education and Safety programs, agricultural ~~vocational-education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers~~, career technical ~~and~~ education; **federal career** technical education ~~and training programs~~, child care and development programs, child nutrition programs, compensatory education, consolidated categorical aid programs, ~~Economic Impact Aid, English learner programs, federal education programs in Title I-VII, the federal Every Student Succeeds Act~~, migrant education, Regional Occupational Centers and Programs, school safety plans, ~~special education programs~~, California State Preschool Programs, ~~Tobacco Use Prevention Education programs~~, and any other district-implemented program **state categorical program which is listed in that is not funded through the local control funding formula pursuant to** Education Code 64000.
2. Any complaint, **by a student, employee, or other person participating in a district program or activity**, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) ~~against any student, employee, or other person participating~~ in district programs and activities, including, ~~but not limited to~~, in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, **medical condition** sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics
3. Any complaint alleging district noncompliance with the requirement to provide

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reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)
5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities
6. Any complaint alleging district noncompliance with ~~legal~~ applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians
7. Any complaint, alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and or state categorical funding
8. Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2 alleging district noncompliance with any ~~legal~~ requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school, district or country, school or records transfer, or the grant of an exemption from Board-imposed graduation requirements
9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701 or a migrant student as defined in Education Code 54441, or by on behalf of an immigrant or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of exemption from Board imposed graduation requirements
10. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, a former juvenile court school student, or a child of a military family as defined in Education Code 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without

## ITEM 10b-ii

educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions

12. Any complaint alleging district noncompliance with the physical education instruction minutes requirement
13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations
14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
15. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process ~~to reach for resolving a resolution to the~~ complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and ~~related~~ requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain record of ~~all UCP complaints~~ each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633 ~~and the investigations of those complaints in accordance with applicable law and district policy.~~

#### Non-UCP Complaints



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The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, ~~the County~~ Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, **including the right to file the complaint with the California Department of Fair Employment and Housing.**

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

46015 Parental leave for students

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49014 Student fees

49060-49079 Student records, especially

49069.5 Records of foster youth

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51222 Physical education, secondary schools

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students; migrant students, and newly arrived immigrant students course credits; graduation requirements

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51226-51226.1 Career technical education  
51228.1-51228.3 Course periods without educational content  
52060-52077 Local control and accountability plan, especially:  
52075 Complaint for lack of compliance with local control and accountability plan requirements  
52300-52462 Career technical education  
52500-52616.24 Adult schools  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process, school plan for student achievement  
65000-65001 School Site Councils  
GOVERNMENT CODE  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
HEALTH AND SAFETY CODE  
1596.792 California Child Day Care Act; general provision and definitions  
1596.7925 California Child Day Care Act; health and safety regulations  
PENAL CODE  
422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 2  
11023 Harassment and discrimination prevention and correction  
CODE OF REGULATIONS, TITLE 5  
4600-4670 Uniform complaint procedures  
4680-4689 Williams uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6576 Title I Improving the Academic Achievement of the Disadvantaged  
6801-7014 Title III language instruction for limited English proficient and immigrant students  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
12101-12213 Title II equal opportunity for individuals with disabilities  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin

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- 104.7 Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex
- 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

(9/16 5/17) 3/18

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Uniform Complaint Procedures

AR 1312.3

### Community Relations

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

### Compliance Officers

The district designates the individual(s), **position(s), or unit(s)** identified below as ~~the employee(s)~~ responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The **individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3-Nondiscrimination/Harassment responsible for handling complaints regarding, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).** The **compliance officer** shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Director of Pupil Services  
710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491 Ext 5550  
[ucp@sduhsd.net](mailto:ucp@sduhsd.net)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit ~~him/her from fairly investigating~~ **fair investigation** or **resolving resolution of** the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

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The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms.

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. ~~The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families.—~~

The notice shall include:

1. ~~Identify the person(s), position(s), or unit(s) responsible for receiving complaints—~~A statement that the district is primarily responsible for compliance with federal and state laws, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section “Complaints Subject to UCP” in the accompanying Board policy
2. ~~Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable—~~A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer

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program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

~~3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).~~

~~4. Include statements that:~~

~~a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.~~

~~b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.~~

~~c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.~~

~~d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.~~

~~e. If a complaint is not filed in writing but the district receives notice of any allegation that~~

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~~is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.~~

~~——— If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.~~

~~f. ——— A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.~~

~~g. ——— The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.~~

~~h. ——— A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.~~

~~i. ——— A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:~~

~~(1) ——— Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed~~

~~(2) ——— Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency~~

~~(3) ——— If the student has completed his/her second year of high school before the transfer, provide the student information about district adopted coursework and Board imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1~~

~~j. ——— The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.~~

~~——— In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.~~



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~~k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.~~

~~l. Copies of the district's UCP are available free of charge.~~

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

#### ~~District Responsibilities~~

~~All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.~~

~~For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.~~

~~The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5-CCR 4631 and 4633.~~

~~All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process.~~

~~All complainants shall be protected from retaliation.~~

#### Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

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All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint.

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization.
2. Any complaint alleging noncompliance with law regarding the prohibition against ~~requiring students to pay~~ student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they personally suffered the unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to it unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when is not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

#### Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance

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officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant.

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant.

~~The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.~~

#### Report of Findings

#### Timeline for Final Decision

Unless extended by written agreement with the complainant, the compliance officer shall prepare

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and send to the complainant a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's final written decision at the same time it is provided to the complainant.

~~Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, a written report, as described in section and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint.—~~

### Final Written Decision

~~The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent.—~~

~~In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.~~

~~If the complaint involves a limited English proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language.— In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.~~

For all complaints, the district's final written decision shall include:

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct

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- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant
- 2. The conclusion(s) of law
- 3. Disposition of the complaint
- 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
  - b. The type, frequency, and duration of the misconduct
  - c. The relationship between the alleged victim(s) and offender(s)
  - d. The number of persons engaged in the conduct and at whom the conduct was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
  - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

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The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE.
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law.
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

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2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. ~~Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint~~

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that



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constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes ~~for students in elementary schools~~, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education.

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint.

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision.

~~When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.~~

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint.

Upon notification by CDE that the ~~complainant or respondent~~ **district's decision** has been appealed ~~the district's decision~~, the Superintendent or designee shall forward the following documents to CDE:

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

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5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by CDE

(9/16 5/17) 3/18

**Board Adopted: April 4, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## High School Selection

~~AR 5116.1~~ AR 5116.3

### Students

#### Selection Procedures

Each year, the online high school selection filing period begins in February at 8:00 am on the first date and closes in March on the last date of the yearly established window at 4:00 pm. Students may not switch school choices after the application deadline and no applications will be accepted for the non-boundary schools, SDHSA/CCA, after the deadline. If necessary, a public lottery will be held after the filing period and prior to the enrollment deadline. Students who are selected to attend the non-boundary schools, SDHSA/CCA, are required to register by the enrollment deadline in March. Students who fail to enroll by the March enrollment deadline will lose their position at SDHSA or CCA. There will be no exceptions.

#### Students New to the District/Living Within SDUHSD Boundaries

All grade 8–11 students living within the SDUHSD boundaries, who are currently enrolled in private schools or will be new to enrolling in the district, must declare which high school they wish to attend in fall of the following year by submitting their high school selection online during the filing period beginning in February at 8:00 am on the first date and closes in March on the last date of the window at 4:00 pm. Students who are moving into the district are only eligible to attend an Academy school if their primary residence is within the district boundaries and they are actually residing in that residence prior to the close of selection at 4:00 pm on the last date of the selection window in March each year.

#### Current 8th Grade District Students and Rancho Santa Fe Middle School Students

All students attending district middle schools and Rancho Santa Fe Middle School students entering grade 9 must declare the high school that they wish to attend by submitting their online high school selection during the high school selection filing period. Confirmation will be sent to the parent email address.

#### Current 8th Grade Students - Oak Crest and Diegueño Middle Schools

La Costa Canyon High School attendance area students (incoming 9th grade students from Oak Crest and Diegueño Middle Schools) may select from one of four choices: La Costa Canyon, Torrey Pines, Canyon Crest Academy, or San Dieguito Academy.

#### Current 8th Grade Students - Carmel Valley, Earl Warren & Pacific Trails Middle Schools

Torrey Pines High School attendance area students (incoming 9th grade students from Earl Warren, Carmel Valley, and Pacific Trails Middle Schools) may select from one of four choices: Torrey Pines, La Costa Canyon, Canyon Crest Academy, or San Dieguito Academy.

#### Intra-District Transfers

Middle School - Online intra-district applications must be completed via the District website,

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<http://www.sduhsd.net/>, and submitted by 4:00 pm on the last date of the intra-district application window.

High School - Students with currently approved intra-district transfers at LCC/ TP do not need to reapply each year.

NEW LCC and TP intra-district transfer applicants after the close of high school selection: After the close of the high school selection window, students within the district may apply for intra-district transfers between La Costa Canyon and Torrey Pines High Schools. New LCC/TP intra-district transfer applicants must complete an online intra-district transfer application via the District website, <http://www.sduhsd.net/>, by 4:00 pm on the last date of the intra-district application window.

#### Current 9th, 10th and 11th Grade Students Attending SDUHSD Schools

Students currently enrolled in a district high school in grades 9, 10, or 11, who wish to remain at the same high school for the following school year, DO NOT need to participate in the selection process. They will remain enrolled in their current school for the following year. Only students who wish to change schools must declare the high school that they wish to attend by submitting their high school selection online during the established filing period beginning in February at 8:00 am on the first date and closing in March on the last date of the window at 4:00 pm. Students who do not participate in the online selection process are not eligible to attend Canyon Crest Academy or San Dieguito High School Academy.

#### Sunset High School Students

Sunset HS students who wish to return to a school that they previously attended may request to do so by scheduling an appointment with the Sunset HS principal. Sunset HS students who wish to leave Sunset and attend an academy school that is different from the high school they previously attended must participate in the high school selection process beginning in February at 8:00 am on the first date and closing in March on the last date of the established window at 4:00 pm.

#### Siblings

Siblings of 9th-11th grade students currently attending CCA or SDHSA are eligible to attend either CCA or SDHSA as long as their sibling will be attending that academy in fall of the following year and the eligible sibling participates in the high school selection process. Siblings of admitted incoming/new students to CCA or SDHSA may attend the same academy only if they have also selected CCA/SDHSA during the high school selection period. All eligible siblings must declare their high school selection online prior to the close of the selection window at 4:00 pm on the last date of the selection window and meet the established enrollment/course selection deadline of the Academy. If the sibling does not select the academy during the online selection window, they cannot attend CCA/SDHSA regardless of sibling status. A CCA sibling has no priority at SDHSA and vice versa.

#### Current CCA & SDHSA Students

Current CCA and SDHSA students may apply to the other Academy, without losing their spot at the Academy that they are currently attending, by selecting the other Academy online in the high

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school selection window prior to the deadline of 4:00 pm on the last date of the selection window and meeting the enrollment/course selection deadline of the other Academy.

#### Students Not Returning to SDUHSD Schools

Students who will not return to SDUHSD in fall of the following year must go online and mark “Not Returning – I am going to...” and identify where they will be attending the following year. These students should work with the school site so that records from their current school site are sent to new schools.

#### Special Education Programs

Decisions regarding Special Education services and placement can only be made by the IEP team during an IEP team meeting, and can only be made by the entire IEP team, which includes parents. Please refer to the IEP team for the most appropriate placement for the student.

#### Re-Enrollment at Academies

Any CCA/SDHSA student who does not attend school at the start of a school year will be disenrolled and will lose their position at the school. At any point in the school year, students who attend and then leave an academy to attend a school or program outside SDUHSD will lose their position at that academy. Any students who are disenrolled in either of these circumstances will have to reapply for the following year as part of the annual SDUHSD high school selection process if they wish to return to the academy.

During the school year, students who attend and disenroll from an academy because they are medically unable to attend any school may return to the same academy that academic year provided that:

1. They have met with the site administration beforehand and provided required medical documentation of the duration of leave and expected return date during that school year. Students are expected to return to school as soon as they are medically able. If students do not return during that school year, they forfeit enrollment at the academy and must go through the annual SDUHSD high school selection process in order to return to the academy.
2. They do not enroll in any other school (other than one as an educational component of a medical or residential treatment facility). If a student enrolls in another school that is not part of a medical institution, the student forfeits enrollment at the academy and must go through the annual SDUHSD high school selection process in order to return to the academy.
3. The student must have their primary residence within the district boundaries and actually reside in that residence upon return.

#### Changing a High School Selection

Students who wish to change their previously submitted online high school selection may only do so while the high school selection window is OPEN and prior to 4 pm on the last day of the selection window in March. Students must contact (760) 753-6491 x. 5533 to request to reset their

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selection and then must re-submit the requested change via the online high selection process. There will be no changes after the close of the selection process.

### Equal Chance/Application Submittal

There is no advantage to submitting early in the high school selection window. All applications submitted on or before 4:00 pm on the last date of the window each year have an equal chance in the lottery for CCA/SDHSA.

### High School Selection Deadline is Final

The submitted high school selection is final at 4:00 pm on the last date of the window in March each year. No changes will be permitted after the application deadline at 4:00 pm. No selections for either Academy school may be communicated after the established district deadline. Students applying later than 4 pm on the last selection date in March will need to register/enroll at their boundary high school.

### Lottery

If necessary after the high school selection window, a lottery will be conducted using a Random Number Generator for Canyon Crest and/or San Dieguito Academies, with results e-mailed to parents.

### Enrollment/Registration/Course Selection Deadline

All students must complete district registration materials and students who are selected to attend CCA or SDHSA are required to complete registration by the enrollment deadline. Students who fail to register at an Academy by the enrollment deadline will lose their position. No exceptions will be made.

**Board Adopted: August 22, 2019**

**Board Revised(Proposed): August 27, 2020**

# San Dieguito Union High School District

## Infectious Diseases

BP 5141.22

### Students

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate **high quality** education for all students. The **Board recognizes that Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, education are the most effective means communication and training of students and staff. limiting** All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

### Infectious Disease Prevention

~~The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.~~

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs **and operations** are based on the most up-to-date information.

~~The Superintendent or designee shall ensure that~~ The district's comprehensive health education program **provides shall provide age-appropriate** information about the **prevention of infectious diseases, nature and symptoms of communicable diseases including the nature of bloodborne pathogens and their transmission, as well as information and how** to help prevent the spread of contagious diseases. ~~such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.~~

**If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)**

### Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

Students with Infectious Diseases



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The Superintendent or designee shall exclude students **from on-campus instruction** only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize ~~the child's~~ exposure to other diseases in the school setting. **If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak.** The Superintendent or designee shall ensure that student confidentiality **and privacy** rights are strictly observed in accordance with law.

## Legal Reference:

## EDUCATION CODE

48210-48216 Persons excluded

**49060-49069.7 Student Records**

49073-49079 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of pupils

49405 Smallpox control

49406 Examination for tuberculosis (employees)

49408 Student emergency information

49602 Counseling and confidentiality of student information

51202 Instruction in personal and public health and safety

## CIVIL CODE

56-56.37 Confidentiality of Medical Information Act

1798-1798.76 Information Practices Act

## HEALTH AND SAFETY CODE

120175.5 Local health officers and communicable diseases

120230 Exclusion for communicable disease

120325-120380 Immunization against communicable diseases

120875-120895 AIDS information

120975-121023 Mandated blood testing and confidentiality to protect public health

121475-121520 Tuberculosis tests for students

## CODE OF REGULATIONS, TITLE 8

5193 bloodborne pathogens

## CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

## UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1400-1482 Individuals with Disabilities Education Act

## UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

## CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Privacy of individual health information

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COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 376

Management Resources:

California department of education publications

Science Safety Handbook for California Public Schools, 2014

US Department of Health and Human Services Publications

School District (K-12) Pandemic Influenza Planning Checklist

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Infectious Diseases

AR 5141.22

### Students

#### Prevention and Mitigation Plan

The Superintendent or designee shall work with state and local health officials to develop and regularly update a plan to prevent and mitigate the spread of infectious diseases. Components of the plan may include, but are not necessarily limited to:

1. A communication strategy for informing students, parents/guardians, staff, and the community about the disease(s), including symptoms, complications, transmission, and current recommendations from state and local departments of public health
2. Protocols for assessing when campus closures are necessary and when campus(es) may reopen
3. Alternative means of instruction, schedules, and attendance, including the provision of instruction to students with disabilities, English learners, and foster or homeless youth, in the event of campus closures or partial closures
4. Guidelines regarding preventative measures such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law
5. Protocols regarding the acquisition and provision of personal protective equipment and other supplies
6. Procedures for the cancellation or alteration of extracurricular activities and field trips
7. Protocols for transportation of students using district vehicles
8. Information on effective hygiene practices
9. Provisions for continuing free and reduced-price meal services
10. Processes for protecting students who are at higher risk from the disease
11. Programs that enhance a positive school climate and foster the emotional well-being of all students
12. Guidelines for cleaning and sanitization of district facilities and equipment
13. Protocols for visitors and outside groups that utilize district facilities

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**14. Staff training**

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease.

**Universal Precautions in the Classroom**

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.
2. Students shall wear gloves or other personal protective equipment as appropriate.
3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
  - a. Students shall use individual sterile lancets for finger punctures and shall not reuse them.
  - b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.
  - c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.
4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.
5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

(6/88 7/99) 7/06

**Board Adopted: August 22, 2019**

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# San Diego Union High School District

## Nondiscrimination/Harassment

BP 5145.3

### Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. ~~He/she shall provide~~ Training and information **shall be provided** on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the

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district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. ~~He/she shall report his/her~~ Findings and recommendations shall be reported to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

##### CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

##### PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

##### CODE OF REGULATIONS, TITLE 5

432 Student record

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4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Prohibition of discrimination based on age  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130  
Management Resources:  
CSBA PUBLICATIONS  
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against  
Sex Discrimination, July 2016  
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS  
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to  
Assist California's K-12 Schools in Responding to Immigration Issues, April 2018  
FIRST AMENDMENT CENTER PUBLICATIONS  
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common  
Ground, 2006  
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016  
Dear Colleague Letter: Title IX Coordinators, April 2015  
Dear Colleague Letter: Harassment and Bullying, October 2010  
Notice of Non-Discrimination, Fact Sheet, August 2010  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
California Office of the Attorney General: <http://oag.ca.gov>  
California Safe Schools Coalition: <http://www.casafeschools.org>  
First Amendment Center: <http://www.firstamendmentcenter.org>  
National School Boards Association: <http://www.nsba.org>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>



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(10/14 9/16) 5/18

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District Nondiscrimination/Harassment

AR 5145.3

### Students

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, ~~including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975,~~ and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Director of Pupil Services  
710 Encinitas Blvd.  
Encinitas, CA 92024  
(760) 753-6491  
ucp@sduhsd.net

### Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them ~~on the district's web site and other~~ in prominent locations and providing easy access to them through district-supported ~~social media, when available~~ **communications**.
2. ~~Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following:~~
  - a. ~~The name and contact information of the district's Title IX coordinator, including the phone number and email address~~

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~~b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)~~

~~e. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3—Uniform Complaint Procedures, which shall include:~~

2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the districts web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

~~(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations~~

~~(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site~~

~~(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office~~

3. Provide to students a handbook that contains age appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

~~Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.~~

4. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following:

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- a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
  - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
  - c. A description of how to file a complaint of noncompliance with Title IX in Uniform Complaint Procedures, which shall include:
    - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
    - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
    - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
  - d. A link to the Title IX information included on the California Department of Education's web site
5. ~~The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.~~ Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discriminations, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students.
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and

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parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

#### Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response

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plan to unlawful discrimination or harassment

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

#### Process for Initiating and Responding to Complaints

Students who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a ~~verbal~~ report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, ~~he/she~~ **the principal or compliance officer** shall ~~make a note of the report and encourage~~ **notify** the student or parent/guardian of the right to file a formal complaint in ~~writing, pursuant to the provisions in accordance with~~ **AR 1312.3 - Uniform Complaint Procedures or for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71-Title IX Sexual Harassment Complaint Procedures**. Once notified verbally or in writing, ~~the principal or~~ compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

#### Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of ~~his/her~~ **gender**, whether or not that gender-

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related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth.

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender ~~he/she was~~ assigned at birth.

~~Regardless of whether they are sexual in nature~~, **The district prohibits acts** of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment ~~are prohibited~~ **regardless of whether the acts are sexual in nature**. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities for behavior or appearance that is consistent with the student gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting of a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) **or Title IX sexual harassment procedures (AR5145.71), as applicable** shall be used to report and resolve complaints alleging



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discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the student is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-

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nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, ~~access to a staff member's office,~~ or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. ~~However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.~~ **When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records.**
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

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7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(9/16 5/17) 5/18

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Diegoito Union High School District

### Parental Notifications

BP 5145.6

#### Students

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians ~~and students~~ all notifications required by law and any other notifications ~~he/she~~ the **Superintendent or designee** believes will promote parental understanding and involvement.

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians.

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless the student's parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur.

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld.

Whenever a student enrolls in a district school during the school year, his/her parents/guardians shall be given all required parental notifications at that time.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language.

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, the employee shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

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## Legal Reference:

## EDUCATION CODE

- 221.5 Prohibited sex discrimination
- 231.5 Sexual harassment policy
- 234.7 Student protections relating to immigration and citizenship status
- 262.3 Appeals for discrimination complaints; information regarding availability of civil remedies
- 310 Language acquisition programs
- 313 Reclassification of English learners, parental consultation
- 313.2 Long-term English learner, notification
- 440 English language proficiency assessment; instruction in English language development
- 8483 Before/after school program; enrollment priorities
- 17288 Building standards for university campuses
- 17611.5-17612 Notification of pesticide use
- 32221.5 Insurance for athletic team members
- 32255-32255.6 Right to refuse harmful or destructive use of animals
- 32390 Fingerprint program; contracts; funding; consent of parent/guardian
- 33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act
- 35160.5 Extracurricular and cocurricular activities
- 35178.4 Notice of accreditation status
- 35182.5 Advertising in the classroom
- 35183 School dress codes; uniforms
- 35186 Complaints concerning deficiencies in instructional materials and facilities
- 35211 Driver training; district insurance, parent/guardian liability
- 35256 School Accountability Report Card
- 35258 School Accountability Report Card
- 35291 Rules for student discipline
- 37616 Consultation regarding year-round schedule
- 39831.5 School bus rider rules and information
- 44050 Employee codes of conduct, employee interactions with students
- 44808.5 Permission to leave school grounds
- 46010.1 Notice regarding excuse to obtain confidential medical services
- 46014 Regulations regarding absences for religious purposes
- 46600-46611 Interdistrict attendance agreements
- 48000 Minimum age of admission
- 48070.5 Promotion or retention of students
- 48204 Residency requirements
- 48205 Absence for personal reasons
- 48206.3 Students with temporary disabilities; individual instruction; definitions
- 48207-48208 Students with temporary disabilities in hospitals
- 48213 Prior notice of exclusion from attendance
- 48216 Immunization
- 48260.5 Notice regarding truancy
- 48262 Need for parent conference regarding truancy
- 48263 Referral to school attendance review board or probation department

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48301 Interdistrict transfers  
48412 Certificate of proficiency  
48432.3 Voluntary enrollment in continuation education  
48432.5 Involuntary transfers of students  
48850-48859 Education of foster youth and homeless students  
48900.1 Parental attendance required after suspension  
48904 Liability of parent/guardian for willful student misconduct  
48904.3 Withholding grades, diplomas, or transcripts  
48906 Notification of release of student to peace officer  
48911 Notification in case of suspension  
48911.1 Assignment to supervised suspension classroom  
48912 Closed sessions; consideration of suspension  
48915.1 Expelled students; enrollment in another district  
48916 Readmission procedures  
48918 Rules governing expulsion procedures  
48929 Transfer of student convicted of violent felony or misdemeanor  
48980 Required notification at beginning of term  
48980.3 Notification of pesticide use  
48981 Time and means of notification  
48982 Parent signature acknowledging receipt of notice  
48983 Contents of notice  
48984 Activities prohibited unless notice given  
48985 Notices to parents in language other than English  
48987 Child abuse information  
49013 Use of uniform complaint procedures for complaints regarding student fees  
49063 Notification of parental rights  
49067 Student evaluation; student in danger of failing course  
49068 Transfer of permanent enrollment and scholarship record  
49069 Absolute right to access  
49070 Challenging content of student record  
49073 Release of directory information  
49073.6 Student records, social media  
49076 Access to student records  
49077 Access to information concerning a student in compliance with court order  
49403 Cooperation in control of communicable disease and immunization  
49423 Administration of prescribed medication for student  
49451 Physical examinations: parent's refusal to consent  
49452.5 Screening for scoliosis  
49452.7 Information on type 2 diabetes  
49452.8 Oral health assessment  
49456 Results of vision or hearing test  
49471-49472 Insurance  
49475 Student athletes; concussions and head injuries  
49476 Student athletes: opioid fact sheet  
49480 Continuing medication regimen for nonepisodic conditions  
49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970

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49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account

51225.1 Exemption from district graduation requirements

51225.2 Course credits

51225.3 Graduation requirements; courses that satisfy college entrance criteria

51229 Course of study for grades 7-12

51513 Personal beliefs; privacy

51938 HIV/AIDS and sexual health instruction

52164 Language census

52164.1 Census-taking methods; determination of primary language; assessment of language skills

52164.3 Reassessment of English learners; notification of results

54444.2 Migrant education programs; parent involvement

56301 Child-find system; policies regarding written notification rights

56321 Special education: proposed assessment plan

56321.5-56321.6 Notice of parent rights pertaining to special education

56329 Written notice of right to findings; independent assessment

56341.1 Development of individualized education program; right to audio record meeting

56341.5 Individualized education program team meetings

56343.5 Individualized education program meetings

56521.1 Behavioral intervention

58501 Alternative schools; notice required prior to establishment

60615 Exemption from state assessment

60641 California Assessment of Student Performance and Progress

69432.9 Submission of grade point average to Cal Grant program

CIVIL CODE

1798.29 District records, breach of security

HEALTH AND SAFETY CODE

1596.857 Right to enter child care facility

1597.16 Licensed child care centers, lead testing

104420 Tobacco use prevention

104855 Availability of topical fluoride treatment

116277 Lead testing of school drinking water

120365-120375 Immunizations

120440 Sharing immunization information

124100-124105 Health screening and immunizations

PENAL CODE

626.81 Notice of permission granted to sex offender to volunteer on campus

627.5 Hearing request following denial or revocation of registration

CODE OF REGULATIONS, TITLE 5

852 Exemptions from state assessments

863 Reports of state assessment results

3052 Behavioral intervention

4622 Notification of uniform complaint procedures

4631 Uniform complaint procedures; notification of decision and right to appeal

4917 Notification of sexual harassment policy



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11303 Reclassification of English learners  
11511.5 English language proficiency assessment; test results  
11523 Notice of proficiency examinations  
18066 Child care policies regarding excused and unexcused absences  
18094-18095 Notice of Action; child care services  
18114 Notice of delinquent fees; child care services  
18118-18119 Notice of Action; child care services  
CODE OF REGULATIONS, TITLE 17  
2951 Hearing tests  
6040 Time period to obtain needed immunizations  
UNITED STATES CODE, TITLE 20  
1232g Family Educational and Privacy Rights Act  
1232h Privacy rights  
1415 Procedural safeguards  
6311 State plan  
6312 Local educational agency plans  
6318 Parent and family engagement  
7704 Impact Aid; policies and procedures related to children residing on Indian Lands  
7908 Armed forces recruiter access to students  
UNITED STATES CODE, TITLE 42  
1758 Child nutrition programs  
11431-11435 McKinney-Vento Homeless Assistance Act  
CODE OF FEDERAL REGULATIONS, TITLE 7  
245.5 Eligibility criteria for free and reduced-price meals  
245.6a Verification of eligibility for free and reduced-price meals  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.7 Student records, annual notification  
99.30 Disclosure of personally identifiable information  
99.34 Student records, disclosure to other educational agencies  
99.37 Disclosure of directory information  
104.32 District responsibility to provide free appropriate public education  
104.36 Procedural safeguards  
104.8 Nondiscrimination  
106.8 Notification of contact information for Title IX coordinator  
106.9 Dissemination of policy, nondiscrimination on basis of sex  
200.48 Teacher qualifications  
222.94 Impact Aid; district responsibilities  
300.300 Parent consent for special education evaluation  
300.322 Parent participation in IEP team meetings  
300.502 Independent educational evaluation of student with disability  
300.503 Prior written notice regarding identification, evaluation, or placement of student with disability  
300.504 Procedural safeguards notice for students with disabilities  
300.508 Due process complaint  
300.530 Discipline procedures  
CODE OF FEDERAL REGULATIONS, TITLE 40

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763.84 Asbestos inspections, response actions and post-response actions  
763.93 Asbestos management plans

Management Resources:

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction  
113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

(3/07 11/12) 3/18

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# San Dieguito Union High School District

## Sexual Harassment

BP 5145.7

### Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, **the district's Title IX Coordinator** or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the ~~principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.~~ **Title IX Coordinator.**

~~The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. Once notified, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable, and shall offer supportive measures to the complainant.~~

**The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.**

### Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained

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4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken ~~to stop~~ **to respond to** any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will ~~take interim~~ **implement supportive** measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation. ~~and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment~~

~~Complaint Process and Disciplinary Actions~~ **Disciplinary Actions**

~~Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.~~

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall ~~have his/her employment terminated~~ **be subject to disciplinary action, up to and including dismissal**, in accordance with law and the applicable collective bargaining agreement.

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Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

12291 Definition of dating violence, domestic violence and stalking

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-

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Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>  
(3/12 10/14) 9/16

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District Sexual Harassment

AR 5145.7

### Students

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 ~~and California Education Code 234.1~~, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. ~~The coordinator/compliance officer(s) may be contacted at:~~ **The Title IX Coordinator may be contacted at:**

Director of Pupil Services ~~and Alternative Programs~~  
710 Encinitas Blvd., Encinitas, CA 92024  
(760) 753-6491  
[Laura.Strachan@sduhsd.net](mailto:Laura.Strachan@sduhsd.net)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation



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4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

#### Reporting Process and Complaint Investigation and Resolution

##### Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school.
4. Be posted in a prominent location on the district's web site in a manner that is easily

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accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator.

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct
7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations

### Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, the district's Title IX Coordinator or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or a district compliance officer. The employee shall take these actions, Title IX Coordinator, regardless of whether the alleged victim files formal a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects. Applicable district complaint procedures.

### Complaint Procedures

All complaints If a complaint of sexual harassment by is initially submitted to the principal, he/she and against students shall, within two school days, forward the report to the compliance

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~~officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate shall be investigated and resolve the complaint resolved in accordance with law and district procedures. specified in AR 1312.3.~~

~~In investigating a~~ **The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent. under Title IX shall be investigated and resolved in accordance with AR5145.71-Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 1312.3-Uniform Complaint Procedures.**

~~In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.~~

#### ~~Confidentiality~~

~~All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.~~

~~However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.~~

~~When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.~~

#### ~~Response Pending Investigation~~

~~When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as~~

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~~counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.~~

~~Notifications~~

~~A copy of the district's sexual harassment policy and regulation shall:~~

- ~~1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year~~
- ~~2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted~~

~~A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.~~

- ~~3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session~~
- ~~4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct~~
- ~~5. Be included in the student handbook~~
- ~~6. Be provided to employees and employee organizations~~

~~(10/14 7/15) 9/16~~

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

## **San Dieguito Union High School District**

### **Title IX Sexual Harassment Complaint Procedures**

AR 5145.71

#### **Students**

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment:

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 1312.3 - Uniform Complaint Procedures.

A report of sexual harassment shall be submitted directly to or forwarded to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district.

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45.

#### **Supportive Measures**

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed,

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the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures.

#### Emergency Removal from School

On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process.

#### Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint.

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal.

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

#### Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. The district may facilitate an informal resolution process provided that the district:

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1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Formal Complaint Process

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following:

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process
  4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
  5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process
- The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons.

During the investigation process, the district shall:

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

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3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response
9. After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.



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### Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct.

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action.

In making this determination, the district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees.

The written decision shall include the following:

7. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.
8. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
9. Findings of fact supporting the determination
10. Conclusions regarding the application of the district's code of conduct to the facts
11. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
12. The district's procedures and permissible bases for the complainant and respondent to appeal

### Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an

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appeal is filed, the district shall:

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

#### Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent.

#### Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made.

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

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Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

#### Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44.

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

##### GOVERNMENT CODE

12950.1 Sexual harassment training

##### CODE OF REGULATIONS, TITLE 5

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4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1092 Definition of sexual assault  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
UNITED STATES CODE, TITLE 34  
12291 Definition of dating violence, domestic violence, and stalking  
UNITED STATES CODE, TITLE 42  
1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy  
106.1-106.82 Nondiscrimination on the basis of sex in education programs  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274  
Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473  
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Q&A on Campus Sexual Misconduct, September 2017

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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**Board Adopted (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Hate-Motivated Behavior

BP 5145.9

### Students

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

### Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a **counselor**, teacher, **assistant principal**, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

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Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

(6/99 7/09) 5/18

**Board Adopted: August 22, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 13, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Bryan Marcus, Associate Superintendent /  
Educational Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **ADOPTION OF NEW AND REVISED BOARD  
POLICIES AND ADMINISTRATIVE REGULATIONS,  
SERIES 6000, INSTRUCTION (15) / EDUCATIONAL  
SERVICES**

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### EXECUTIVE SUMMARY

The San Dieguito Union High School District (SDUHSD) is a member of the California School Boards Association (CSBA). CSBA provides guidance and board policy templates for member districts. SDUHSD board policies are reviewed annually by staff. The following policies are being submitted for Board approval and are reflective of the most recent changes. The policies are shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions. Listed below is one new policy, Board Policy 6157 Distance Learning, and 14 revised Board Policies and Administrative Regulations in Series 6000.

| <b>SERIES 6000</b> | <b>INSTRUCTION</b>                                    |
|--------------------|---|
| BP 6020            | Parent Involvement (Revised)                          |
| AR 6020            | Parent Involvement (Revised)                          |
| BP 6115            | Ceremonies And Observances (Revised)                  |
| AR 6115            | Ceremonies And Observances (Revised)                  |
| BP 6142.7          | Physical Education And Activity (Revised)             |
| AR 6142.7          | Physical Education And Activity (Revised)             |
| BP 6143            | Courses Of Study (Revised)                            |
| BP 6157            | Distance Learning (New)                               |
| BP 6159            | Individualized Education Program (Revised)            |
| AR 6159            | Individualized Education Program (Revised)            |
| BP 6159.1          | Procedural Safeguards For Special Education (Revised) |

|           |  |
|-----------|--|
| AR 6159.1 | Procedural Safeguards For Special Education (Revised)                              |
| BP 6159.2 | Nonpublic, Nonsectarian School And Agency Services For Special Education (Revised) |
| AR 6174   | Education For English Language Learners (Revised)                                  |
| AR 6175   | Migrant Education Program (Revised)  |

**RECOMMENDATION:**

It is recommended that the Board adopt the new and revised Board Policies and Administrative Regulations (15), in Series 6000, as shown in the attached supplements.



# San Dieguito Union High School District

## Parent Involvement

BP 6020

### Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall consult with parents/guardians and family members in the development of meaningful opportunities for them to be involved in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

### Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law.

Expenditures of such funds shall be consistent with the activities specified in this policy and

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shall include at least one of the following:

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

*The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312.*

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

*District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.*

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502.

#### Legal Reference:

##### EDUCATION CODE

11500-115056 Programs to encourage parent involvement  
48985 Notices in languages other than English

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51101 Parent rights and responsibilities  
52060-52077 Local control and accountability plan  
54444.1-54444.2 Parent advisory councils, services to migrant children  
56190-56194 Community advisory committee, special education  
64001 School plan for student achievement, consolidated application programs  
LABOR CODE  
230.8 Time off to visit child's school  
CODE OF REGULATIONS, TITLE 5  
18275 Child care and development programs, parent involvement and education  
UNITED STATES CODE, TITLE 20  
6311 State plan  
6312 Local educational agency plan  
6314 Schoolwide programs  
6318 Parent and family engagement  
6631 Teacher and school leader incentive program, purposes and definitions  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.104 Definitions, auxiliary aids and services  
35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Title I School-Level Parental Involvement Policy  
Family Engagement Framework: A Tool for California School Districts, 2014  
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS  
Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004  
WEB SITES  
CSBA: <http://www.csba.org>  
California Department of Education, Family, School, Community Partnerships:  
<http://www.cde.ca.gov/ls/pf>  
California Parent Center: <http://parent.sdsu.edu>  
California State PTA: <http://www.capta.org>  
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>  
National PTA: <http://www.pta.org>  
Parent Information and Resource Centers: <http://www.pirc-info.net>  
Parents as Teachers National Center: <http://www.parentsasteachers.org>  
U.S. Department of Education: <http://www.ed.gov>

(6/96 8/06) 10/17 5/20

**Board Adopted: September 19, 2019**  
**Board Revised (Proposed): August 27, 2020**

## **San Dieguito Union High School District**

### **Parent Involvement**

AR 6020

#### **Instruction**

#### District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
  - b. Invite input on the plan from other district committees and school site councils
  - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
  - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
  - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
  - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education

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~~The Superintendent or designee shall:~~

- ~~a. Assist parents/guardians in understanding such topics as the challenging state-academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children~~
- ~~b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement~~
- ~~c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools~~
- ~~d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education~~
- ~~e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand~~
- ~~f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request~~
- ~~g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students~~

~~In addition, the Superintendent or designee may:~~

- ~~a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training~~
- ~~b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training~~
- ~~c. Pay reasonable and necessary expenses associated with parent/guardian~~

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- ~~involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions~~
- ~~d. Train parents/guardians to enhance the involvement of other parents/guardians~~
  - ~~e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation~~
  - ~~f. Adopt and implement model approaches to improving parent/guardian involvement~~
  - ~~g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs~~
  - ~~h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities~~
  - ~~i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families~~
  - ~~j. Provide a master calendar of district activities and district meetings~~
  - ~~k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means~~
  - ~~l. Engage parent teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions~~
  - ~~m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed~~
  - ~~n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions~~
  - ~~o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops~~
  - ~~p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement,~~

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~~leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities~~

- ~~q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement~~
  - ~~r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations~~
  - ~~s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues~~
  - ~~t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress~~
- ~~3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws~~

~~The Superintendent or designee may:~~

- ~~a. Identify overlapping or similar program requirements~~
  - ~~b. Involve district and school site representatives from other programs to assist in identifying specific population needs~~
  - ~~c. Schedule joint meetings with representatives from related programs and share data and information across programs~~
  - ~~d. Develop a cohesive, coordinated plan focused on student needs and shared goals~~
- ~~4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:~~
- ~~a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background~~
  - ~~b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers~~
  - ~~c. Strategies to support successful school and family interactions~~

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~~The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request.—~~

~~The Superintendent or designee may:~~

- ~~a. — Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications~~
- ~~b. — Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged~~
- ~~c. — Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement~~
- ~~5. — Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy—~~
- ~~6. — Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy—~~

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

~~The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs.—~~

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues*



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- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs*
  - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities*
  - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements*
  - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress*
- 3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)*

*The Superintendent or designee may:*

- a. Identify overlapping or similar program requirements*
  - b. Involve district and school site representatives from other programs to assist in identifying specific population needs*
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs*
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals*
- 4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:*
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background*
  - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers*
  - c. Strategies to support successful school and family interactions*

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*The Superintendent or designee may:*

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications*
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged*
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement*

*\*\*\*Note: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.\*\*\**

*The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)*

- 5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)*

*The Superintendent or designee may:*

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians*
  - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups*
  - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration*
- 6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy*

*In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student*

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*achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)*

### School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent

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compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
  - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - (2) Frequent reports to parents/guardians on their children's progress
    - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
    - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above
- 7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:*
- a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children*

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- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement*
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools*
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education*
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand*
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request*

*In addition, the school plan may include strategies to:*

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training*
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training*
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions*
- d. Train parents/guardians to enhance the involvement of other parents/guardians*
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation*
- f. Adopt and implement model approaches to improving parent/guardian involvement*
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs*

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- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities*
  - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families*
  - j. Provide a master calendar of district/school activities and meetings*
  - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means*
  - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions*
  - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed*
  - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions*
  - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops*
  - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement*
  - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations*
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

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Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school.

#### District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
  - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
  - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees



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3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
  - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
  - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
  - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues
  - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate *and coordinate* parent/guardian and family engagement ~~programs into school plans for academic accountability~~ *activities within the LCAP with other activities*



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The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

(8/06) 10/17 5/20

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Ceremonies And Observances

BP 6115

### Instruction

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

*District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date.*

*In addition, the Board may, through adoption of a resolution authorize the display of symbolic flags or banners in support of specific awareness months.*

#### Legal Reference:

##### EDUCATION CODE

37220-37222.18—20 Holidays and commemorative events

44015.1 Week of the School Administrator

45203 Paid holidays

45460 Classified Employee Week

52720- 52730 Patriotic exercises, daily instruction

~~Daily performance of patriotic exercises in public schools~~

~~52730 Patriotic exercises, daily instruction~~

##### GOVERNMENT CODE

430-439 Display of flags

3540-3549.3 Meeting and negotiating

##### UNITED STATES CODE, TITLE 4

6 Time and occasion for display of flag

7 Position and manner of display of flag

##### UNITED STATES CODE, TITLE 36

106 Note Constitution Day and Citizenship Day

##### COURT DECISIONS

*Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9<sup>th</sup> Cir. 2010)*

*West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)*

#### Management Resources:

##### ~~CSBA PUBLICATIONS~~

~~Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005~~

##### ~~FEDERAL REGISTER~~

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~~70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

(10/94 11/99) 11/08 5/20

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District Ceremonies And Observances

AR 6115

### Instruction

#### Holidays

District schools shall be closed on the following holidays:

|                                |  |
|--------------------------------|--|
| New Year's Day                 | January 1  |
| Dr. Martin Luther King Jr. Day | Third Monday in January or the Monday or Friday of the week in which January 15 occurs |
| Lincoln Day                    | The Monday or Friday of the week in which February 12 occurs                           |
| Washington Day                 | Third Monday in February   |
| Memorial Day                   | Last Monday in May   |
| Independence Day               | July 4   |
| Labor Day                      | First Monday in September  |
| Veterans Day                   | November 11  |
| Thanksgiving Day               | The Thursday in November designated by the President                                   |
| Christmas Day                  | December 25  |

*In addition, schools shall be closed any day designated by the Governor or President for a holiday, any special or limited holiday on which the Governor provides that the schools shall close, and any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations.*

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above.

#### Commemorative Exercises

District schools shall hold exercises in accordance with law to commemorate the following special days:

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|   |  |
|---|--|
| U.S. Constitution and Citizenship Day   | On or near September 17  |
| Dr. Martin Luther King, Jr. Day<br>this | The Friday before the day schools are closed for<br>holiday      |
| Abraham Lincoln's Birthday<br>for       | The school day before the day schools are closed<br>this holiday |
| Susan B. Anthony Day                    | February 15  |
| George Washington's Birthday            | The Friday preceding the third Monday in February                |
| Black American Day                      | March 5  |
| Conservation, Bird, and Arbor Day       | March 7  |
| Classified Employee Week                | Third week in May  |

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

#### Patriotic Exercises

Each school shall conduct patriotic exercises daily, which shall include the reciting of the Pledge of Allegiance.

At secondary schools, such exercises shall be conducted during the homeroom period.

Individuals may choose not to participate in the flag salute for personal reasons.

#### Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor.

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used.

The national flag shall fly at half-staff on the following occasions:

1. For 30 days from the death of the President or a former President

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2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

| (11/99 11/08) 11/10 5/20

**Board Adopted: October 10, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## Physical Education And Activity

BP 6142.7

### Instruction

The Governing Board recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

*Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability.*

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

### Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development,

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including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

### Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9.

### Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

### Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9.

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days.

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course.

### Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions:

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student.



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3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

## Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year.
2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes.
3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.

## Legal Reference:

## EDUCATION CODE

*220 Prohibition of discrimination*

*221.5 Sex equity in education*

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

## CODE OF REGULATIONS, TITLE 5

1040-10484 Physical performance test

*1047-1048 Testing variations and accommodations*

3051.5 Adapted physical education for individuals with exceptional needs

4600-~~4687~~-4670 Uniform complaint procedures

*4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance*

10060 Criteria for high school physical education programs

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80020 Additional assignment authorizations for specific credentials  
80037 Designated subjects teaching credential; special teaching authorization in physical education  
80046.1 Added authorization to teach adapted physical education  
UNITED STATES CODE, TITLE 29  
794 Rehabilitation Act of 1973, Section 504  
UNITED STATES CODE, TITLE 42  
1758b Local wellness policy

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*106.33 Nondiscrimination on the basis of sex; comparable facilities*

*106.34 Nondiscrimination on the basis of sex; access to classes and schools*

*300.108 Assistance to states for the education of children with disabilities; physical education*

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668

Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975

Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Management Resources:

CSBA PUBLICATIONS

~~Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015~~

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010

Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009

Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

~~Adapted Physical Education Guidelines for California Schools, 2003~~

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index (SHI): *A Self-Assessment and Planning Guide, Middle/High Schools* 20147

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

The Administrator's Assignment Manual, 2007

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

2008 Physical Activity Guidelines for Americans, October 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Physical Fitness Testing: <http://www.cde.ca.gov/ta/tg/pf>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Educational Data System, California physical fitness:

<http://www.eddata.com/projects/current/cpf>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.aahperd.org/naspe>

President's Council on Physical Fitness and Sports: <http://www.fitness.gov>

U.S. Department of Health and Human Services: <http://www.health.gov>

(11/07 2/10) 3/16 7/20

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# San Dieguito Union High School District

## Physical Education And Activity

AR 6142.7

### Instruction

#### *Definitions*

*Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity that assists in developing and maintaining physical fitness throughout their lifetime, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.*

*Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.*

*Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.*

*Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.*

#### Instructional Time

Instruction in physical education shall be provided for at least the following minimum period of time:

1. For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days
2. For students in grades 9-12, 400 minutes each 10 school days

Any complaint alleging noncompliance with the instructional minute requirement ~~for elementary schools~~ may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in a complaint, the district shall provide a remedy to all affected students and parents/guardians.

#### *Monitoring Moderate to Vigorous Physical Activity*

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*Note: The following optional section may be revised to reflect district practice. See the accompanying Board policy for language establishing goals for moderate to vigorous physical activity in physical education classes.*

*To monitor the amount of time students are engaged in moderate to vigorous physical activity, the Superintendent or designee may:*

- 1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity and the amount of time students are inactive during physical education classes*
- 2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes*

### Physical Fitness Testing

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education (FITNESSGRAM).

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury.

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing and shall be included in his/her cumulative record.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256.

### Testing Variations

All students may be administered the FITNESSGRAM with the following test variations:

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom:

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test

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administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit.

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan:

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

Identified English learners may be allowed the following additional test variations if regularly used in the classroom:

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

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# San Dieguito Union High School District

## Courses Of Study

BP 6143

### Instruction

The Governing Board recognizes that a well-aligned sequence of courses fosters academic progress and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or require or refuse participation by any of its students on any such basis.

### Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry.

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities.

The Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. He/she shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to each student in grades 9-12, and shall make updated lists readily available.

### Legal Reference:

EDUCATION CODE

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

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48980 Parental notifications  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
51204 Course of study designed for student's needs  
51204.5 Social science instruction; history of California; contributions of various groups  
51210-51212 Course of study for grades 1-6  
51220-51229 Course of study for grades 7-12  
51241 Exemption from physical education  
51911-51921 Comprehensive health education  
51930-51939 Comprehensive sexual health and HIV/AIDS prevention instruction  
51940 Curriculum for brain and spinal cord injury prevention  
60040-60052 Requirements for instructional materials  
66204 Certification of high school courses as meeting university admission criteria  
HEALTH AND SAFETY CODE  
11032 Definition of dangerous drugs  
CODE OF REGULATIONS, TITLE 5  
**4940 Nondiscrimination: course access**  
10020-10043 Automobile driver education and training  
10060 Physical education program  
UNITED STATES CODE, TITLE 20  
6111-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

**American Health Association:** <http://www.heart.org>

**American Red Cross, Hands-Only CPR:** <http://www.redcross.org/take-a-class>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

California Department of Education: <http://www.cde.ca.gov>

California State University, Admission Requirements:

[http://www.csumentor.edu/planning/high\\_school](http://www.csumentor.edu/planning/high_school)

University of California, a-g Course Submissions: <http://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>

University of California, List of Approved a-g Courses: <http://hs-articulation.ucop.edu/agcourselist>

(3/03 11/07) 11/11 **12/19**

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## **San Dieguito Union High School District**

### **Distance Learning**

BP 6157

#### **Instruction**

The Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback.

The Superintendent or designee shall review and select distance learning courses, which may include those taught by district staff or others, that are of high academic quality and are aligned with district standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

As needed, the Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement distance learning. The district shall also provide opportunities for teachers to communicate and collaborate with each other to exchange information on effective practices.

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

The district shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

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The Superintendent or designee shall assess students' access to technological devices and the Internet and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. To the extent possible, the district shall make technical and academic support available to students.

Teachers shall provide regular communications to students and parents/guardians about expectations, assignments, and available resources to assist the student in successful completion of distance learning coursework.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses.

Legal Reference:

EDUCATION CODE

35182.5 Contracts for electronic products or services; prohibitions

51210-51212 Course of study for grades 1-6

51220-51229 Course of study for grades 7-12

51740-51741 Authority to provide instruction by correspondence

51745-51749.3 Independent study

51865 California distance learning policy

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

UNITED STATES CODE, TITLE 20

7131 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate); Internet safety

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

COVID-19 Guidance for K-12 Schools

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

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# San Dieguito Union High School District

## Individualized Education Program

BP 6159

### Instruction

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian.

Legal Reference:

EDUCATION CODE

*46392 Emergencies*

51225.3 Requirements for high school graduation and diploma

*56040.3 Assistive technology*

56055 Rights of foster parents pertaining to foster child's education

56136 Guidelines for low incidence disabilities areas

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340.1-56347 Instructional planning and individualized education program

56350-56352 IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56392 Certificate of completion, special education

56500-56509 Procedural safeguards

60640-60649 California Assessment of Student Performance and Progress

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 State assessments, accommodations

~~1215.5-1218 High School Exit Examination, accommodations for students with disabilities~~

3021-3029 Identification, referral and assessment  
3040-3043 Instructional planning and the individualized education program  
*3051-3053 Implementation of the individualized education program*  
**PUBLIC CONTRACT CODE**  
*20118.2 Contracting by school districts; technological equipment*  
UNITED STATES CODE, TITLE 20  
1232g Family Educational Rights and Privacy Act of 1974  
1400-1482 Individuals with Disabilities Education Act *7131 Internet safety*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

~~ATTORNEY GENERAL OPINIONS~~

~~85 Ops. Cal. Atty. Gen. 157 (2002)~~

COURT DECISIONS

Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773

Schaffer v. Weast (2005) 125 S. Ct. 528

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072

Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

*Andrew F. v. Douglas County School District re-1, 137 S. Ct. 988*

Management Resources:

~~FEDERAL REGISTER~~

~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)~~

~~California Practitioners' Guide for Educating English Learners with Disabilities, July 2019~~

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

(3/03 11/03) 3/06 *7/20*

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## San Dieguito Union High School District

### Individualized Education Program

AR 6159

#### Instruction

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability.

#### Members of the IEP Team

The IEP team for any student with a disability shall include the following members:

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320.

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable about the general education curriculum
  - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

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6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team.

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings.
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend:
  - a. The student, regardless of his/her age

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.
- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services
3. If the student was previously served under the Early Education for Individuals with

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Exceptional Needs or the California Early Intervention Services Act, and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services.

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting.

### Contents of the IEP

The IEP shall include, but not be limited to, all of the following:

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For a preschool child, as appropriate, the manner in which the disability affects his /her participation in appropriate activities
  - c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the

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issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals
  - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
  - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
  - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
  - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student



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has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include:

1. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English
3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)
4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:
  - a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
  - b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

#### Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted.

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene.

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year.

In developing the IEP, the IEP team shall consider all of the following:

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1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP.

#### Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with

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his/her IEP.

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP.

#### Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to:

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP.

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request.

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or

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designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP.

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs.

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments.

#### Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to:

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

#### Parent/Guardian Participation and Other Rights

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The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place.

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
  - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional or the California Early Intervention Services Act

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following:

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321.

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days.

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The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning.

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls.

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English.

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost.

#### Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student.

If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise.

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before

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ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student.

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

#### Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services.

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate.

(11/10 3/12) 12/14

**Board Adopted: September 19, 2019**

## **San Dieguito Union High School District Individualized Education Program**

AR 6159

### **Instruction**

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability.

### Members of the IEP Team

The IEP team for any student with a disability shall include the following members:

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320.

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable about the general education curriculum
  - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.



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6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team.

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings.
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend:

- a. The student, regardless of his/her age

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with

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Exceptional Needs or the California Early Intervention Services Act, and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services.

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting.

### Contents of the IEP

The IEP shall include, but not be limited to, all of the following:

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
  - c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the

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issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals
  - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
  - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
  - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
  - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. *A description of the means by which the IEP will be provided under emergency*

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*conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days. The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.*

**910.** Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

~~Where appropriate, the IEP shall also include:—~~

**114.** For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

**122.** Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English

**313.** Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

**414.** Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the regular education program

**515.** Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

*To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school.*

Development of the IEP

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Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted.

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene.

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year.

In developing the IEP, the IEP team shall consider all of the following:

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

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The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP.

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP.

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP.

*If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site.*

*If a student's IEP requires the provision of assistive technology devices or services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices in the student's home or other settings if the IEP team determines that the student needs access to those devices in order to receive FAPE. If a student who requires the use of an assistive technology device transfers to another local educational agency, the district shall provide the student with continued access to that device or a comparable device for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first.*

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but

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at least annually, in order to:

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)
  - d. The student's anticipated needs
  - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP.

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request.

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP.

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If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs.

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments.

#### Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to:

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

#### Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place.

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting



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3. Inform them of:
  - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
  - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional or the California Early Intervention Services Act

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following:

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting

~~3. Identification of any other agency that will be invited to send a representative~~

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321.

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days.

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning.

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls.

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including:

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1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English.

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost.

#### Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1). *If the parent/guardian fails to respond or refuses to consent to the initiation of services, the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student.* ~~The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services.~~

If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise.

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student.

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

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When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

#### Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services.

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate.

(11/10 3/12) 12/14 7/20

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District Procedural Safeguards And Complaints For Special Education

BP 6159.1

### Instruction

*The Governing Board recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Parents/guardians of students with disabilities shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.*

*Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.*

~~The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.~~

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

*Any complaint alleging the district's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.*

~~The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.~~

### Legal Reference:

#### EDUCATION CODE

56000 Education for individuals with disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

#### CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education

~~4600-4670—Uniform complaint procedures~~

ITEM 10b-iv

*3080-3089 Procedural safeguards*

*3200-3205 Special education compliance complaints*

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

*300.150-300.153 State compliance complaints*

300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

Management Resources:

~~FEDERAL REGISTER~~

~~Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029~~

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

*Office of Administrative Hearings, Special Education Division:*

*<http://www.dgs.ca.gov/OAH/Case-Types/Special-Education>*

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

(6/98 11/06) 3/09 *7/20*

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

## **San Dieguito Union High School District**

### **Procedural Safeguards And Complaints For Special Education**

AR 6159.1

#### **Instruction**

##### Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time:

1. Before the district initially refers the student for assessment
2. Before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include:

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected
7. A description of any other factors relevant to the district's proposal or refusal

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Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and:

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year
3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to:

1. Independent educational evaluation
2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
4. Access to educational records
5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting
9. Requirements for unilateral placement by parents/guardians of students in private schools

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at public expense

10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including

1. Information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing
2. The timelines for completing each process
3. Whether the process is optional
4. The type of representative who may be invited to participate
5. The right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341
6. Information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind.

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting.

#### Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible.

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site.

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication.



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*Filing* Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying:

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC –11434, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with *state Office of Administrative Hearings, Special Education Division.*  
~~the Superintendent of Public Instruction or designated contracted agency.~~

*The request shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request. This timeline shall not apply if the district misrepresented that it had solved the problem or withheld required information from the parent/guardian.*

## District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of

## ITEM 10b-iv

the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint.

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing:

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area.

#### Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s).

In addition, either party may file a request with the *state Office of Administrative Hearings* ~~Superintendent of Public Instruction~~ for a mediation conference ~~to be conducted by a person under contract with the California Department of Education.~~

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3.

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing.

#### *State Compliance Complaints*

*Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (CDE) a written and signed statement alleging that, within the previous year, any of the following occurred:*

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1. *The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations*
2. *The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205.*
3. *The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement.*
4. *The district failed or refused to implement a due process hearing order to which the district is subject.*
5. *Physical safety concerns interfered with the provision of FAPE.*

*The complaint shall include:*

1. *A statement that the district has violated or failed to comply with any provision set forth in 5 CCR 3201*
2. *The facts on which the statement is based*
3. *The signature and contact information for the complainant*
4. *If alleging violations with respect to a specific student, the student's name and address (or other available contact information for a homeless student), the name of the school that the student is attending, a description of the nature of the student's problem and facts related to the problem, and a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed*

*The complainant shall forward a copy of the complaint to the Superintendent or designee at the same time the complaint is filed with CDE.*

*Within 30 days of the date of CDE's investigation report, the district or complainant may request reconsideration of the decision in accordance with 5 CCR 3204. Pending CDE's response, any corrective actions set forth in the report shall remain in effect and enforceable, unless stayed by a court.*

(3/05 11/06) 3/09 7/20

**Board Adopted: September 19, 2019**

**Board Revised: August 27, 2020**

## San Dieguito Union High School District

### Nonpublic, Nonsectarian School And Agency Services For Special Education

BP 6159.2

#### Instruction

*The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area.*

~~The Governing Board recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.~~

~~In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.~~

Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities in accordance with Education Code 56366. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school with which the district has a contract to ensure that the school or agency's certification has not expired.

No district student shall be placed in a nonpublic, nonsectarian school or agency unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the nonpublic, nonsectarian school or agency placement is appropriate for the student.

*The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A.*

In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP.

During the period when any student with disabilities is placed in a nonpublic, nonsectarian school or agency, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in his/her IEP.

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The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

In accordance with Education Code 56366.2, the Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6.

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency  
56042 Placement not to be recommended by attorney with conflict of interest  
56101 Waivers  
56163 Certification  
56168 Responsibility for education of student in hospital or health facility school  
56195.8 Adoption of policies  
56342.1 Individualized education program; placement  
56360-56369 Implementation of special education  
56711 Computation of state aid  
56740-56743 Apportionments and reports  
56760 Annual budget plan; service proportions  
56775.5 Reimbursement of assessment and identification costs  
*56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools*

FAMILY CODE

7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to children with disabilities, especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions

*3051-3051.24 Special education; standards for related services and staff qualifications*

3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

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Management Resources:

~~FEDERAL REGISTER~~

~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845~~

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education and Rehabilitative  
Services: <http://www.ed.gov/about/offices/list/osers>

(6/95 6/99) 4/13 07/20

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## English For Language Learners

AR 6174

### Instruction

### Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English.

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English.

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication.

### Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey.

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). **Prior to administering the ELPAC, the Superintendent or designee shall notify the student's parent/guardian in writing that**

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the student will be administered the initial ELPAC.

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification.

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four- month period after January 1 as determined by the California Department of Education.

~~The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.~~

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP.

The Superintendent or designee shall notify parents/guardians of their child's results on the *summative assessment of the* ELPAC within 30 calendar days following receipt of the results from the test contractor, *or if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year.-*

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following:



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1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
  - b. The manner in which the program will meet the educational strengths and needs of the student.
  - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation.
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable.
  - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP.
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request.
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available.
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered.

**Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process:

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1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program.
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals.
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators.
  - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following:

1. A description of the programs provided, including structured English immersion.
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English.
3. The manner in which the program is designed using evidence-based research and includes

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both designated and integrated English language development.

4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals.
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language.
6. The process to request establishment of a language acquisition program not offered at the school.
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

*The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum.*

### Reclassification/Redesignation

~~The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they:~~

- ~~1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers.~~
- ~~2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.~~

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC. Students must score within "Well Developed" range on the ELPAC.

## ITEM 10b-iv

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student. Teachers must provide satisfactory feedback on student performance. The student must earn a grade of C or higher in all core content area classes as evidenced by final semester grades.
3. Parent/guardian *involvement, including: ~~opinion and consultation.~~*
  - a. *Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate*
  - b. *Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process*

~~The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process~~

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level. ~~Student must score within the "Standard-Met" to "Standard Exceeded" range on the Smarter Balanced Assessment (SBAC) in English Language Arts. Those students who do not have a current SBAC score, must demonstrate grade level proficiency on the Reading Inventory assessment as well as the District Writing-Benchmark assessment.~~

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement.

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support.

### **Advisory Committee**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school.

The district's English language advisory committee shall advise the Governing Board on at least the following tasks:

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners.

ITEM 10b-iv

2. The districtwide needs assessment on a school-by-school basis.
3. Establishment of a district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with applicable teacher or aide requirements.
5. Administration of the annual language census.
6. Review of and comment on the district's reclassification procedures.

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members.

### **LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners.

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

(7/18) (7/19) 12/19

**Board Adopted: November 1, 2018**

**Board Revised (Proposed): August 27, 2020**

## San Dieguito Union High School District

### Migrant Education Program

AR 6175

#### Instruction

##### Eligibility

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment.

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

##### *Enrollment*

*A migrant student shall be immediately enrolled in the district even if the student:*

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended*
- 2. Does not have clothing normally required by the school, such as school uniforms*
- 3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation*

*If a migrant student experiences a change in residence, the student may remain enrolled in the school of origin for the duration of the student's status as a migrant student.*

*If a student's status as a migrant student changes during a school year, the Superintendent or designee shall allow the student to continue at the school of origin through the duration of that school year or, if the student is enrolled in high school, through graduation.*

*A migrant student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with peers in accordance with the established feeder patterns of school districts. A migrant student who is transitioning to a middle school or high school designated for*

## ITEM 10b-iv

*matriculation in another school district shall be allowed to enroll in that school.*

*The Superintendent or designee shall inform a migrant student and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to Education Code 54440-54445.*

*The Superintendent or designee may, but is not required to, provide transportation to enable a migrant student to attend the school of origin, unless otherwise required by federal law.*

### Student Records

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student.

### Program Components

The migrant education program shall include all of the following components:

1. A general needs assessment summarizing the needs of the population to be served
2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:
  - a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction
  - b. Counseling and career education services
  - c. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students
  - d. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services
  - e. Other related services to meet the special needs of eligible migrant students to enable them to participate effectively in instructional services

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- f. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education
3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student
4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program
6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program
  - a. The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs.
7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to migrant families to enhance literacy levels, parenting skills, and English language skills of parents/guardians.

#### Summer School

The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year.

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned.

The program shall comply with the following requirements for instructional time:



## ITEM 10b-iv

1. For grades 7-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
2. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area.

#### Applicability of Graduation Requirements

To obtain a high school diploma, migrant students shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional graduation requirements prescribed by the Board.

However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a migrant student.

To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the length of school enrollment, whichever qualifies the student for the exemption.

The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

The district shall not require or request a migrant student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a migrant student or parent/guardian.

If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district.

## ITEM 10b-iv

Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall:

1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements

#### Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council.

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students.

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians.

The parent/guardian advisory council shall meet at least six times during the year and shall:

1. Establish program goals, objectives, and priorities
2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory

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council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member.

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council.

Notification and Complaints

Information regarding the educational rights of migrant students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622.

Any complaint that the district has not complied with requirements regarding the education of migrant students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(7/03 7/09) 12/18 12/19

**Board Adopted: September 19, 2019**

**Board Revised (Proposed): August 27, 2020**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 17, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF ANNUAL UPDATES, REVISIONS &  
DELETIONS OF BOARD POLICY, SERIES 7000 (2) /  
BUSINESS SERVICES

\*\*\*\*\*

### EXECUTIVE SUMMARY

San Dieguito Union High School District (SDUHSD) is a member of the California School Boards Association (CSBA). CSBA provides guidance and board policy templates for member districts. SDUHSD Board Policies are reviewed annually by staff. The following policy is being submitted for Board approval and is reflective of the most recent changes since the 7000 series was last presented to the Board in June, 2019. The policy is shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions.

|            |  |
|------------|--|
| 7140 BP/AR | Architectural and Engineering Services |
|------------|--|

### RECOMMENDATION:

It is recommended that the Board approve the annual updates, revisions and deletions of 7140 BP/AR - Architectural and Engineering Services, as shown in the attached supplement.

### FUNDING SOURCE:

N/A

# San Dieguito Union High School District

## Architectural and Engineering Services

BP 7140

### Facilities

~~In order to ensure safe construction and protect the investment of public funds~~ The Governing Board desires to provide school facilities that support the educational program and meet all applicable safety and design standards. When required by law, the ~~Governing Board requires that~~ shall employ or contract with a licensed and certified architect and/or structural engineer ~~be employed~~ to design and supervise the construction of district schools and other facilities.

The architect and/or structural engineer shall be responsible for preparing all construction plans, specifications, and estimates and for the observation of the work of construction.

To ensure compliance with state design and safety standards, preliminary and final plans for any state-funded school facility project, including Board-approved educational specifications for school design when necessary, shall be submitted to the California Department of Education and the Department of General Services, Division of the State Architect.

The Superintendent or designee shall devise a competitive process for the selection of architects, ~~and~~ structural engineers, and other design professionals that is based on demonstrated competence and on the professional qualifications necessary for the satisfactory performance of the services required. For each project, ~~he/she~~ the Superintendent or designee shall recommend ~~specific~~ architectural and engineering firms to the Board for approval. The Board shall pay fair and reasonable amounts warranted by the provider's qualifications and competence. The Board need not select the lowest responsible bidder.

#### Legal Reference:

##### EDUCATION CODE

17070.10-17079.30 Leroy F. Greene School Facilities Act, especially:

17070.50 Conditions for apportionment

17250.10-17250.55 Design-build contracts

17251 School construction; duties of the California Department of Education

17262-17268 School construction plans

17280-17316 Approvals, especially:

17302 Persons qualified to prepare plans, specifications and estimates and supervise construction

17316 Contract provision regarding school district property

17371 Limitation on liability of governing board

##### BUSINESS AND PROFESSIONS CODE

5500-5502 Architecture

5550-5558 Architects, licensure

6700-6706.3 Engineers

6750-6766 Engineers, licensure

##### GOVERNMENT CODE

4525-4529.5 Contracts with private architects, engineering, land surveying, and construction project management firms

14837 Definition of small business  
87100 Public officials; financial interest  
PUBLIC CONTRACT CODE  
20111 School district contracts

CODE OF REGULATIONS, TITLE 5  
14001 Minimum standards for school facilities  
14030-14036 Standards, planning, and approval of school facilities  
CODE OF REGULATIONS, TITLE 24  
101 et seq. California Building Standards Code  
CALIFORNIA CONSTITUTION  
Article 22 Architectural and engineering services

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS  
Plan Submission Requirements for Modernization Projects, Form SFPD 4.08  
Plan Submission Requirements for New Construction, Form SFPD 4.07

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS  
School Facility Program Handbook, January 2019

WEB SITES

American Institute of Architects California Council: <http://aiacalifornia.org>  
California Department of Education, Facilities: <http://www.cde.ca.gov/lr/fa>  
Department of General Services, Division of the State Architect: <http://www.dgs.ca.gov/DSA>  
Department of General Services, Office of Public School Construction:  
<http://www.dgs.ca.gov/OPSC>

(~~210/96 102/9699~~) ~~210/9919~~

**Board Adopted: ~~June 6, 2019~~ August 27, 2020**

## San Dieguito Union High School District

### Architectural and Engineering Services

AR 7140  
Facilities

~~The Governing Board shall engage the services of a licensed architect(s) holding a valid certificate or engineer(s) holding a valid certificate for the preparation of plans, specifications or estimates for any construction project, through a signed contract.~~

Contractors for any architectural, landscape architectural, engineering, environmental, land surveying, or construction project management services shall be selected, at fair and reasonable prices, on the basis of demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

The Superintendent or designee shall ensure that the selection process for projects receiving state funding:

1. ~~Ensures that projects entail~~ Assures maximum participation by small business firms as defined pursuant to Government Code 14837
2. Prohibits practices which might result in unlawful activity such as rebates, kickbacks, or other unlawful consideration
3. ~~Prohibits district employees from participating in the selection process when they have a relationship with a person or business entity seeking a contract which would subject the employee to the prohibition of Government Code 87100~~

Contracts shall specify that all plans, including, but not limited to, record drawings, specifications, and estimates prepared by the ~~contractor~~ architect or structural engineer shall become the property of the district. The contract shall also specify terms and conditions for reuse within the district of any plans prepared by the architect or structural engineer.

A contract may be awarded to a single entity for both design and construction of any school facility in excess of \$1,000,000 in accordance with AR 3311.3 – Design-Build Contracts.

(2/96 2/99) 10/19  
~~(3/92 2/96) 2/99~~

Board Adopted: ~~June 6, 2019~~ August 27, 2020

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 21, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED & SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **ADOPTION OF PROPOSED REVISED BOARD POLICY, SERIES 9000 (1) / SUPERINTENDENT**

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### EXECUTIVE SUMMARY

Government Code section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended. It is then forwarded to the code reviewing body, The County Board of Supervisors, for legal review and approval. Staff has reviewed the current policy and is making the following recommendation.

Since the last time the Board approved revisions to the policy on June 6, 2019, several job title name additions/changes have been made. The proposed revisions include those changes. The policy is shown in an editing format with blue strikeouts denoting deletions and red insertions denoting updates and/or revisions.

|                    |                                |
|--------------------|--------------------------------|
| <b>SERIES 9000</b> | <b>BOARD BYLAWS</b>            |
| EX 9270            | Conflict of Interest (Revised) |

### RECOMMENDATION:

It is recommended that the Board adopt the revised Board Policy (1), in Series 9000, as shown in the attached supplement.



# San Dieguito Union High School District

## Conflict Of Interest

E 9270

### Board Bylaws

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

### APPENDIX

#### Disclosure Categories

1. Category 1: A person designated Category 1 shall disclose:
  - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
  - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. Category 2: A person designated Category 2 shall disclose:
  - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
  - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

#### Designated Position and Disclosure Category

Governing Board Member, 1

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Superintendent of Schools, 1  
Associate Superintendent, 1  
Purchasing Director, 1  
Fiscal Services Director, 1  
Chief Facilities Officer, 1  
Executive Director of Planning Services, 1  
Director of Technology Project **Management**, 1  
~~Director of Maintenance, Operations & Transportation, 1~~  
**Director of Maintenance & Operations, 1**  
Construction Project Manager-I & II, 1  
Facilities Construction Planner, 1  
Purchasing Buyer, 1  
Contracts Analyst, 1  
~~Construction Contracts Analyst, 1~~  
Director, 2  
Principal, 2  
Assistant Principal, 2  
Executive Director, 2  
Program Coordinator/Supervisor, 2  
Project Specialist, 2  
Supervisor, 2  
Independent Citizens Oversight Committee (ICOC) Member, 2

(7/10) 5/16

**Board Adopted: June 6, 2019**

**Board Proposed Revision: August 27, 2020**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 10, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED BY:** Manuel Zapata, Director of Accountability and Special Programs  
Bryan Marcus, Associate Superintendent / Educational Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** CONSIDERATION OF APPROVAL OF CONSOLIDATED, APPLICATION, PART 1

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### EXECUTIVE SUMMARY

In order to receive federal and state categorical monies, districts are required to submit an annual two-part Consolidated Application. In Part I, the San Dieguito Union High School District declares its intent to participate in all applicable programs. Part II of the application (received in October, due in December) includes funding entitlements and requires submission of fiscal expenditures and summary reports for each of the programs (listed below).

Title I, Part A (Basic Grant)  
Title II, Part A (Teacher Quality)  
Title III, Part A (Immigrant)  
Title III, Part A (LEP Students)  
Title IV, Part A (Student Support)

### RECOMMENDATION

It is recommended that the Board approve the Consolidated Application, Part I, as shown in the attached supplement.

### FUNDING SOURCE

Federal Funding

**California Department of Education****Consolidated Application**

San Dieguito Union High (37 68346 0000000)

Status: Certified  
ITEM 10c  
Saved by: Juan Zapata  
Date: 8/14/2020 12:14 PM**2020-21 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

|  |                 |
|--|-----------------|
| Authorized Representative's Full Name      | Robert A. Haley |
| Authorized Representative's Signature      |                 |
| Authorized Representative's Title          | Superintendent  |
| Authorized Representative's Signature Date | 08/14/2020      |

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**California Department of Education****Consolidated Application**

San Dieguito Union High (37 68346 0000000)

Status: Certified  
Saved by: Juan Zapata  
Date: 8/14/2020 12:15 PM

ITEM 10c

**2020-21 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**Franco Rozic, Title I Monitoring and Support Office, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

|   |                       |
|---|-----------------------|
| The authorized representative agrees to the above statement   | Yes                   |
| Authorized Representative's Full Name   | Robert A. Haley, Ed.D |
| Authorized Representative's Title   | Superintendent        |
| Authorized Representative's Signature Date  | 08/07/2020            |
| Comment   |                       |
| If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters) |                       |

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**California Department of Education****Consolidated Application**

San Dieguito Union High (37 68346 0000000)

Status: **Certified**  
Saved by: Juan Zapata  
Date: 8/14/2020 12:15 PM**ITEM 10c****2020-21 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov), 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

|   |   |
|---|---|
| <b>County Office of Education (COE) / District</b>  | 08/15/2019                                      |
| For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP |   |
| <b>Direct Funded Charter</b>  |   |
| Enter the adoption date of the current LCAP   |   |
| Authorized Representative's Full Name   | Juan M. Zapata                                  |
| Authorized Representative's Title   | Director of Accountability and Special Programs |

**\*\*\*Warning\*\*\***

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**California Department of Education****Consolidated Application**

San Dieguito Union High (37 68346 0000000)

Status: Certified  
Saved by: Juan Zapata  
Date: 8/14/2020 12:17 PM

ITEM 10c

**2020-21 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

|   |            |
|---|------------|
| Date of approval by local governing board | 08/27/2020 |
|---|------------|

**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

|   |   |
|---|---|
| DELAC representative's full name<br>(non-LEA employee)  | Manuel Reyes  |
| DELAC review date   | 08/12/2020  |
| Meeting minutes web address<br><br>Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee. | <a href="https://www.sduhsd.net/Departments/Educational-Services/Specialized-Programs/English-Learner-Program/index.html">https://www.sduhsd.net/Departments/Educational-Services/Specialized-Programs/English-Learner-Program/index.html</a> |
| DELAC comment<br><br>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)  |   |

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

|   |     |
|---|-----|
| <b>Title I, Part A (Basic Grant)</b><br>ESSA Sec. 1111 et seq.<br>SACS 3010               | Yes |
| <b>Title II, Part A (Supporting Effective Instruction)</b><br>ESEA Sec. 2104<br>SACS 4035 | Yes |
| <b>Title III English Learner</b><br>ESEA Sec. 3102<br>SACS 4203                           | Yes |
| <b>Title III Immigrant</b>  | Yes |

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California Department of Education

Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified  
Saved by: Juan Zapata  
Date: 8/14/2020 12:17 PM

ITEM 10c

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

|  |     |
|--|-----|
| ESEA Sec. 3102<br>SACS 4201                          |     |
| <b>Title IV, Part A (Student and School Support)</b> | Yes |
| ESSA Sec. 4101<br>SACS 4127                          |     |

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## California Department of Education

## Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified  
ITEM 10c  
Saved by: Juan Zapata  
Date: 8/14/2020 2:52 PM**2020-21 Title III English Learner Student Program Subgrant Budget**

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831**Estimated Allocation Calculation**

|  |          |
|--|----------|
| Estimated English learner per student allocation     | \$114.40 |
| Estimated English learner student count              | 535      |
| Estimated English learner student program allocation | \$61,204 |

**Note: \$10,000 minimum program eligibility criteria**

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

**Budget**

|  |          |
|--|----------|
| Professional development activities  | \$22,500 |
| Program and other authorized activities  | \$11,614 |
| English Proficiency and Academic Achievement   | \$20,500 |
| Parent, family, and community engagement   | \$2,000  |
| Direct administrative costs<br>(Amount cannot exceed 2% of the estimated English learner student program allocation)                             | \$1,224  |
| Indirect costs<br>(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$3,366  |
| Total budget   | \$61,204 |

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## California Department of Education

## Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified  
Saved by: Juan Zapata  
Date: 8/14/2020 2:52 PM

ITEM 10c

**2020-21 Title III Immigrant Student Program Subgrant Budget**

The purpose of this form is to provide a proposed budget for 2020-21 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831**Estimated Allocation Calculation**

|  |          |
|--|----------|
| Estimated immigrant per student allocation     | \$104.70 |
| Estimated immigrant student count              | 340      |
| Estimated immigrant student program allocation | \$35,598 |

**Note: Eligibility criteria**

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

**Budget**

|  |          |
|--|----------|
| Authorized activities  | \$32,928 |
| Direct administrative costs<br>(Amount should not exceed 2% of the estimated immigrant student program allocation)                               | \$712    |
| Indirect costs<br>(LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs) | \$1,958  |
| Total budget   | \$35,598 |

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## California Department of Education

## Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified  
ITEM 10c  
Saved by: Juan Zapata  
Date: 8/14/2020 12:15 PM**2020-21 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Arturo Ambriz, Fiscal Oversight and Support Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

|   |   |
|---|---|
| 2020-21 Request for authorization   | Yes   |
| LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system<br>(Maximum 500 characters) | There are no known deficiencies with the substitute system. |

**\*\*\*Warning\*\*\***

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# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** August 18, 2020

**BOARD MEETING DATE:** August 27, 2020

**PREPARED AND SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** ACCEPTANCE OF GIFTS AND DONATIONS

\*\*\*\*\*

### EXECUTIVE SUMMARY

The district administration is requesting acceptance of gifts and donations to the district, as shown on the following report.

### RECOMMENDATION:

It is recommended that the Board accept the gifts and donations to the district, as shown on the attached report.

### FUNDING SOURCE:

Not applicable

GIFTS AND DONATIONS  
SDUHSD BOARD MEETING,  
AUGUST 27, 2020

## ITEM 10d

| Item # | Donation    | Description  | Donor   | Department | School Site |
|--------|-------------|--|---|------------|-------------|
| 1      | \$439.54    | Music Support Costs- Field Trip to Oceanside High School Spring 2020   | Oak Crest Middle School Music Boosters        | Music      | OCMS        |
| 2      | \$459.36    | Music Support Costs- Field Trip to Oceanside High School Spring 2020   | Carmel Valley Middle School Music Boosters    | Music      | CVMS        |
| 3      | \$419.72    | Music Support Costs- Field Trip to Oceanside High School Spring 2020   | Carmel Valley Middle School Music Boosters    | Music      | CVMS        |
| 4      | \$3,000.00  | Field Trip: Japanese National Honor Society to Japanes American National Museum  | Canyon Crest Academy Foundation               | CCA        | CCA         |
| 5      | \$439.15    | Music Support Costs- Music Coaches   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 6      | \$274.49    | Music Support Costs- Music Coaches   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 7      | \$521.71    | Music Support Costs- Music Coaches   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 8      | \$494.34    | Music Support Costs- Music Coaches   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 9      | \$888.00    | Music Support Costs- Field Trip to Ashley Falls School   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 10     | \$257.90    | Athletic Support Costs -Secretary  | La Costa Canyon High School Foundation        | Athletics  | LCCHS       |
| 11     | \$3,515.60  | Support Costs - Theater Tech , Custodial Srvices for Foundation Events   | La Costa Canyon High School Foundation        | Theater    | LCCHS       |
| 12     | \$1,191.21  | Music Support Costs- Music and Colorguard Coaches  | La Costa Canyon High School Foundation        | Music      | LCCHS       |
| 13     | \$883.82    | Music Support Costs- Music Coaches   | La Costa Canyon High School Foundation        | Music      | LCCHS       |
| 14     | \$1,195.76  | Music Support Costs- Music Coaches   | Carmel Valley Middle School Music Boosters    | Music      | CVMS        |
| 15     | \$1,137.70  | Music Support Costs- Music Coaches   | Carmel Valley Middle School Music Boosters    | Music      | CVMS        |
| 16     | \$543.50    | Music Support Costs- Music Coaches   | Carmel Valley Middle School Music Boosters    | Music      | CVMS        |
| 17     | \$1,460.21  | Music Support Costs- Music Coaches   | Torrey Pines High School Foundation           | Music      | TPHS        |
| 18     | \$288.21    | Music Support Costs- Music Coaches   | Torrey Pines High School Foundation           | Music      | TPHS        |
| 19     | \$41,707.29 | Athletic Support Costs- Coaches Winter 2020  | Torrey Pines High School Foundation           | Athletics  | TPHS        |
| 20     | \$15,862.60 | Supplemental Support Costs- Basketball Scorebook, Testing , Custodial Services for Foundation Events, Laundry Service, Replacement of Vehicle Lifts  | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 21     | \$105.00    | Laundry Services   | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 22     | \$559.41    | Music Support Costs- Music Coaches   | San Dieguito Academy Music Council            | Music      | SDHSA       |
| 23     | \$1,271.67  | Athletic Support Costs- Stacked Laundry Center   | San Dieguito Academy Athletic Council         | Athletics  | SDHSA       |
| 24     | \$2,439.64  | English Support Costs - Writing Lab Tutor  | San Dieguito Academy Foundation               | English    | SDHSA       |
| 25     | \$563.75    | Field trip- Academic team  | Torrey Pines High School Foundation           | Academics  | TPHS        |
| 26     | \$1,297.00  | Fied Trip- Girls' Lacrosse Team  | Torrey Pines High School Foundation           | Athletics  | TPHS        |
| 27     | \$549.54    | Music Support Costs- Music Coaches   | Pacific Trails Middle School Music Foundation | Music      | PTMS        |
| 28     | \$2,287.33  | Supplemental Support Costs- Diplomas   | Canyon Crest Academy Foundation               | CCA        | CCA         |
| 29     | \$5,232.23  | Supplemental Support Costs- Furniture, Cconference   | Canyon Crest Academy Foundation               | CCA        | CCA         |
| 30     | \$12.00     | Miscellaneous Donation   | Your Cause- AT&T employee contribution fund   | EWMS       | EWMS        |
| 31     | \$11,546.20 | Supplemental Support Costs- Custodial Services Foundation Events, Concessions Basketball Tournament, Saddlerack for Dumbbells, Chromebooks & Licensing Fees, Anywhere Cart for Chromebooks, Laundry Services | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 32     | \$408.92    | Field Trip- Academic Team to LaCosta Canyon High School  | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 33     | \$1,500.00  | Field trip- Varsity Lacrosse to Laguna Beach High School   | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 34     | \$26,398.40 | Supplemental Support Costs- Custodial Services Foundation Events, Robotics Competition Sub, Wheel  | Torrey Pines High School Foundation           | TPHS       | TPHS        |
| 35     |             | Balancer, Tire Changer, Testing Proctor  |   |            |             |
| 36     | \$221.79    | Math Support Costs - Math Mornings   | Pacific Trails Middle School PTSA             | Math       | PTMS        |
| 37     | \$147.89    | Math Support Costs - Math Mornings   | Pacific Trails Middle School PTSA             | Math       | PTMS        |
| 38     | \$230.51    | Music Support Costs- Colorguard Coach  | La Costa Canyon High School Foundation        | Music      | LCCHS       |
| 39     | \$1,057.32  | Music Support Costs- Music and Colorguard Coaches )  | La Costa Canyon High School Foundation        | Music      | LCCHS       |

**GIFTS AND DONATIONS**  
**SDUHSD BOARD MEETING,**  
**AUGUST 27, 2020**

## ITEM 10d

| Item # | Donation            | Description  | Donor                                     | Department | School Site |
|--------|---------------------|--|---|------------|-------------|
| 40     | \$201.27            | Supplemental Support Costs- Custodial Services Foundation Events   | La Costa Canyon High School Foundation    | LCCHS      | LCCHS       |
| 41     | \$2,800.00          | Supplemental Support Costs- After School Academic Support  | Carmel Valley Middle School PTSA          | CVMS       | CVMS        |
| 44     | \$134.87            | Math Support Costs - Math Mornings   | Pacific Trails Middle School PTSA         | Math       | PTMS        |
| 45     | \$9,856.37          | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 46     | \$10,670.59         | Supplemental Support Costs- Study Hall, Envision Program Coaches, Custodial Services Foundation Events, Trauma Kits, Furniture | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 47     | \$12,287.52         | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 48     | \$1,181.25          | Field trip- Varsity Baseball Team  | Canyon Crest Academy Foundation           | Athletics  | CCA         |
| 49     | \$22,000.32         | Supplemental Support Costs- Envision Program Coaches, Furniture, Fitness Equipment maintenance, Teacher workshops              | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 50     | \$10,989.29         | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 51     | \$5,031.18          | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 52     | \$1,440.75          | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 53     | \$2,900.68          | English Support Costs - Writing Lab Tutor  | San Dieguito Academy Foundation           | English    | SDHSA       |
| 54     | \$894.24            | Music Support Costs- Music Coaches   | San Dieguito Academy Music Council        | Music      | SDHSA       |
| 55     | \$4,410.34          | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 56     | \$213.36            | Supplemental Support Costs- Custodial Services Foundation Events   | La Costa Canyon High School Foundation    | LCCHS      | LCCHS       |
| 57     | \$230.53            | Music Support Costs- Colorguard Coach  | La Costa Canyon High School Foundation    | Music      | LCCHS       |
| 58     | \$250.00            | California Student Media Festival Prize  | Public Media Group of Southern California | Cinema     | CCA         |
| 59     | \$495.60            | Music Support Costs- Music Coaches   | Earl Warren Middle School PTSA Music Fund | Music      | EWMS        |
| 60     | \$500.00            | Academic Program- The Cove   | Earl Warren Middle School PTSA            | The Cove   | EWMS        |
| 61     | \$1,495.69          | Supplemental Support Costs- Envision Program Coaches; Diplomas and Covers  | Canyon Crest Academy Foundation           | CCA        | CCA         |
| 62     | \$2,318.92          | Supplemental Support Costs- Envision Program Coaches   | Canyon Crest Academy Foundation           | CCA        | CCA         |
|        |                     |  |   |            |             |
|        |                     | <b>*Donated Items:</b>   |   |            |             |
|        |                     |  |   |            |             |
|        |                     |  |   |            |             |
|        | <b>\$221,111.48</b> | <b>Monetary Donations</b>  |   |            |             |
|        | <b>\$0.00</b>       | <b>*Value of Donated Items</b>   |   |            |             |
|        | <b>\$221,111.48</b> | <b>TOTAL VALUE</b>   |   |            |             |