

Warner Unified School District

*P.O. Box 8, 30951 Highway 79, Warner Springs, CA 92086
Phone (760) 782-3517 - FAX (760) 782-9117*



BOARD OF TRUSTEES MEETING

REGULAR SESSION

AGENDA

TUESDAY

October 12, 2021

6:00 P.M.

LOCATION:

Multipurpose Room

BOARD OF EDUCATION

JEANNEAN ROMBAL-PRESIDENT

MELISSA KROGH-VICE PRESIDENT

MELODY SEES-CLERK

PJ STONEBURNER-MEMBER

GENE DOXEY-MEMBER

STUDENT MEMBER - None

Welcome to the Monthly Board of Trustees

Meeting PUBLIC INPUT

Persons wishing to address the Board on any item except personnel are invited to do so at this time. In the interest of time and order, presentations from the public are limited to (3) minutes per topic. If you wish to speak, complete a blue card located at the sign-in desk and present it to the Secretary of the Board prior to the start of the meeting. When the Board President invites you to the podium, state your name, address, and organization before making your presentation. By law, complaints or charges against an employee are not permitted in an open meeting of the Board of Trustees.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information; 2) refer to staff for further study; or 3) refer the matter to the next agenda.

CONSENT AGENDA

All matters listed under Consent Agenda are those on which the Board has previously deliberated or which can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion on these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent Agenda items.

CLOSED SESSION

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

AMERICANS WITH DISABILITIES ACT

"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 District Superintendent at (760) 782-3517. 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 this meeting in appropriate alternative formats for persons with a disability."

A. CLOSED SESSION – [With Superintendent at 5pm]

B. CALL TO ORDER

C. ROLL CALL

D. ACCEPTANCE OF CLOSED SESSION AGENDA

E. CLOSED SESSION

1. STUDENT MATTERS - The Governing Board will recess to closed session to consider student matters pursuant to Government Code sections 35146, 48918, 49070, 72122 and 76234.
2. PERSONNEL MATTERS - The Governing Board will recess to closed session to consider personnel matters pursuant to Government Code Section 54957, 54957(b)(1), and 54957.6.
3. Conference with Labor Negotiators (Gov. code section 54957.6) Represented Employees: CSEA. Agency Negotiators: David MacLeod and Andrea Sissons.
4. Conference with real property negotiators (Gov. code section 54456.9). Discussion regarding possible land purchase.

F. CONVENE TO OPEN/ REGULAR SESSION

G. CALL TO ORDER

H. ROLL CALL

I. FLAG SALUTE

J. ACCEPTANCE OF OPEN AGENDA

K. REPORT OF ACTION TAKEN IN CLOSED SESSION

L. WELCOME-BOARD PRESIDENT

M. RECOGNITION:

Student : Stephanie Estrada

Staff : Julie Osuna

N. GENERAL BUSINESS

O. PUBLIC HEARINGS

P. APPROVAL OF MINUTES

1. Minutes of Regular Board Meeting, September 14, 2021.

Q. REPORTS

1. STUDENT BODY REPRESENTATIVE
2. ASSOCIATION OF WARNER EDUCATORS
3. CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION
4. PARENT TEACHER COMMUNITY CLUB
5. WARNER SPRINGS COMMUNITY RESOURCE CENTER
6. SUPERINTENDENT'S REPORT
 - i. DISTRICT BRIEFING
 - ii. CHARTERS
 - iii. INDIAN ADVISORY COMMITTEE
7. BUSINESS MANAGER'S REPORT
8. BOARD REPORT

R. PUBLIC HEARINGS-HEARING OF PUBLIC ON NON-AGENDA ITEMS

Non-agenda items: No individual presentation shall be for more than three (3) minutes, and the total time for this purpose shall not exceed thirty (30) minutes. If you have comments, please submit your request to be heard card prior to this section being discussed. No Governing Board

action can be taken on items that are not on the agenda.

S. SPECIAL PRESENTATION

T. ACTION ITEMS

1. Consider approval of the Independent Contractor Agreement between Warner Unified School District and Julie Harris, Consultant.
2. Consider approval of the Memorandum of Understanding between Warner Unified School District and Borrego Unified School District to address the employment and shared use of school social worker Minda Streamer.
3. Consider approval of the employment of Leonard Osuna as a Technical Aide.
4. Consider approval of the ESSR III Expenditure Plan.
5. Discussion and possible action regarding the December 2021 Organizational meeting.
6. Discussion item: San Diego County's Socially Equitable Cannabis Program.

U. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. Superintendent/Principal recommends approval of all Consent Agenda Items.

1. Commercial Warrants
2. Purchase Orders
3. Brenda Ramirez as a classified substitute, pending pre-employment screening.
4. Merit Whitney as a substitute school bus driver.
5. Azalia King as a substitute school bus driver.
6. Carla Holt as a substitute school bus driver.

V. SECOND READING AND APPROVAL OF GOVERNING BOARD POLICIES, NEW ADMINISTRATIVE REGULATIONS, AND EXHIBITS.

W. INFORMATION ITEMS AND DISCUSSION

1. District Enrollment 2021-2022:

Preschool	August	September	October	November	December
	14	15	15		
January	February	March	April	May	June

Class	August	September	October	November	December
Elementary	122	116	118		
Middle School	31	31	30		
High School	57	61	61		
Total	210	208	209		

Class	January	February	March	April	May
Elementary					
Middle School					
High School					
Total					

Class	June
Elementary	
Middle School	
High School	
Total	

2. Inter-District Attendance Permits: None

- i.** New In – 0
- ii.** New Out – 0
- iii.** Renew In – 0
- iv.** Renew out - 0

3. Williams Complaints: 0

4. Activities Calendar: October Calendar

X. BOARD COMMUNICATION

Y. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT: November 9, 2021.

Student / Staff Recognition

Student

Stephanie Estrada

"She goes out of her way every day to help all kids who need an extra boost."

"Stephanie Estrada always goes above and beyond in helping her peers in the classroom and on the playground. She is kind, respectful, and can always be counted on."

Staff

Julie Osuna

"Ms. Julie is simply put, a Warner HERO, a Master Juggler and Frontline Warrior in so many ways. Whether it's tending to a child's skinned knee with the skill and delicateness that only a parent would know, fielding parent, kids and independent study contracts right after a quarantine announcement (and beyond), booking subs (in between MANY District calls etc.) when actually SHE could use a day off, offering a word of encouragement to a fellow staffer when she could use the same....or even do that "little something"....train for (HUGE) and actually start driving a (HUGE!) school bus full of our community's kiddos during a severe driver shortage. And so much more!"

"Julie, the bus driving/kid rearing, front desk superstar!"

"Julie is amazing. She stuck with the bus driving. She has restored order to the bus route. She does this while taking care of her kids, extended family's kids and any other kids at SY. She is an all star."

Minutes

Regular Meeting, September 14, 2021

WARNER UNIFIED SCHOOL DISTRICT

MINUTES OF REGULAR MEETING OF THE GOVERNING BOARD

September 14, 2021

- A. CLOSED SESSION - [With Superintendent at 5pm]**
- B. CALL TO ORDER:** The meeting was called to order at 5:00 pm by Jeannean Rombal, President of the Governing Board.
- C. ROLL CALL:** Members present: Rombal, Krogh, Doxey, Stoneburner and Sees. Absent: None
- D. ACCEPTANCE OF CLOSED SESSION AGENDA:**
- E. CLOSED SESSION**
1. PERSONNEL MATTERS- The Governing Board will recess to closed session to consider personnel matters pursuant to Government Code Section 54957, 54957(b)(1), and 54957.6. Superintendent contract.
 2. Conference with Labor Negotiators (Gov. code section 54957.6) Represented Employees:CSEA. Agency Negotiators: David MacLeod and Andrea Sissons.
- F. CONVENE TO OPEN/REGULAR SESSION**
- G. CALL TO ORDER:** The meeting was called to order at 6:05 pm by Jeannean Rombal, President of the Governing Board.
- H. ROLL CALL:** Members present: Doxey, Krogh, Rombal, Stoneburner and Sees. Absent: None
- EMPLOYEES PRESENT:** MacLeod, Sissons and Hill.
- VISITORS:** Nolina Pink, Hans Petermann, Kevin Ogden, Ruby Rodriguez, Lourdes Ruiz, Tom Silva, Angie Richardson and Jacquelyne Mosley-Pastrana.
- I. FLAG SALUTE**
- J. ACCEPTANCE OF OPEN AGENDA:** Motion made by Krogh, seconded by Sees. Motion to accept the open agenda passed by unanimous vote, (5-0).
- K. REPORT OF ACTION IN CLOSED SESSION:** No action was taken.
- L. WELCOME- BOARD PRESIDENT:** Jeannean Rombal
- M. RECOGNITION:** Student of the Month was Ruby Rodriguez and Employee(s) of the Month was Andrea Graham and Ashlyn Windsor.
- N. GENERAL BUSINESS**
- O. PUBLIC HEARINGS:** Resolution Regarding Sufficiency of Instructional Materials.
- Vice President Krogh made a motion to open the public hearing and Stoneburner seconded. Public hearing opened at 6:09 pm. A parent addressed the Board regarding the number of students in her child's classroom. It is a 1st/2nd grade combination class and she was under the belief that the class had 28 students. The Superintendent told her it has 26, per the teacher. The parent told the Board that 28 students is well above what California Department of Education considers a good class size. President Rombal advised the parent that the public hearing was limited to discussions on classroom materials and that the Brown Act prevented further discussion on the matter of classroom size. Motion was made to close the public hearing at 6:13 pm. Motion passed by unanimous vote, (5-0).
- P. APPROVAL OF MINUTES:** Motion made by Sees and seconded by Krogh. Motion passed by unanimous vote, (5-0).
1. Minutes of the Regular Board meeting, August 10, 2021.
- Q. REPORTS**
1. Student Body Representative: N/A
 2. Association of Warner Educators: N/A
 3. California School Employees Association: Jacquelyne Mosley-Pastrana
 4. Parent Teacher Community Club: Vice President Krogh mentioned that Karla Willis was working on the Fall Festival/Back-to-School Night scheduled for October 1st. Mrs. Krogh will not be in attendance. There were questions amongst the Board about the scheduling of PTCC Board meetings and whether or not actual minutes are being provided.
 5. Superintendent's Report:
 - i. DISTRICT BRIEFING: Superintendent MacLeod addressed the Board regarding posts on social media and a letter

- ii. **CHARTERS:** Kevin Ogden for San Diego Mission Academy
 - iii. **INDIAN ADVISORY COMMITTEE:** Superintendent MacLeod said there was an IAC meeting on Tuesday, Sept. 7, and that not very many people were in attendance. Vanessa Christman would like to schedule a trip for the Native Pride Club members to go to a Powwow just outside of Las Vegas, NV. in December.
 - 6. **BUSINESS MANAGER'S REPORT:** Unaudited Actuals
 - 7. **BOARD REPORT:** Vice President Krogh was given an invitation to invite a student to a meeting of educators and chose Ryan Christman, member of Native Pride Club. She also attended the San Diego Schools Association board meeting and the overwhelming problem in schools is the response to COVID 19. Gene Doxey would like to see paid teachers attending football games to help keep people honest and manage trash.
- R. PUBLIC HEARINGS-HEARING OF PUBLIC ON NON - AGENDA ITEMS:** Nolina Pink
- S. SPECIAL PRESENTATION:** 1. Hans Petermann
- T. ACTION ITEMS:**
- 1. Discussion and possible action regarding the Warner Springs Resource Center. No action was taken.
 - 2. Consider approval of the NISER IntraSELPA Memorandum of Understanding between Warner Unified School District and Ramona Unified School District for the fiscal year 2021-2022. Vice President Krogh moved to approve action items 2 and 3 together. Sees seconded. Motion passed by unanimous vote, (5-0).
 - 3. Consider approval of the NISER IntraSELPA Memorandum of Understanding between Warner Unified School District and Ramona Unified School District for the fiscal year 2021-2022. See action item 2.
 - 4. Consider approval of Taylor Narabemi as the Sophomore Advisor for the 2021-2022 school year. Motion made by Stoneburner and seconded by Doxey. Motion passed by unanimous vote, (5-0).
 - 5. Consider approval of Julia Grigorian as the WASC Advisor for the 2021-2022 school year. Motion made by Sees and seconded by Krogh. Motion passed by unanimous vote, (5-0).
 - 6. Consider approval of the Memorandum of Understanding by and among Warner Unified School District and Julian Union High School District regarding Joint Employment of Jan Krasowski, as a High School Art Teacher for the 2021-2022 school year. Motion by Stoneburner and seconded by Krogh. Motion passed by unanimous vote, (5-0).
 - 7. Consider approval of the Memorandum of Understanding by and among Warner Unified School District and Julian Union High School District regarding Joint Employment of Jennifer Blackwell, as a Physical Education Teacher for the the 2021-2022 school year. Motion by Krogh and seconded by Sees. Motion passed by unanimous vote, (5-0).
 - 8. Consider approval of the employment of Shanell Sands as school counselor, pending pre-employment screening. Motion made by Sees and seconded by Stoneburner. Motion passed by unanimous vote, (5-0).
 - 9. Consider approval of the employment of Andrew Campbell as a temporary custodian, pending pre-employment screening. Motion made by Krogh and seconded by Stoneburner. Motion passed by unanimous vote, (5-0).
 - 10. Consider acceptance of initial proposals from the California School Employees Association (CSEA) to Warner Unified School District. Motion made by Sees and seconded by Stoneburner. Motion passed by unanimous vote, (5-0).
 - 11. Consider acceptance of initial proposals from the Warner Unified School District to the California School Employees Association (CSEA). Motion made by Stoneburner and seconded by Krogh. Motion passed by unanimous vote, (5-0).
 - 12. Consider approval of Resolution 2021-2022-002 for the Williams Settlement Legislation, Resolution on Sufficiency of Instructional Materials. Motion made by Krogh and seconded by Doxey. Motion passed by unanimous vote, (5-0).
 - 13. Consider approval of the revised 2021-2024 Local Control and Accountability Plan (LCAP). Motion made by Krogh and seconded by Stoneburner. Motion passed by unanimous vote, (5-0).
 - 14. Consider approval of Resolution Number 2020-2021-003, Resolution for Adopting the "GANN" Limit. Motion made by Krogh and seconded by Sees. Motion passed by unanimous vote, (5-0).
 - 15. Consider approval of the 2020-2021 Unaudited Actuals.
 - 16. Consider approval of the Special Services Agreement between Warner Unified School District and Tom Silva Consulting . Motion made by Krogh and seconded by Stoneburner. Motion passed by unanimous vote, (5-0).
 - 17. Discussion and possible action regarding Warner Unified School District granting an easement to San Diego Gas and Electric for the purpose of installing and operating EV Charging Stations. Vice President Krogh made a motion to

continue communications with SDG&E in an effort to move forward on establishing EV Charging Stations. Sees seconded. Motion passed by a vote of 4 ayes and 1 no.

18. Discussion item: San Diego County's Socially Equitable Cannabis Program. Vice President Krogh attended another Stakeholder meeting. She noted a lot of push back by residents of unincorporated San Diego County. The County is more focused on the communities of Ramona and Fallbrook. No well water is to be used, only municipal water.

U. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. Superintendent/Principal recommends approval of all Consent Agenda items. Motion by Stoneburner and seconded by Krogh. Motion passed by unanimous vote, (5-0).

1. Commercial Warrants
2. Purchase Orders
3. Angie Richardson as a credentialed substitute, pending pre-employment screening.
4. Kathy Cauzza as a credentialed substitute, pending pre-employment screening.
5. Maria Barron as a classified substitute, pending pre-employment screening.
6. Independent contractor agreement between Warner Unified School District and Jasmine Payne.
7. Independent contractor agreement between Warner Unified School District and Melissa Rizzo.
8. Agreement by and between Warner Unified School District and Assistance League of Inland North County (Assistance League) for the school years 2021 - 2024.

V. SECOND READING OF GOVERNING BOARD POLICIES, NEW ADMINISTRATIVE REGULATIONS, AND EXHIBITS.

AR 6158 Independent Study, BP 6158 Independent Study

Sees moved to accept the second reading and vice president Krogh seconded the motion. Motion was approved by unanimous vote, (5-0).

W. INFORMATION ITEMS AND DISCUSSION:

1. DISTRICT ENROLLMENT 2020 – 2021

Preschool	August	September	October	November	December
	14	15			
January	February	March	April	May	June

Class	August	September	October	November	December
Elementary	122	116			
Middle School	31	31			
High School	57	61			
Total	210	208			

Class	January	February	March	April	May
Elementary					
Middle School					
High School					
Total					

Class	June
Elementary	
Middle School	
High School	
Total	

2. Inter-District Attendance Permits: None

- i. New In - 0
- ii. New Out - 0
- iii. Renew In - 0
- iv. Renew Out - 0

3. Williams Complaints: None

4. Activities Calendar: September calendar

X. BOARD COMMUNICATION: PJ Stoneburner mentioned an upcoming flint knapping demonstration in downtown San Diego.

Y. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT: Next meeting to be held October 12, 2021. Motion to adjourn made by Stoneburner and seconded by Krogh. Meeting adjourned by unanimous vote, (5-0) at 8:24pm.

Secretary of the Governing Board

Clerk

TOPIC: Consider approval of the Independent Contractor Agreement between Warner Unified School District and Julie Harris, Consultant.

DESCRIPTION: With Prior Approval of Superintendent, customized preparation of materials for two PLC meeting (Power Point slides and handouts), facilitation of two PLC meetings, time length to be determined by principal, meeting time with principal and lead teachers to coordinate teacher/staff support and customized materials to support teachers and students.

FISCAL IMPACT: \$2,000. Plus mileage, payable at \$100/hour for 20 hours

RECOMMENDATION: Recommend Approval

Warner Unified School District INDEPENDENT CONTRACTOR AGREEMENT

THIS AGREEMENT is made and entered into this 1st day of August, 2021.

by and between the WARNER UNIFIED SCHOOL DISTRICT, hereinafter referred to as DISTRICT, and hereinafter referred to as CONTRACTOR.

Julie Harris, Consultant

WITNESSETH:

WHEREAS, Government Code Section 53060 authorizes the DISTRICT to contract with and employ persons to furnish special services and advice to DISTRICT in financial, economic, accounting, engineering, legal or administrative matters if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, DISTRICT has determined that it has a need to enter into this Agreement with CONTRACTOR for the special services and advice described herein; and

WHEREAS, CONTRACTOR is specially trained, experienced, and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, it is mutually agreed by the parties hereto, as follows:

1. Services to be provided by Contractor.

With Prior Approval of Superintendent,

- Customized preparation of materials for two PLC meetings (Power Point slides and handouts)
- Facilitation of two PLC meetings, time length to be determined by principal
- Meeting time with principal and lead teachers to coordinate teacher/staff support
- Customized materials to support teachers and students.

(For additional explanation of services, attach Exhibit A which will be incorporated herein full by this reference) CONTRACTOR shall keep DISTRICT's Superintendent and other designed DISTRICT representatives fully informed as to the progress of the work and shall submit to DISTRICT such oral and written reports as DISTRICT may specify.

2. Term of Agreement.

The services called for under this Agreement shall be provided by CONTRACTOR during the period commencing on, July 1, 2021, and ending on June 30, 2022. It shall be expressly understood by CONTRACTOR that time is of the essence for this Agreement and DISTRICT may terminate this Agreement in the event of unexcused delay in CONTRACTOR'S performance hereunder.

3. Contractor's Fee.

DISTRICT agrees to pay CONTRACTOR for services satisfactorily performed pursuant to this Agreement, the sum not to exceed:

4. Payments.

\$2,000 plus mileage, payable at \$100/hour for 20 hours.

CONTRACTOR is responsible for submitting IRS Form W-9 (Request for Taxpayer Identification Number) and an invoice to the DISTRICT which indicates the services performed and the date(s). Upon verification by DISTRICT'S representative that CONTRACTOR has satisfactorily performed the services, DISTRICT shall pay CONTRACTOR according to the following terms and conditions:

District will be billed after each meeting at hourly rate specified plus mileage if applicable.

(For additional explanation of payment terms, attach Exhibit B which will be incorporated herein full by this reference)

5. Expenses.

DISTRICT shall not be liable to CONTRACTOR for any additional costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except for the following (additional expenses must be specific): (For additional explanation of expenses, please attach Exhibit C).

6. Non-Resident Independent Contractor Withholding.

The California Revenue and Taxation Code requires the DISTRICT to withhold income taxes from payments made to non-resident independent contractors performing services in California when earning more than \$1,500 in a calendar year. The current withholding rate is seven percent (7%) of gross payments.

7. Independent Contractor.

CONTRACTOR, in the performance of this Agreement, shall be and shall act as an independent contractor and not as an officer, agent or employee of the DISTRICT. CONTRACTOR shall be responsible for all salaries, payments, and benefits for all of its officers, agencies, and employees in performing services pursuant to this Agreement.

8. Workers' Compensation Insurance.

CONTRACTOR agrees to procure and maintain in full force and effect Workers' Compensation Insurance required under California Labor Code Section 3700 covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against DISTRICT by such employee or agent participating under this Agreement, CONTRACTOR agrees to defend and hold harmless the DISTRICT from such claim. CONTRACTOR shall provide a Transfer of Rights of Recovery against Others (aka Waiver of Subrogation) endorsement favoring DISTRICT.

9. Hold Harmless and Indemnification.

CONTRACTOR agrees to indemnify and to hold free and harmless DISTRICT, its officers, agents, and employees from all loss, liability, damages, costs, or expenses, including attorney's fees and costs, that may or might at any time arise or be asserted against DISTRICT, its officers, agents and employees, arising by reason of, in the course of, or in connection with, the performance of this Agreement.

10. Insurance.

CONTRACTOR agrees to carry automobile insurance at statutory amounts as well as general and/or professional liability insurance with minimum limits of One Million Dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage, or per claim for professional in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability, including claims for products and completed operations which may arise out of this Agreement. The required limits may change based on risk exposure. Such required limit change is at the sole discretion of DISTRICT. CONTRACTOR shall name DISTRICT, its officers, Board members, employees and agents as additional insured by separate insurance policy endorsement. CONTRACTOR shall provide a primary and noncontributory endorsement (commercial general liability only) favoring the DISTRICT. CONTRACTOR shall provide by policy endorsement, a 30 day insurance policy Notice of Cancellation.

11. Permits/Licenses.

CONTRACTOR and all CONTRACTOR'S employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishings of services pursuant to this Agreement.

12. Employment with Public Agency.

CONTRACTOR, if employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are being performed pursuant to this Agreement.

13. Assignment.

No portion of this Agreement or any of the work to be performed hereunder may be assigned by CONTRACTOR without express written consent of DISTRICT, and without such consent, all services hereunder are to be performed solely by CONTRACTOR, its officers, agents and employees.

14. Ownership of Work-Product.

All products of work performed pursuant to this Agreement will be the sole property of DISTRICT and no reproduction of any portions of the work product may be made in any form without the express written consent of DISTRICT.

15. Termination of Agreement.

DISTRICT may terminate this agreement and will be relieved of all obligations under this Agreement should CONTRACTOR fail to perform any of the terms and conditions hereof at the time and places set forth herein. In the event of such termination, CONTRACTOR shall be paid the reasonable value of the services rendered up to the date of such termination, less any payments theretofore made, as determined by DISTRICT, and the CONTRACTOR hereby expressly waives any and all claims for damages or compensation arising under this Agreement in the event of such termination, except as set forth herein.

16. Termination for Non-Funding.

This Agreement is valid and enforceable only if sufficient funds are made available to the DISTRICT by the State of California for the fiscal year(s) covered by this Agreement.

17. Pupil Safety Provisions.

To comply with Education Code section 45125.1, the DISTRICT shall complete the "Pupil Safety Provisions" below certifying the level of contact that CONTRACTOR is expected to have with DISTRICT'S pupils.

 The DISTRICT has determined that greater than limited contact with pupils may occur under the terms of this contract. Fingerprinting and certification will be required of the contractor. No work may take place until the requirements of Education Code section 45125.1 have been met.

 The DISTRICT has determined that limited contact with pupils may occur under the terms of this contract. In lieu of fingerprinting, a DISTRICT employee will provide supervision at all times when the CONTRACTOR has contact with pupils.

 X The DISTRICT has determined that there will be no contact with pupils under the terms of this contract.

The above determination is made by:

NAME: Andrea Sissons Signature: Andrea Sissons Date: 8/1/2021

Superintendent/CBO (Print name and Signature)

18. DISTRICT Administrator of Agreement.

The point of contact for this agreement is:

Name: **ANDREA SISSONS**
 Title: **Chief Business Official**
 Telephone: **(760) 782-3517**
 E-mail: **Andrea.Sissons@warnerusd.net**

19. Contractor Point of Contact:

Name: **Julie Harris**
 Address: **11258 JUENDA RD. S.D. 92127**
 Telephone: **858/442-6398**
 E-mail: **jharrisneiger@hotmail.com**

20. Attorneys' Fees.

If suit is brought by either party to this Agreement to enforce any of its terms and the DISTRICT prevails in such suit, CONTRACTOR shall pay all litigation expenses incurred by DISTRICT, including attorney's fees, court costs, expert witness fees, and investigation expenses.

21. Governing Law.

The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in San Diego DISTRICT, California.

22. Entire Agreement/Amendment.

This Agreement and any exhibits attached hereto constitute the entire agreement among the parties to it and supersede any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement.

IN WITNESS THEREOF the parties hereto have executed this Agreement as of the date herein above first written.

WARNER UNIFIED SCHOOL DISTRICT

Andrea Sissons, CBO

Name/Title

Andrea Sissons

Authorized Signature

8/1/2021

Date

CONTRACTOR

Julie Harris, Instructor/Consultant

Independent Contractor's Name/Title

Julie Harris

Authorized Signature

8/1/2021

Date

TOPIC: Consider approval of the Memorandum of Understanding Between Warner Unified School District and Borrego Unified School District to address the employment and shared use of school social worker Minda Streamer.

DESCRIPTION: Borrego shall employ Streamer at a 1.0 (100%) FTE basis and shall assign Streamer to provide services as equally as possible to both parties of this agreement under the direction and control of both parties to this Agreement.

- a. During the term of this Agreement, Streamer shall remain an employee of Borrego.
- b. The parties intend for this service-sharing arrangement to provide each Party with services on an equal basis as much as reasonably possible. The Parties will discuss and reach agreement on the scheduling of Streamer's services to each Party. If no agreement is reached, Streamer will be scheduled to serve each party in increments of two days at one district, followed by three days at the other, rotating weekly.
- c. The term of the Agreement shall be from July 1, 2021 to June 30, 2022.

FISCAL IMPACT: The parties agree that the cost associated with the employment of the school social worker shall be shared

equally between Borrego and Warner, including any excess cost associated with employment, such as risk management, workers compensation, etc. Borrego shall be responsible for payment of Streamer's salary as well as facilitating the receipt of health and other fringe benefits. Warner shall reimburse Borrego for its share (50%) of expenses bi-annually, no later than 30 days after receipt of invoice from Borrego.

RECOMMENDATION: Recommend Approval

MEMORANDUM OF UNDERSTANDING
between
WARNER UNIFIED SCHOOL DISTRICT,
and
BORREGO SPRINGS UNIFIED SCHOOL DISTRICT
regarding EMPLOYMENT OF SOCIAL WORKER

This Memorandum of Understanding ("Agreement") is entered into by and among the Governing Boards of the Warner Unified School District ("Warner") and Borrego Springs Unified School District ("Borrego") (each individually a "Party" and collectively the "Parties") to address the employment and shared use of school social worker Minda Streamer ("Streamer"), to be hired as a Borrego employee, for the 2021-2022 school year.

RECITALS

- A. WHEREAS, each Party desires the services of a school social worker on a part-time basis;
- B. WHEREAS, Borrego has offered to hire Streamer as a certificated school social worker on an 1.0 FTE basis for the 2021-2022 school year to be shared on an equal basis among the Parties, under an appropriate cost-sharing agreement; and
- C. WHEREAS, the Parties desire to enter into such an agreement.

NOW THEREFORE, the Parties hereby agree as follows:

- 1. **Employment of School Social Worker.** Borrego shall employ Streamer at a 1.0 (100%) FTE basis and shall assign Streamer to provide services as equally as possible to both parties of this agreement under the direction and control of both parties to this agreement.
 - a. During the term of this Agreement, Streamer shall remain an employee of Borrego.
 - b. The parties intend for this service-sharing arrangement to provide each Party with services on an equal basis as much as reasonably possible. The Parties will discuss and reach agreement on the scheduling of Streamer's services to each Party. If no agreement is reached, Streamer will be scheduled to serve each Party in increments of two days at one district, followed by three days at the other, rotating weekly.
 - c. The term of the Agreement shall be from July 1, 2021 to June 30, 2022.
- 2. **Termination/Renewal.**
 - a. This agreement may be terminated by mutual consent of both parties.
 - b. This Agreement will terminate if Streamer's employment is terminated by Borrego, or upon the final instructional day in the 2021-2022 Borrego school calendar.
 - c. The Agreement may be terminated by Warner provided a notice of intent to terminate prior to April 1st of 2022.
 - d. The Parties may renew the terms and conditions of the Agreement to fulfill the Parties' requests for Streamer's services in future school years, but by separate, written agreement.

3. Joint Employment / Cost Sharing Agreement.

- a. The parties agree that the cost associated with the employment of the school social worker shall be shared equally between Borrego and Warner, including any excess cost associated with employment, such as risk management, workers compensation, etc.
- b. Borrego shall be responsible for payment of Streamer's salary as well as facilitating the receipt of health and other fringe benefits.
- c. Warner shall reimburse Borrego for its share (50%) of expenses bi-annually, no later than 30 days after receipt of invoice from Borrego.
- d. Each Party will be individually and solely responsible for any and all costs outside of regular employment, including, but not limited to, legal fees, insurance, travel costs, testing materials, additional work hours, and other expenses incurred by Streamer directly in connection with work on behalf of that Party's students.
- e. Any duties assigned to and/or expected of Streamer by one Party beyond those in this agreement shall be a liability borne solely by the asking Party, and shall not result in any additional cost to the remaining Party.

4. Leaves of Absence. The Parties acknowledge that Streamer may have a need to take sick days or other paid leaves of absence, and each Party assumes the risk and obligations that Streamer may be on sick or other paid leave during a day that Streamer is assigned to each Party. Nevertheless, the intention of this agreement is to share an equal amount of days of service including absences. Therefore, the Parties agree to mutually restructure Streamer's assigned days if she is on a leave a disproportionate amount of time from one district.

5. Defense and Indemnity. Each Party hereby agrees to indemnify, defend and hold harmless each other, including, but not limited to, the Governing Board, agents, officers, attorneys, employees, volunteers and authorized representatives from any and all losses, liabilities, costs, expenses, charges, damages, claims, liens, complaints, and causes of action, of whatsoever kind or nature (including, but not limited to, reasonable attorneys' fees and costs) which are in any manner directly or indirectly connected with the performance of this agreement that arise from, are caused, occasioned, or contributed to in whole or in part, through any act, omission, fault, or negligence of Streamer or that Party's officers, agents, employees, or authorized representatives.

6. Employment Classification. Notwithstanding the joint employment of Streamer, she shall not acquire any of the rights, privileges, powers, or advantages of an employee of Warner including, without limitation, Workers' Compensation, disability, insurance, health plans, vacation, or sick leave pay, or any other benefit available to Warner employees. Streamer's services pursuant to the Agreement shall in no way be construed to count as employment with Warner for purposes of attaining permanent status with Warner, and Streamer shall have no preferential right to employment with Warner based upon her services under the Agreement except as which may otherwise be provided for by law. Upon the expiration of the Agreement or any succeeding agreement or written amendment to the Agreement among the Parties, it is understood that Warner shall have no further obligation to utilize the services of Streamer or to reserve or offer a position to Streamer as an employee of Warner.

10. Governing Law. The Agreement shall be governed by and construed in accordance with the laws of the State of California excluding its choice of law rules. If any action is instituted to enforce or interpret the Agreement, venue shall only be in the appropriate state or federal court having venue over matters arising in San Diego County, California.

11. Assignment of Rights. No Party shall assign or transfer any or all of its rights, burdens, duties or obligations under the Agreement without the prior written consent of all other Parties, which may not be unreasonably withheld. Nothing contained in the Agreement shall create a contractual relationship with or cause of action in favor of a third party against any of the Parties.

12. Severability. If any provision of the Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

13. Modifications. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by all of the Parties.

14. Entire Agreement. The Agreement constitutes the entire agreement among the Parties, and supersedes any prior agreement or understanding. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in the Agreement.

The Parties, by execution of the Agreement through their designated agents, acknowledge and represent that they have read the Agreement, understand it, and voluntarily agree to be bound by its terms and conditions, free from fraud, coercion or duress. The Parties further represent that they have had the opportunity to consult with legal counsel of their own choosing regarding the Agreement and each of its provisions. Furthermore, the Parties represent that they have, as of the date of execution of the Agreement, the legal capacity to understand, agree to, and sign the Agreement.

IN WITNESS WHEREOF, the Parties hereto have caused the agreement to be executed by their duly authorized representatives.

WARNER UNIFIED SCHOOL DISTRICT


David MacLeod
Superintendent

9/23/21
Date

BORREGO SPRINGS UNIFIED SCHOOL DISTRICT


Mark Stevens
Superintendent

Date

9/8/21

BOARD APPROVED
SEP 08 2021

TOPIC: Consider approval of the employment of Leonard Osuna as a technical Aide.

DESCRIPTION: Technical assistant.

FISCAL IMPACT: \$15/hour, 8 hours per week.

RECOMMENDATION: Recommend Approval

TOPIC: Consider approval of the ESSR III Expenditure Plan.

DESCRIPTION: Elementary and Secondary School Emergency Relief (ESSR) funds under the American Rescue Plan Act, referred to as ESSR III funds, are required to develop a plan for how they will use their ESSER III funds. LEA's must explain how it intends to use its ESSR III funds to address students' academic, social, emotional and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic.

FISCAL IMPACT: Total Funds included in this plan \$848,580

<u>Plan Section</u>	<u>Total Planned ESSR III Expenditures</u>
Strategies for Continuous and Safe In-Person Learning	\$138,580
Addressing Lost Instructional Time	\$710,000
Use of Any Remaining Funds	\$ -

RECOMMENDATION: Recommend Approval

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Warner Unified School District	David MacLeod, Superintendent	david.macleod@warnerusd.net 760-782-3517

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP 2021-2024	https://www.warnerusd.net/o/district/browse/85383

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$ 848,580

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 138,580
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 710,000
Use of Any Remaining Funds	\$ -

Total ESSER III funds included in this plan

\$ 848,580

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

[During the 2020-21 school year Warner engaged with their total school community to determine staff, parent, community and student needs regarding both academic support in both the virtual and in-person learning environments, and support for social/emotional health. The on-going changes and requirements due to COVID-19 made meaningful on-going consultation essential. As a small district Warner has built a good relationship with the community, and staff, students and parents all feel comfortable reaching out to the district with questions, ideas or concerns. The district and superintendent are active on social media and use those platforms to share information and request feedback. Parents could attend meetings virtually and translation was available as needed.

The 2020-21 LCAP process gathered valuable input from community members, which also informed the development of the ESSER III Expenditure Plan. Some of the more formal methods of stakeholder involvement include:

- Meetings with the Parent Advisory Committee to get input on the LCAP, and to respond questions about the LCAP from the parents (May 7 2021). Warner does not have enough EL students to require ELAC/DELAC

- Regular meetings with the Indian Advisory Committee: March 15, April 5 2021, and the most recent meeting on September 7, 2021 which provided more current and focused information for the ESSER III plan. This committee is key to community involvement in Warner. In 2020-21 the district had 83 (37%) students from 11 tribes in the area. The district and the Indian Advisory Council work together to review student data, and look at academic benchmark data through a Native Student Success Report.

- LCAP survey - (May 2021)

- Staff meetings where curriculum, instruction, COVID requirements and social/emotional needs are discussed (monthly). Depending on the topic meetings would include certificated staff, classified staff, local bargaining unit, and leadership.

- Administrators/principals - Superintendent is present at most meetings, CBO is active in development of LCAP; there isn't a principal

- Student voice - students feel comfortable talking to staff, and their primary point of contact is the counselor. When students present concerns or ideas, the counselor shares them with the superintendent.

- Consultation with SELPA

- Public Hearing June 4, 2021

Parents could attend meetings virtually and translation was available as needed.

A description of how the development of the plan was influenced by community input.

Parents and Community –

- Parents expressed interest in improving their ability to talk one-on-one with their child's teacher about academic achievement. To support this need Warner USD switched to a new Student Information System, ALMA, beginning with the 2021-22 school year.

- They would also like more ideas on to support their child in school in both an in-person and virtual environment.

- And safe and clean schools, including COVID-19 prevention and mitigation strategies, continue to be a priority during the pandemic.

Staff-

- Staff indicated a need to enhance the curriculum to add rigor, and to organize more interventions for at-risk students.

- Professional development and increased staffing to support the additional rigor and interventions

- Enhanced programs for Social-Emotional Learning and mental health

Students - While students are mostly positive in their feedback about the district, they do get involved in school decisions, and give input regularly. They did indicate agreement that increasing academic and SEL support are important.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 1)	Clean and Safe Facilities	Continue to upgrade classrooms and other spaces to provide more flexible learning spaces and safe in-person learning. Purchase equipment and supplies needed to maintain a safe learning environment.	\$105,000
LCAP, Goal 2, Action 3	Home to School Transportation	The district will continue to provide safe and reliable home to school transportation to facilitate successful in-person instruction. With the challenges of finding bus drivers this could include recruiting, training and compensation costs.	\$10,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 1, Action 5	Supplemental Staff	Additional instructional aides will provide extra support for students, with focus on those who are struggling to meet grade level standards, such as unduplicated students (English Learners, Low Income and Foster Youth) and those with special needs, per their IEPs. Additional Intervention and Pull-out teachers may be hired to focus on math and literacy, and to address areas where data shows that some students need additional learning time.	\$ -
LCAP, Goal 1, Action 6	Extended Day/Year Interventions	Staff will provide small group and individual tutoring before and after school. Extended day activities will provide multi-faceted benefits to students through extra-curricular activities, academic support, and a safe environment after the school day. Experience and data demonstrate that at-risk students such as EL, LI and FY benefit the most from these supplemental learning opportunities where each student receives the individual help they need to meet grade level standards.	\$ 20,000
LCAP, Goal 1, Action 7	High Quality Curriculum and Instruction	Professional development and supplemental instructional materials will provide staff with additional support in providing a rigorous curriculum that will meet the needs of all students.	\$ 540,000

		This includes incorporating instructional strategies to create effective Designated and Integrated ELD to accelerate the learning of English Learner students.
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Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

[\$ 0.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 2	Mental Health and Social/Emotional Learning	Warner USD will continue to expand and coordinate services to allow and encourage student, staff and family access to Mental Health resources, both on campus and in the community.	\$ 150,000
LCAP, Goal 3, Action 3	Communication	The District will continue to explore ways to better communicate with parents to encourage parent participation in student learning. Identifying and addressing barriers to family involvement will promote improved student engagement and attendance, especially for unduplicated students. The new student information system, an updated website and other outreach activities will be supported.	\$ 23,580

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
<p>Supplemental Staff; Extended Day/Year Interventions; High Quality Curriculum and Instruction</p>	<p>Progress will be monitored through Academic Indicators on the California Schools Dashboard, such as SBAC scores in ELA and Math. Data will be disaggregated by student groups and the goal will be to show gap-closing improvement particularly for those students most impacted by the COVID-19 pandemic.</p> <p>Interim Progress Monitoring will be measured through iReady ELA and Math Data, looking for an increase in students scoring "On or Above Grade Level" (Tier 1).</p>	<p>Academic monitoring and evaluation will be done annually, as part of the LCAP process.</p> <p>Interim Progress Monitoring will be done a minimum of twice each year.</p>
<p>Clean and Safe Facilities; Home to School Transportation</p>	<p>Progress will be monitored through the Annual Parent Satisfaction Survey and Staff Survey. The goal will be to see an increase in positive responses in areas related to these actions. Where possible the responses will be disaggregated to ensure improvement is seen among LI, EL and other student groups.</p> <p>In addition, the annual Facility Inspection will measure progress on Safe and Clean Facilities.</p> <p>COVID-19 infection/transmission rates at the district will also provide feedback on a regular basis regarding the prevention and mitigation strategies in place to safely operate schools in-person</p>	<p>The formal monitoring and evaluation will be done annually, as part of the LCAP process.</p> <p>On-going data will be provided based on the COVID – 19 rates of transmission at the district.</p>
<p>Mental Health and Social/Emotional Learning; Communication</p>	<p>Progress will be monitored through the Annual Parent Satisfaction Survey and Staff Survey. The goal will be to see an increase in positive responses in areas related to these actions (different than the facilities questions). Where possible the responses will be disaggregated to</p>	<p>The formal monitoring and evaluation will be done annually, as part of the LCAP process.</p>

	<p>ensure improvement is seen among LI, EL and other student groups.</p> <p>Informally, progress will be monitored through discussions with parents at all district events/meetings throughout the year. This will allow quicker responses to improve the systems.</p>	
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ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

- IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be succinctly to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

TOPIC: Discussion and possible action regarding the December 2021 Organizational Meeting.

DESCRIPTION: The Education Code requires that governing boards hold an annual organizational meeting for the purpose of electing officers and establishing dates of regular meetings.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend Approval

September 29, 2021

To: Clerks of Governing Boards
Superintendents/Chancellors/Presidents

From: Paul Gothold, Ed.D.
San Diego County Superintendent of Schools

Re: Organizational Meetings of Governing Boards

The Education Code requires that governing boards hold an annual organizational meeting for the purpose of electing officers and establishing dates of regular meetings. The following information and the attached forms are provided to assist you in fulfilling your district's legal requirements in connection with this meeting. Please note that regular business of the Board may be conducted at this meeting.

Date of Annual Organizational Meeting

Education Code sections 35143 and 72000(c)(2) provide that:

- The governing board of each school and community college district shall hold an annual organizational meeting. In 2021, the organizational meeting must be held on a date between **Dec. 10 and Dec. 24**, inclusive.
- The day and time of the annual organizational meeting shall be selected by the board at its regular meeting held immediately prior to Dec. 10, 2021, (generally at their November regular meeting) unless otherwise provided by rule of the governing board.
- The board shall notify the County Superintendent of Schools of the day and time selected.
- If the board fails to select a day and time for the annual organizational meeting, the County Superintendent of Schools shall designate the day and time of the meeting and shall notify all members in writing.
- Within 15 days prior to the date of the annual organizational meeting, the clerk of the board shall provide written notice of the meeting to board members.

On or before to **Nov. 24, 2021**, please complete and return to the San Diego County Office of Education the *Notice of December 2021 Organizational Meeting of the Governing Board* provided on page 4.

Election of Board Officers

- Education Code section 35022 specifies that every school district governing board consisting of five or more members shall elect at its organizational meeting a president from among its members. The governing board of a school district shall also elect one of its members as clerk of the district. (Ed. Code, § 35143)
- Education Code section 72000(c)(2) provides that the governing board of a community college district shall organize by electing a president, from its members, and a secretary.

Board Meeting Dates

- Education Code sections 35140 and 72000(c)(4) require that the governing board shall fix the time and place for its regular governing board meetings.
- In 2022, the annual organizational meeting must be scheduled on a date between, **Dec. 9 and Dec. 23**, inclusive.
- Government Code sections 6700, 6701, and 6702 establish the following holidays in California:
 1. Every Sunday
 2. Jan. 1
 3. The third Monday in January, Dr. Martin Luther King, Jr. Day*
 4. Feb. 12, Lincoln Day
 5. The third Monday in February, Washington Day
 6. March 31, Cesar Chavez Day*
 7. The last Monday in May, Memorial Day
 8. July 4, Independence Day
 9. The first Monday in September, Labor Day
 10. Sept. 9, Admission Day
 11. The fourth Friday in September, Native American Day
 12. The second Monday in October, Columbus Day (or Indigenous Peoples' Day)
 13. Nov. 11, Veterans Day
 14. The fourth Thursday in November, Thanksgiving Day
 15. Dec. 25
 16. Every day appointed by the President or Governor for a public fast, thanksgiving, or holiday*
 17. Every Saturday from noon to midnight
- Government Code section 6701 provides that if Jan. 1, Feb. 12, March 31, July 4, Sept. 9, Nov. 11, or Dec. 25 falls upon a Sunday, the Monday following is a holiday. If November 11 falls upon a Saturday, the preceding Friday is a holiday. If March 31 falls on a Tuesday, Wednesday, or Thursday, the Legislature may observe the holiday on the preceding Friday, the preceding Monday, or the following Friday.

*Holidays shall not apply unless made applicable by charter, ordinance, or resolution of the governing body.

Statement of Facts, Registry of Public Agencies Filing

- Government Code section 53051 requires that the Secretary of State and the clerk of each county establish and maintain a Roster of Public Agencies. This roster is a public record.
- The governing body of each public agency shall file with the Secretary of State and with the San Diego County Clerk a *Registry of Public Agencies*. This requirement includes school and community college districts, county offices of education, and JPA boards. It is recommended that charter schools consult their legal counsel to determine whether filing of this form is appropriate.
- Within ten days after any change in the facts required on this form, an amended statement must be submitted as required by law.
- The accurate and timely filing of this form provides additional protections to districts in lawsuits filed under the California Tort Claims Act.

Please complete and submit the *Registry of Public Agencies* filing according to the instructions on page 5.

If you have questions regarding any of the information provided above, please contact Aaron McCalmont, legal services research analyst, at 858-295-6613, or via e-mail at aaron.mccalmont@sdcoe.net.

Sincerely,



Paul Gothold, Ed.D.
County Superintendent of Schools

PG:am

cc: Executive Assistants to Governing Boards

**NOTICE OF DECEMBER 2021
ORGANIZATIONAL MEETING OF THE GOVERNING BOARD**

Complete and submit no later than **Nov. 24, 2021**, to:

Aaron McCalmont

Email: aaron.mccalmont@sdcoe.net

School/Community College District: _____

Date of Organizational Meeting: _____
(Date between Dec. 10 and Dec. 24 inclusive)

Time of Meeting: _____

Clerk/Secretary to the Governing Board

Date

REGISTRY OF PUBLIC AGENCIES FILING
Form SF-405 (Rev 12/2019)

Following the organizational meeting, a *Registry of Public Agencies* filing must be completed, signed, dated, and filed as follows:

- **Annually** with the San Diego County Clerk, even if there is no change in the governing board or district information.

Send to: San Diego County Clerk
carlos.argandona@sdcounty.ca.gov

- **Within ten days of any change** in the officers of the board or the names or addresses of governing board members or school districts. The Secretary of State requires that the specific nature of the update be stated, e.g., "change of officers," "address change" (not "annual update" or "organizational meeting").

Send to: Secretary of State
P.O. Box 942870
Sacramento, CA 94277-2870

and

San Diego County Clerk
carlos.argandona@sdcounty.ca.gov

- **Copies of all filings to:** San Diego County Office of Education
aaron.mccalmont@sdcoe.net

A copy of the *Registry of Public Agencies* filing is available on the Secretary of State's [website](#).

ACTION ITEM

6

TOPIC: Discussion item: San Diego County's Socially
Equitable Cannabis Program

DESCRIPTION: Discussion item - Ongoing

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend Approval

Consent Agenda

- 1. Commercial Warrants**
- 2. Purchase Orders**
- 3. Brenda Ramirez as a classified substitute, pending pre-employment screening.**
- 4. Merit Whitney as a substitute school bus driver.**
- 5. Azalia King as a substitute school bus driver.**
- 6. Carla Holt as a substitute school bus driver.**

Commercial Warrants
September 2021

Commercial Warrant Detail - September 2021				
Date	Reference	Name 1	Fund	Inv Amount
9/2/2021	14815625	OCEANUS BOTTLED WATER,INC	0100	288.70
9/2/2021	14815626	NANCY SEDGWICK	0100	373.75
9/2/2021	14815627	LEAF	0100	601.43
9/2/2021	14815628	CAL PACIFIC TRUCK CENTER,LLC	0100	2266.88
9/2/2021	14815629	AT&T	0100	498.35
9/2/2021	14815630	ARNTZ DISTRIBUTING COMPANY	1300	596.01
9/2/2021	14815630	ARNTZ DISTRIBUTING COMPANY	1300	572.18
9/2/2021	14815631	US FOODSERVICE	1300	1862.53
9/2/2021	14815632	SYSCO SAN DIEGO	1300	719.95
9/7/2021	14816547	OCEANUS BOTTLED WATER,INC	0100	143.80
9/7/2021	14816548	SAN DIEGO COUNTY SPEECH PATHOLOGY SRVCS,	0100	337.50
9/7/2021	14816549	CONVEYOR AND STORAGE SOLUTIONS, INC.	0100	3925.90
9/7/2021	14816550	MELISSA RIZZO	0100	991.20
9/7/2021	14816551	CAL PACIFIC TRUCK CENTER,LLC	0100	754.87
9/7/2021	14816552	JULIE HARRIS	0100	855.44
9/7/2021	14816553	CRAFT & BULK FLOORING	0100	1511.93
9/7/2021	14816554	KATHRYN MAHANI	0100	230.00
9/7/2021	14816555	GENERATION GENIUS, INC	0100	125.00
9/7/2021	14816556	CLINICAL LABORATORY	0100	570.00
9/7/2021	14816557	VERIZON WIRELESS	0100	259.80
9/7/2021	14816557	VERIZON WIRELESS	0100	1140.36
9/7/2021	14816557	VERIZON WIRELESS	0100	389.84
9/7/2021	14816558	RAMONA DISPOSAL	0100	372.56
9/7/2021	14816559	SAN DIEGO GAS & ELECTRIC	0100	5017.28
9/7/2021	14816560	STANDARD INSURANCE COMPANY	0100	355.84
9/9/2021	14817392	ALL STATE PROPANE	0100	1149.21
9/9/2021	14817393	OCEANUS BOTTLED WATER,INC	0100	135.75
9/9/2021	14817394	HOLLY PAWLICKI	0100	300.00
9/9/2021	14817395	STS EDUCATION	0100	612.25
9/9/2021	14817396	BUSY BEE LOCKS & KEYS, INC	0100	244.00
9/9/2021	14817397	FLINN SCIENTIFIC INC	0100	49.31
9/9/2021	14817398	LAKESHORE LEARNING MATERIALS	1200	286.55
9/9/2021	14817399	ARNTZ DISTRIBUTING COMPANY	1300	1038.63
9/9/2021	14817399	ARNTZ DISTRIBUTING COMPANY	1300	1109.33
9/9/2021	14817400	WARNER SPRINGS RANCH RESORT, LLC	0100	3000.00
9/9/2021	14817401	WARNER UNIFIED SCHOOL DISTRICT	0100	108.74
9/9/2021	14817401	WARNER UNIFIED SCHOOL DISTRICT	0100	21.00
9/9/2021	14817401	WARNER UNIFIED SCHOOL DISTRICT	0100	153.14
9/9/2021	14817401	WARNER UNIFIED SCHOOL DISTRICT	0100	2256.77
9/9/2021	14817401	WARNER UNIFIED SCHOOL DISTRICT	0100	16.39
9/13/2021	14818280	OCEANUS BOTTLED WATER,INC	0100	159.90
9/13/2021	14818281	JASMINE PAYNE	0100	409.47
9/13/2021	14818282	STOTZ EQUIPMENT	0100	7828.74
9/13/2021	14818283	BUS WEST	0100	57.12
9/13/2021	14818284	ARNTZ DISTRIBUTING COMPANY	1300	380.00
9/13/2021	14818285	VISTA HILL	0100	378.00
9/16/2021	14819782	SOUTHERN COUNTIES LUBRICANTS LLC	0100	3050.64

9/16/2021 14819783	MERIT J WHITNEY	0100	2662.50
9/16/2021 14819784	UNIVERSAL TECHNICAL INSTITUTE	0100	1000.00
9/16/2021 14819785	MCGRAW-HILL EDUCATION	0100	31.14
9/16/2021 14819786	STAPLES CREDIT PLAN	0100	722.47
9/16/2021 14819787	SCHOLASTIC, INC.	0100	973.89
9/16/2021 14819788	RAMONA DISPOSAL	0100	843.30
9/16/2021 14819789	DEPARTMENT OF JUSTICE	0100	98.00
9/16/2021 14819790	US FOODSERVICE	1300	4452.49
9/16/2021 14819791	HEARTLAND PAYMENT SYSTEMS	1300	925.00
9/20/2021 14820799	HATCH & CESARIO	0100	357.50
9/20/2021 14820800	CLINICAL LABORATORY	0100	350.00
9/20/2021 14820801	BANK OF AMERICA BUSINESS CARD	0100	175.00
9/20/2021 14820801	BANK OF AMERICA BUSINESS CARD	0100	125.00
9/20/2021 14820801	BANK OF AMERICA BUSINESS CARD	0100	350.00
9/23/2021 14822126	SOUTHWEST SCHOOL SUPPLY	0100	163.28
9/23/2021 14822127	AT&T	0100	498.49
9/23/2021 14822128	ARNTZ DISTRIBUTING COMPANY	1300	500.90
9/23/2021 14822129	CURRICULUM ASSOCIATES	0100	876.38
9/23/2021 14822130	THE NYHART COMPANY	0100	1125.00
9/23/2021 14822131	CALIFORNIA ASSOCIATION FFA	0100	665.00
9/23/2021 14822132	SOUTHERN REGION CATA	0100	265.00
9/27/2021 14823078	Merl Johnson - WSM	0100	645.00
9/27/2021 14823079	Pitney Bowes Inc.	0100	193.95
9/27/2021 14823080	QUALITY LOGO PRODUCTS, INC.	0100	394.48
9/27/2021 14823081	SCHOOL OUTFITTERS LLC	0100	1540.77
9/27/2021 14823082	T-MOBILE	0100	420.00
9/27/2021 14823083	LLOYD PEST CONTROL	0100	91.00
9/27/2021 14823084	GOLD STAR FOODS, INC	1300	562.82
9/27/2021 14823085	ORANSI LLC	0100	1980.00
9/27/2021 14823086	HOWARD COMPUTERS	0100	193.95
9/27/2021 14823086	HOWARD COMPUTERS	0100	1440.00
9/27/2021 14823087	MCKINLEY ELEVATOR CORPORATION	0100	720.00
9/27/2021 14823088	US FOODSERVICE	1300	1794.23
9/27/2021 14823089	OSCAR L. SALVAIL DBA	1300	1418.44
9/27/2021 14823090	PITNEY BOWES PURCHASE POWER	0100	561.36
9/27/2021 14823091	RAMONA UNIFIED SCHOOL DISTRICT	0100	22316.25
9/27/2021 14823092	CURRICULUM ASSOCIATES	0100	9856.22
9/30/2021 14824433	SAN DIEGO COUNTY SPEECH PATHOLOGY SRVCS,	0100	2737.50
9/30/2021 14824434	CAL PACIFIC TRUCK CENTER, LLC	0100	323.07
9/30/2021 14824435	DISCOUNT MAGAZINE	0100	599.10
9/30/2021 14824436	ARNTZ DISTRIBUTING COMPANY	1300	228.87

Purchase Orders
October 2021

WUSD PO LIST PERIOD COVERED 9/1/2021 - 9/30/2021

DATE	VENDOR NAME	PO#	AMOUNT
9/1/2021	KAMI	19-66276	99
9/1/2021	HOWARD TECHNOLOGY	19-66277	1440
9/1/2021	ORANSI	19-66278	1980
9/3/2021	HOUGHTON MIFFLIN HARCOL	19-66279	1,287.00
9/9/2021	CATA	19-66280	311
9/15/2021	HOWARD TECHNOLOGY	19-66281	193.95

Calendar
October 2021

SUN 26	MON 27	TUE 28	WED 29	THU 30	FRI Oct 1	SAT 2
			Spanish Club taking orders for Tamales			
			1pm Mexican		HOMECOMING GRAMS	
			3pm FFA Op		3pm Back to	
3	4	5	6	7	8	9
Spanish Club taking orders for Tamales						
HOMECOMING GRAMS						12pm Kids E
	8am FFA Dis	6:30am FFA	FFA Greenhan			
		3:30pm Volle	3 more			
10	11	12	13	14	15	16
Spanish Club taking orders for Tamales						
		3:30pm Volle	10am Birch A		Homecoming	6am FFA SO
			1pm Mexican		3pm Burrito/	9am Hazardo
					2 more	
17	18	19	20	21	22	23
Spanish Club taking orders for Tamales						
			Halloween Grams			
			1pm Mexican		3pm Senior f	
			2:30pm Bicy			
24	25	26	27	28	29	30
Spanish Club taking orders for Tamales			10am Birch A		8am Spanish	
Halloween Grams						
9am Drive Th			1pm Mexican		4pm Trunk o	
31	Nov 1	2	3	4	5	6
		Solana Center	1pm Mexican			
			5pm PTCC M			