

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

November 9, 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.
5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION. With respect to every item of business to be discussed in closed session pursuant to Gov. code section 54957: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE.

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 : Chelsea Wood

Staff : Lourdes Martinez

N. GENERAL BUSINESS

O. PUBLIC HEARINGS: Educator Effectiveness Grant

P. APPROVAL OF MINUTES

1. Minutes of Regular Board Meeting, October 12, 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 ITEM

1. Consider approval of Resolution # 2021-2022-003, Resolution authorizing Warner Unified School District to purchase buses, during the 2021-2022 school year, from Creative Bus Sales, through the South County Support Services Agency Bid.
2. Consider approval to purchase one IC Bus model RE School Bus .
3. Consider approval to finance a 2nd bus-New IC RE School Bus from Creative Fleet Leasing.
4. Consider approval of Gabrielle Norte as the girl's high school basketball coach for the 2021-2022 school year.
5. Consider approval of quote #11316, from Heritage Well Service, LLC.
6. Discussion and possible action regarding quote #11317, from Heritage Well Service, LLC.
7. Discussion and action regarding the December 2021 Organizational meeting.
8. 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. Amendment for SDQPI Provider Services CSPP Providers.
4. Interdistrict Transfer Agreement between Warner Unified School District and Temecula Valley Unified School District.
5. Request approval and ratification of contract with Armijo Legal Solutions for investigative services in a confidential personnel matter.

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

BP 3516.5	BP 6146.1	AR 6164.4	BP 6164.5
BP 4131	AR 61.46.1	BP 6164.41	AR 6164.5

BP 6120

BP 6164.4

AR 6164.41

*BP 0470 - COVID 19 Mitigation Plan was removed by committee at the First Reading.

W. INFORMATION ITEMS AND DISCUSSION

1. District Enrollment 2021-2022:

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

Class	August	September	October	November	December
Elementary	122	116	118	121	
Middle School	31	31	30	30	
High School	57	61	61	62	
Total	210	208	209	213	

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: November Calendar

X. BOARD COMMUNICATION

Y. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT: December 14, 2021.

Student / Staff Recognition

Student

Chelsea Wood

Chelsea Wood was elected class president this year and she has really impressed me with how she has stepped up to the role. She is on top of all the senior class has going on, while juggling her Palomar classes, college applications, and other responsibilities. She takes the initiative to plan fundraisers without me even asking. Chelsea has shown true leadership and has set a great example to her peers as class president.

Staff

Lourdes Martinez

Lourdes has done a wonderful job helping our school celebrate Hispanic Culture! From the presentations of her students at the Fall Festival to the amazing activities for Dia de Los Muertos, she goes above and beyond for our school. Lourdes also meets with the elementary Spanish speaking students to help them! She puts in so much extra time to enrich our lives! We appreciate all you do, Lourdes!



WARNER UNIFIED SCHOOL DISTRICT

PUBLIC HEARING NOTICE

Posted October 25, 2021

Please be advised that Warner Unified School District will be holding a public hearing on Tuesday, November 9, 2021 at a regular Board meeting of the Governing Board, at 6pm, regarding the Educator Effectiveness Grant; a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness, as required by Education Code Section 60119. This meeting will be held in the multipurpose room (formerly the Elementary Library). Additional information is available to the public in the District Office during normal business hours.

EDUCATOR EFFECTIVENESS BLOCK GRANT PLAN 2021
Warner Unified School District

LEA Name:	Contact Name:	Email Address:	Phone Number:
Warner Unified School District	David MacLeod	david.macleod@warnerusd.net	(760)782-3517, ext 217

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
\$88,901	November 9, 2021	December 14, 2021

EC 41480

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

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

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Warner Unified School District will use the Educator Effectiveness	\$17,781	\$17,780	\$17,780	\$17,780	\$17,780	\$88,901

<p>Block Grant to fund a coach who will work with teachers in the classroom to reinforce and support the Professional Development the teachers have already had. Research demonstrates that Professional Development is much more likely to positively impact student success when there is on-going support and feedback to the teachers. The coach will work with teachers on implementing California State Standards, effective teaching strategies for English Learners, effective teaching strategies for accelerating learning and closing the achievement gap, as well as how to support the Social-Emotional needs of students within the classroom. The coach will focus on newer teachers, while supporting all staff as needed.</p> <p>This action supports and coordinates with Title II expenditures.</p>									
<Add table rows as necessary>									
Subtotal for this section				\$17,781	\$17,780	\$17,780	\$17,780	\$17,780	\$88,901

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

	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<i>Included in coaching (1)</i>	\$	\$	\$	\$	\$	\$ (included in 1)
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<i>Included in coaching (1)</i>	\$	\$	\$	\$	\$	\$ (included in 1)
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Total Budgeted
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	2021-22	2022-23	2023-24	2024-25	26	per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<i>Included in coaching (1)</i>	\$	\$	\$	\$	\$	\$ (included in 1)
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

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

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<Enter planned activity here>	\$	\$	\$	\$	\$	\$
<Add table rows as necessary>						
Subtotal for this section	\$	\$	\$	\$	\$	\$0

- o Classified staff.

Minutes

Regular Meeting, October 12, 2021

WARNER UNIFIED SCHOOL DISTRICT

MINUTES OF REGULAR MEETING OF THE GOVERNING BOARD

October 12 , 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, and Stoneburner. Absent: Sees
- 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 Gov. 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. Superintendent contract.
 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:** The meeting was called to order at 6:03 pm by Jeannean Rombal, President of the Governing Board.
- H. ROLL CALL:** Members present: Doxey, Krogh, Rombal, and Stoneburner. Absent: Sees
- EMPLOYEES PRESENT:** MacLeod, Sissons and Hill.
- VISITORS:** Lorenzo Rodriguez, Ricardo Lara and Ernesto Reyes.
- I. FLAG SALUTE**
- J. ACCEPTANCE OF OPEN AGENDA:**
- K. REPORT OF ACTION IN CLOSED SESSION:** No action was taken.
- L. WELCOME- BOARD PRESIDENT:** Jeannean Rombal
- M. RECOGNITION:** Student of the Month was Stephanie Estrada and Employee of the Month was Julie Osuna.
- N. GENERAL BUSINESS**
- O. PUBLIC HEARINGS:**
- P. APPROVAL OF MINUTES:** Vice President Krogh wanted to make a change to action item 18 in the minutes to read "...for established cannabis businesses" just before the sentence, "no well water is to be used." Motion was made by Stoneburner and seconded by Krogh. Motion passed by unanimous vote, (4-0).
1. Minutes of the Regular Board meeting, September 14, 2021.
- Q. REPORTS**
1. Student Body Representative: N/A
 2. Association of Warner Educators: N/A
 3. California School Employees Association: N/A
 4. Parent Teacher Community Club: Trunk or Treat on Friday, Oct. 29 across the street from the school at the Resource Center from 5-7pm. PTCC has made an open call for nominations of the executive officers for election on Nov. 10, 2021
 5. Warner Springs Community Resource Center: They recently held a fire prevention demonstration. Hazardous waste and e-waste event is being held on Sat., Oct. 16., 2021.
 6. Superintendent's Report:
 - i. **DISTRICT BRIEFING:** Superintendent MacLeod just confirmed that Board members are receiving his Charter updates every Friday.
 - ii. **CHARTERS:**
 - iii. **INDIAN ADVISORY COMMITTEE:**
 7. **BUSINESS MANAGER'S REPORT:** ESSR III Expenditure Plan
 8. **BOARD REPORT:** Vice President Krogh informed the Board that the SDCSBA is hosting a webinar conducted by Lozano Smith on how to handle school board meeting disruptions, and handling them from a legal perspective.

Every school board member is invited to attend. It is being held on Monday, Oct. 18 from 5-7pm and is virtual.

R. PUBLIC HEARINGS-HEARING OF PUBLIC ON NON - AGENDA ITEMS: Lorenzo Rodriguez with an interpreter-Ricardo Lara

S. SPECIAL PRESENTATION: N/A

T. ACTION ITEMS:

1. Consider approval of the Independent Contractor Agreement between Warner Unified School District and Julie Harris, Consultant. Motion made by Stoneburner and seconded by Doxey. Motion passed by unanimous vote, (4-0).
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. Motion made by Krogh and seconded by Doxey. Motion passed by unanimous vote, (4-0).
3. Consider approval of the employment of Leonard Osuna as a Technical Aide. Motion made by Stoneburner and seconded by Doxey. Motion passed by unanimous vote, (4-0).
4. Consider approval of the ESSR III Expenditure Plan. Motion made by Stoneburner and seconded by Krogh. Motion passed by unanimous vote, (4-0).
5. Discussion and possible action regarding the December 2021 Organizational meeting. This action item is tabled per County requirements until the November 9, 2021 meeting.
6. Discussion item: San Diego County's Socially Equitable Cannabis Program. Vice President Krogh had nothing new to report. She did however want to publicly thank District 5, County Supervisor, Jim Desmond and his office for passing an action item preventing violent, sexual predators from being housed in San Diego County.

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 Doxey. Motion passed by unanimous vote, (4-0).

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 OF GOVERNING BOARD POLICIES, NEW ADMINISTRATIVE REGULATIONS, AND EXHIBITS.

W. INFORMATION ITEMS AND DISCUSSION:

1. DISTRICT ENROLLMENT 2020 – 2021

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: None

4. Activities Calendar: October calendar

X. BOARD COMMUNICATION: Homecoming is on Friday, October 15, 2021 at 7pm.

Y. ANNOUNCEMENT OF NEXT MEETING AND ADJOURNMENT: Next meeting to be held November 9, 2021. Motion to adjourn made by Krogh and seconded by Stoneburner. Meeting adjourned by unanimous vote, (4-0) at 6:59pm.

Secretary of the Governing Board

Clerk

TOPIC: Consider approval of Resolution # 2021-2022-003, Resolution authorizing Warner Unified School District to purchase buses, during the 2021-2022 school year, from Creative Bus Sales, through the South County Support Services Agency Bid.

DESCRIPTION: The Governing Board of Warner Unified School District authorizes the use of the South County Support Services Agency Bid #1819-SC11-01, to purchase buses on behalf of Warner Unified School District pursuant to Section 14814, Government Code, and that the Chief Business Official is hereby authorized and directed to sign and deliver all necessary requests and other documents in connection therewith for and on behalf of Warner Unified School District.

FISCAL IMPACT: N/A

RECOMMENDATION: Recommend Approval

**RESOLUTION AUTHORIZING THE WARNER UNIFIED SCHOOL DISTRICT
TO PURCHASE BUSES, DURING THE 2021-2022 SCHOOL YEAR, FROM CREATIVE BUS
SALES, THROUGH THE SOUTH COUNTY SUPPORT SERVICES AGENCY BID #1819-SC11-
01**

Melody Sees, Clerk of the Governing Board

TOPIC: Consider approval to purchase one IC Bus model RE School Bus.

DESCRIPTION: South County Support Services Agency bid #1819-SC11-01(D), 2020-2021-Bid #1819-SC-11-01 5% Escalator

FISCAL IMPACT: \$185,278.91

RECOMMENDATION: Recommend Approval



Creative Bus Sales

Creative Bus Sales
14740 Ramona Ave
Chino, CA 91710

Phone: 909.465.5528
Fax: 909.465.5529
www.creativebussales.com

Buyer's Order Contract

Date:	October 27, 2021	Unit #(s):	TBD
Customer Name:	Warner Unified School District		
Contact:	Andrea Sissons	Phone:	760-782-3517 ext: 213
Address:	30951 Highway 79	Fax:	
City, State, Zip:	Warner Springs, CA 92086	E-Mail:	andrea.sissons@warnerusd.net
Sys2K Entity #:		Salesperson:	Mauro Bologna
Ship To Address:	Attn: Andrea Sissons - Warner Unified School District - 30951 Highway 79		
Ship To Address Cont'd:	Warner Springs, CA 92086		
Ship To Phone:	760-782-3517 ext: 213	Ship To Email:	andrea.sissons@warnerusd.net
Finance Source:		Contact:	
Address:		Phone:	
City, State, Zip:		Fax:	
Description of Vehicle:	IC Bus model RE School Bus		
VIN #:	TBD		
Engine Type:	Diesel	FOB Terms:	Shipping
Number of Passengers:	82	Wheelchair Positions:	None
Estimated Delivery Date:	120 days after PO	Payment Terms:	Net 30
Possession State:	CA	Unit Price	\$ 171,830.00
		Delivery	\$ -
		Incentive (Non-Taxable)	\$ -
		Rebates (Taxable)	\$ -
		Doc Prep Fee (Taxable)	\$ 85.00
		Base Selling Price	\$ 171,915.00
		ADA Amount (Non Taxable)	\$ -
		Total Taxable Amount	\$ 171,915.00
		Sales Tax	\$ 13,323.41
7.750%	CA - Warner Springs		\$ -
Notes:	Sales tax is calculated based on the state or country in which customer takes possession of vehicle. Sales tax will be charged to customers taking possession in AZ, CA, CO, FL, IN, NM, NV, OK, OR, SC, TX, WA, Canada, and Mexico. All rebates and incentives will be signed over to Creative Bus Sales. California State Tire Fee of \$1.75 per tire applies to all new vehicle purchase or leases.		
		DMV Estimated Fees	\$ -
		DMV Electronic Filing Fee	\$ 30.00
		Tire Fee	\$ 10.50
		Fees Sub-Total	\$ 40.50
		Total Price Per Unit	\$ 185,278.91
		Quantity	1
		Contract Total	\$ 185,278.91
		0.00	
		Customer Net Trade	\$ -
		Customer Deposit	\$ -
			\$ -
		Balance Due	\$ 185,278.91

Remit To: Creative Bus Sales, Inc. 14740 Ramona Ave, Chino CA 91710

Terms: The deposit if indicated above is due with this signed contract. The balance due indicated above is due before vehicle(s) will be released to the Customer. If the vehicle(s) is not accepted by the Customer, the vehicle will be available for sale to other customers. The vehicle(s) will not be titled to the Customer until the contract total indicated above plus any interest charges indicated herein are paid in full. There is no "cooling off" or other cancellation period for vehicle sales. Therefore, you cannot later cancel this contract without the agreement of the Dealership, or for legal cause. The tax and fees reflected on this agreement are based on the regulations applicable at the time of drafting this contract. The actual amounts due will be based on the regulations applicable at the time title for each vehicle transfer.

Buyer's Signature: _____

Creative Bus Sales: Mauro Bologna

CBS Signature: _____

10/27/2021



Creative Bus Sales

Quote for purchase IC Bus model RE School Bus

Capacity: Up to 82

October 27, 2021

Line Price Calculations		Bid Option Reference #	Per Bus	1 Buses
Bid price based on the South County Support Services Agency Bid #1819-SC11-01(D)			\$160,300.00	
2020-2021-Bid #1819-SC-11-01 5% Escalator			\$8,015.00	
Additional Approved Options...				
1	Bendix wingman advanced collision mitigation system	15	(\$2,000.00)	
2	Change to air drum brakes	17	(\$2,000.00)	
3	Upgrade to alternator to higher amps	36	\$1,100.00	
4	Upgrade to LED eight light warning system	54	\$1,100.00	
5	Gatekeeper Camera system with four camera heads	65	\$2,500.00	
6	Additional camera head for camera system	66	\$400.00	
7	Upgrade to front air ride suspension	89	\$2,500.00	
Sub-total			\$171,915.00	\$171,915.00
Add sales tax		7.75%	\$13,323.41	\$13,323.41
Total			\$185,238.41	\$185,238.41
DMV Fee			\$30.00	\$30.00
CA Tire Fee			\$10.50	\$10.50
Invoice Amount			\$185,278.91	\$185,278.91

Delivery Date

120 days after PO

120 days after PO

Municipal lease option with \$1 buyout: (Formal quote will be emailed separately)
Three Year Option (annual payments) 3.39%
Five Year Option (annual payments) 3.54%
Seven Year Option (annual payments) 3.59%

\$185,278.91
\$63,828.58
\$39,686.74
\$29,348.18

\$185,278.91
\$63,828.58
\$39,686.74
\$29,348.18



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2020 IC CORPORATION RE3911 SELLING PRICE - CLICK FOR A QUOTE



INFORMATION

IC CORPORATION RE3911

IC Bus is an American bus manufacturer headquartered in Lisle, Illinois, and is a wholly owned subsidiary of Navistar International that produces yellow Type C and D school buses as well as commercial-use buses primarily for the United States and Canada.

The IC Bus RE3911 can accommodate up to 82 passengers, may be equipped with wheelchair lift and variable seating stations. The RE3911 includes groundbreaking driver assistant technology with electronic stability control and collision mitigation as a standard feature on new buses.

PHOTOS



HIGHLIGHTS

- Condition New
- Stock Number
- Year 2020
- Make IC Corporation
- Model RE3911
- Color School Bus Yellow
- Engine Cummins L9 8.9L
- Wheelchair 0
- Luggage Underfloor Through
- Fuel Type Diesel
- Status Available

ORDER CONTENT

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CREATIVE BUS SALES, INC

Job Number : 083872

Order No.: 640621
Dealer Account: 662866-000
Telephone: 9094655528
Type: STOCK
Region: 231
Vehicle ID:

Dealer Order No: 001185
Customer Name: RE3911 Stock Frnt Air Suspension
Customer Alias: RE3911 Stock Frnt Air Suspension
Fleet Customer No: 664386
Customer No: 0000664386
Customer PO No:

Order Details

Model: PB305
Proposal No: 001584
Reference ID: 82-pass RE3911
SPA No.:
Sales Program No: B-1942
Order Date: 8/30/2021
Rqst Delivery Date:
Delivery Date: 12/11/2021

Description: INTEGRATED RE S BUS
Order Qty: 2

Sales Person: Jason Hohalek
Build Date: (Est) 11/24/2021
VIN: 4DRBWTAR1NB083872
Plant: TULSA BUS PLANT
Step: 22P Release order for lineset parts not on contract

Shipping Information

Movement	Destination	At Carrier	Paired	Decked	Dispatched	Delivered
Final	WILL CALL XXXX TULSA, OK 74116					

Market/Application/Mission

Country Of Use: UNITED STATES
Market: USA
Vehicle Type: BUS
Application Family: School

Application Name: School Transportation
GVWR(Calc): 36220
GCWR(Rqst): N/A GCWR(Calc): N/A
Start/Grade Ability: 35.86% / 3.29% @ 55 MPH

Dimensions

Wheelbase: 276.0
Axle To Frame(AF): 118.0

Rear Axle Ratio(s): 6.17
Front Axle Ratio(s):

Feature Information

0001AGY FRAME RAILS , High Strength Low Alloy Steel (50,000 PSI Yield); 10.000" x 3.000" x 0.250"; 471.3" Maximum OAL, 276" WB
0001LLE BUMPER, FRONT , Contoured, Steel, Severe Duty
0001LNT CROSSING GATE, FRONT , Omit Item
0002ATA AXLE, FRONT NON-DRIVING , {Hendrickson Steertek} Wide Track, Fabricated Type, 14,000-lb Capacity
0003AZH SUSPENSION, FRONT, AIR , {Hendrickson Airtek} 14,000-lb Capacity, Air Over Leaf, with Shock Absorbers
0004AZS AIR BRAKE ABS , {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control
0004EBZ AIR DRYER , {Bendix AD-IP} with Heater, Mounted Center of Double Crossmember, Forward of Rear Axle
0004EXU BRAKE CHAMBERS, REAR AXLE , {Bendix EverSure} 30/30 SqIn Spring Brake
0004EXV BRAKE CHAMBERS, FRONT AXLE , {Bendix} 24 SqIn
0004LAG SLACK ADJUSTERS, FRONT , {Gunitex} Automatic
0004LGG SLACK ADJUSTERS, REAR , {Gunitex} Automatic
0004SPA AIR COMPRESSOR , {Cummins} 18.7 CFM
0004VGP AIR TANK LOCATION , (2) Mounted Forward of Front Axle
0004XDP BRAKES, FRONT , {Meritor 16.5X5 Q-PLUS CAST} Air S-Cam Type, Cast Spider, Fabricated Shoe, Double Anchor Pin, Size 16.5" X 5", 14,700-lb Capacity
0004XDS BRAKES, REAR , {Meritor 16.5X8.625 Q-PLUS CAST} Air S-Cam Type, Cast Spider, Fabricated Shoe, Double Anchor Pin, Size 16.5" X 8.625", 23,000-lb Capacity per Axle
0004002 BRAKE, PARKING , Omit Item

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0004091 BRAKE SYSTEM, AIR , Dual System for Straight Truck Applications
0005CAL STEERING WHEEL , 2-Spoke, 18" Dia., Black
0005PRJ STEERING GEAR , {TRW (Ross) TAS65} Power
0005710 STEERING COLUMN , Tilting and Telescoping
0006DGG DRIVELINE SYSTEM , {Dana Spicer} 1710, for 4x2/6x2
0007BML EXHAUST SYSTEM , Horizontal Aftertreatment System, Frame Mounted Outside Left Rail, Includes Single Horizontal Tail Pipe
0007SDP ENGINE COMPRESSION BRAKE , {Jacobs} for Cummins ISL/L9 Engines; with Selector Switch and On/Off Switch
0007WBL TAIL PIPE , (1) Horizontal, Long, Exits Left Side Through Bumper
0008GXG ALTERNATOR , {Leece-Neville AVI160P2003} Brush Type, 12 Volt, 240 Amp Capacity, Pad Mount
0008MSG BATTERY SYSTEM , {Fleetrite} Maintenance-Free, (3) 12-Volt 1980CCA Total, Top Threaded Stud
0008TPL COLLISION MITIGATION SYSTEM , {Bendix Wingman Advanced} Adaptive Cruise Control with Collision Mitigation and Stationary Object Alert; Includes Front Radar, Driver Display
0008TUP BATTERY BOX , Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 2-3 Battery Capacity, Mounted Right Side Behind Rear Axle Perpendicular to Frame Rail
0008WCB INDICATOR, LOW OIL PRESSURE , / HIGH COOLANT TEMPERATURE / LOW COOLANT LEVEL Light and Audible Alarm; Electronic Controlled
0008WNH RUNNING LIGHT , (2) Daytime
0008WTL STARTING MOTOR , {Delco Remy 39MT} 12 Volt, Gear Reduced, with Thermal Over-Crank Protection
0008XAH CIRCUIT BREAKERS , Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
0008000 ELECTRICAL SYSTEM , 12-Volt, Standard Equipment
0008540 HORN, ELECTRIC , (2) Trumpet Style
0008614 BRAKE WARNING INDICATOR , Light; for Engaged Rear Wheel Parking Brake
0009AAE LOGOS EXTERIOR, ENGINE , Badges
0010020 CHASSIS PAINT , Full Chassis
0010060 PAINT SCHEMATIC, PT-1 , Single Color, Design 100
0010788 PAINT TYPE , Urethane, One or Two Colors, Other than Imron or International.
0011001 CLUTCH , Omit Item (Clutch & Control)
0012ESY ENGINE, DIESEL , {Cummins L9 300} EPA 2021, 300HP @ 2200 RPM, 860 lb-ft Torque @ 1200 RPM, 2200 RPM Governed Speed, 300 Peak HP (Max), for School Bus Only
0012TJB FAN DRIVE , {Horton Modulator} Viscous Type, Two-Speed, with Mechanical Gear Drive 90 Degree Unit, Electronically Controlled
0012UBP RADIATOR , SIDE MOUNTED, Aluminum, Over Under System, 1296 SqIn, with 332 SqIn Charge Air Cooler
0012UGN THROTTLE, HAND CONTROL , Electronic
0012VBC AIR CLEANER , Single Element
0012VHR EMISSION, CALENDAR YEAR , {Cummins L9} EPA, OBD and GHG Certified for Calendar Year 2021
0012VNN CRUISE CONTROL , Electronic
0012VWH GOVERNOR , Electronic Road Speed Type; for Electronic Engines and Bus Models; with 55 MPH Default
0012WAE HOSE CLAMPS, RADIATOR HOSES , Constant Torque, for Engine Hoses 1.0" I.D. and Over
0012WZD CARB IDLE COMPLIANCE , Engine Shutdown System Exempt Vehicles, Complies with California Clean Air Regulations
0012703 ANTI-FREEZE , Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection
0013AWR TRANSMISSION, AUTOMATIC , {Allison 3000 PTS} 5th Generation Controls, Close Ratio, 6-Speed with Double Overdrive, Less PTO Provision, Less Retarder, Includes Oil Level Sensor, with Direct Mount Cooler 7-Plate Design (Standard Capacity), with 80,000-lb GVW and GCW Max, School Bus
0013WBL TRANSMISSION SHIFT CONTROL , {Allison} Push-Button, for Allison 3000 & 4000 Series Transmission
0013WLP TRANSMISSION OIL , Synthetic; 29 thru 42 Pints
0013WUM ALLISON SPARE INPUT/OUTPUT , for Pupil Transportation Series (PTS), Package Number 148
0013WVV NEUTRAL AT STOP , Allison Transmission Shifts to Neutral When Service Brake is Depressed and Vehicle is at Stop; Remains in Neutral Until Service Brake is Released
0013WYU SHIFT CONTROL PARAMETERS , {Allison} 3000 or 4000 Series Transmissions, Performance Programming
0014AKS AXLE, REAR, SINGLE , {Dana Spicer 23060SH R/O} Single Reduction, Pinion Up, 23,000-lb Capacity, R Wheel Ends
0014TBT SUSPENSION, REAR, AIR, SINGLE , {International IROS} 23,000-lb Capacity, 9.25" Ride Height, with Shock Absorbers
0015LMN FUEL/WATER SEPARATOR , {Racor 400 Series,} 12 VDC Electric Heater, Includes Pre-Heater, with Primer Pump, Includes Water-in-Fuel Sensor

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0015SJX FUEL TANK , Steel, Rectangular, 105 US Gal (397L), Includes Protective Cage, Mounted Between Frame Rails and Ahead of Rear Axle
0015WER DEF TANK , 16.5 US Gal (62.5L) Capacity, Frame Mounted Outside Left Rail, Behind Rear Axle
0016HAA GAUGE CLUSTER , English with English Electronic Speedometer and with Tachometer for Air Brake Chassis
0016HJA GAUGE PACKAGE , Includes Hourmeter
0016HLJ GAUGE, DEF FLUID LEVEL ,
0016015 PLATFORM , Standard Location
0027DUW WHEELS, FRONT , {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
0028DUW WHEELS, REAR , {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
0029PBP PAINT IDENTITY, REAR WHEELS , Disc Rear Wheels; with Vendor Applied Yellow Powder Coat Paint
0029PBR PAINT IDENTITY, FRONT WHEELS , Disc Front Wheels; with Vendor Applied Yellow Powder Coat Paint
0040RAJ SERVICES, TOWING , {Navistar} Service Call to 24-Month/Unlimited Mileage to the Nearest IC Bus Dealer for Navistar Warrantable Failure as Contract Defined; Includes Engine Failure if Supplier Declines Tow Coverage & ESC Supplied thru Navistar; \$550 (USA) Maximum Benefit per Incident
0040126 WARRANTY , Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
0047ACG BODY, BUS , for RE; 78" Headroom, 39'11" Body Length, 84 Passenger, 276" WB
0047AHN BODY RATING TAG , for State of California
0047AJC BODY TAG, METAL , Capacity to Include the Total Number of Passengers
0047AKK STEP, FRONT ENTRANCE DOOR , 25 3/4" Depth; 14ga Steel
0047AMS COMPARTMENT, DRIVER STORAGE , for RE
0047APN HEADLINER, BODY , for RE; Perforated Full Length with Sound Insulation Full Length
0047APX FASTENERS, HEADLINER , Screws
0047ARH BOWS, ROOF , 14 ga., One Piece Construction
0047ARP LIGHT BARS , Plastic
0047ARY SKIRT, BODY , for RE; 28", 16 ga.
0047AUR TIE DOWNS, BODY , Grade 8 Bolts, Every Body Section
0047AVD SKID PLATE , Right Front Step Well Guard
0047AXC RUB RAILS, BODY , (4) for RE; Steel, All Body Lengths Includes Snow Rail
0047AZJ SIDE SHEET, BODY, EXTERIOR , for RE, 16 ga., Smooth
0047BAK BUMPER, REAR , Painted, 12" High, 3/16" Thick
0047BAN END CAPS BUMPER , Front
0047BAR SUPPORTS, REAR BUMPER , Bolted to Frame
0047BAV TOW HOOKS, FRONT , (2) 1 Left, 1 Right
0047BAW TOW HOOK, LEFT REAR , (01)
0047BAX TOW HOOK, RIGHT REAR , (01)
0047BBC SEALER, DOOR , Front Access Doors
0047BBH LINING, SIDE INTERIOR, LOWER , Embossed Steel, Clear Coated
0047BBN HANDLE, ASSIST, OVER WINDSHLD , Body Color
0047BBW LATCH, ACCESS DOOR , Front, Lever Type
0047BBZ SEALER , Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
0047DAB CONTROL, ENTRANCE DOOR , Electric Over Air, 3 Position Switch, Mounted Left of Driver
0047DBP DOOR, ENTRANCE, FRONT , Air, Outward Opening, with Split Pane Glass
0047DCJ DOOR, SIDE EMERGENCY, LEFT , 25"; Installed Forward of Rear Wheel Pocket
0047DCZ HOLD BACK, LEFT SIDE , Side Emergency Door, with Plastic Cover
0047DDE HANDLE, ASSIST, ENTRANCE DOOR , Outside Entrance
0047DDX LATCH, EMERGENCY DOOR, LEFT , One Point Slide Bar, Cam Operated, with One Inch Stroke
0047DEM LOCK, EMERGENCY DOOR LEFT , with Ignition Starter Interlock
0047DSC COMPARTMENT, LUGG, PASS THRU , (01) 114"
0047EBD LOCK, BATTERY COMPARTMENT , Standard Location
0047EBM HOLD DOWN, BATTERY , For (2) Standard Size Batteries
0047EXK LOCK, ENTRANCE DOOR , Integrated Manual Grade Control in Door, with Key
0047KBN STRIPING, ROOF HATCH, FRONT , {3M} Decal, Perimeter, 1" White Fluorescent Diamond Grade
0047KBP STRIPING, ROOF HATCH, REAR , {3M} Decal, Perimeter, 1" White Fluorescent Diamond Grade
0047KBW HANDLE, EXTERIOR, REAR , Emergency Exit Window, Black

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0047KDZ MONITOR, POST TRIP INSPECTION , {Child Check Mate EP-1 PLUS} with Dome Light, Horn and Headlight Activation, Disable Switch in Rear Light Bar, Park Brake Must be Set for Deactivation, Auto Arming with Key ON, Snooze with Stop Arm or Hazard Lights

0047LAU INSULATION, ROOF AND SIDES , 1.50", All Models

0047MBA UNDERCOAT, BODY , Fire Resistant, Water Based, TT-C-730 Spec

0047MJG LETTERS, DOOR, LT , Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside

0047MMY LETTERS, SIGN, REAR , Decal, "STOP WHEN RED LIGHTS FLASH", 6" Letters

0047MNE ARROW, SIDE DOOR, LT OUTSIDE , Decal; Black, Indicating Handle Direction

0047MPA LETTERS, SCHOOL BUS FRONT/REAR , Decal; "SCHOOL BUS"; with 8" Black Letters; on Front and Rear Cap

0047MRT STRIPING, E/E WINDOW, REAR , Perimeter, Reflexite V82

0047MTB STRIPING, PERIMETER, LEFT , Side Emergency Door, Reflexite V82 Yellow Reflective

0047MTY WIRING DIAGRAM , Schematic, Electrical

0047MVA LETTERS, HEADER , Decal; "WATCH YOUR STEP", 1" Black, Above Windshield

0047MVC LETTERS, STEPWELL , Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser

0047NAB PAINT COLOR, RUB RAILS , 0001 Canyon Black

0047NGW SEAL, RUB RAILS , Top Edge, All Rails

0047NJA PAINT COLOR, BODY EXTERIOR , 4421 School Bus Yellow

0047NJJ PAINT FLASHER BACKGRD , 4421 School Bus Yellow

0047NKE PAINT COLOR, ROOF , 9219 Winter White, (Does Not Include Lift Door) Beginning 5" Above Drip Rail, Rounded Corners

0047NKL PAINT, RUB RAIL , Flange to Flange

0047NKM PAINT COLOR, BODY INTERIOR , 9384 Spring White

0047NKZ LETTERS, FUEL I.D. , Decal; "DIESEL FUEL", 2" Black, Adjacent to Fuel Filler Door

0047NLC HANDLE, EXTERIOR, LEFT , Emergency Door; Black

0047NMB OPERATING INSTR, LEFT , Decal, Inside Side Emergency Door

0047NMR ARROW, SIDE DOOR, LT INSIDE , Decal; Red Indicating Handle Direction

0047NNA LETTERS, E/E WINDOW, LEFT , (01) Decal Set, "EMERGENCY EXIT", Black Inside and Outside

0047NNY LETTERS, E/E WINDOW, RIGHT , (01) Decal Set, "EMERGENCY EXIT", Black, Inside and Outside

0047NRN STRIPING, E/E WINDOW, LEFT , (01) Perimeter, Reflexite V82, 1" Yellow

0047NRT STRIPING, E/E WINDOW, RIGHT , (01) Perimeter, Reflexite V82, 1" Yellow

0047NSW PAINT, COLOR, DOOR , 4421 NSBC Yellow, Both Sides of Entrance Door

0047NTE LOGO, ROOF LINE , Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door

0047PAR BODY CERTIFICATION TAG , Mylar Label, with Actual Tire Load Rating

0047PLX LETTERS, DEF, I.D. , Decal; "DEF ONLY", 1" Black, on DEF Filler Door

0047PMP LOGOS EXTERIOR , Omit, Model Logo

0047SBK SUB FLOOR, PLYWOOD , For RE; B-C Exterior Grade, Less Sealed Edges, 5/8", 5 Ply, for All Body Lengths

0047SLZ POSITION DOOR, LEFT , Side Emergency Door, Modified FWD Door Position Within Opening, with 25" Door, Located Forward of Rear Wheel Pocket

0048ACN SEAT BELT, DRIVER, COLOR , with Blaze Orange Seat Belt Webbing

0048ALA WINDOW, SIDE OFFSET, LT , 18", Split Sash Type, with Modified Door Position

0048ANE WINDOW, ENTRANCE DOOR, TOP , Laminated, Clear

0048ANM WINDOW, ENTRANCE DOOR, BOTTOM , Laminated, Clear

0048ANT WINDOW, DRIVER , Laminated, Clear

0048APL WINDOW, STOPS , 12" Opening, Only with 78" Headroom

0048ASC WINDOW, SASH , (24) 27" Sections, 9"x 23" Opening

0048BAG WINDOW, E/E, LEFT , (01) Vertical Hinge

0048BDG POUCH, CRASH BARRIER , Full Width, Sewn Into Front Side of Barrier AFT of Driver Seat

0048BJL COLOR, WINDOW FRAME, PASS , (26) Passenger Window, Black

0048BKN WINDOW, E/E, RIGHT , (01) Vertical Hinge

0048BTZ WINDOW, PASSENGER, TINT , For RE; 28% Light, Tempered Glass, 78" Headroom, with All Body Lengths

0048CWV UPHOLSTERY, DRIVER SEAT, COLOR , 2-Tone Black

0048CWW LOCK, REAR WINDOW , Emergency Exit Window

0048CXM WINDOW, REAR , Emergency Exit, with Yellow Frame, Glass Type to Match Passenger Windows

0048GHC HEATER, DRIVER , 90,000 BTU, with Defroster and without Rear Heat Duct

0048GPA SEAT,DAVENPORT,LEFT , {IMMI Seats} (01) 39", High Back, with 3 Point Seat Belts

0048GPB SEAT,DAVENPORT,RIGHT , {IMMI Seats} (01) 39", High Back, with 3 Point Seat Belts

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0048GUD SEAT,3PT,FLIP,LEFT , {IMMI Seats} (01) 39", 4 Leg, Automatic, High Back, with 3 Point Seat Belts
0048HBG SEAT,PASS,3PT,LT,39",4 LEG , {IMMI Seats Flex} (01) High Back, with 3 Point Seat Belts
0048NAT FITTINGS, AIR SEAT , for Driver Seat
0048PAD WINDSHIELD , 4 Flat Pieces, 73% Light
0048PAV WHEEL POCKET COVER , Plastic, ABS
0048PAY AISLE POSITION , Center, for balanced seating
0048PEW FLOOR COVERING, COLOR , Gray #766
0048PKC HOSE CLAMPS, HEATER HOSE , Constant Torque for Heater System
0048PKG CONNECTION , Do Not Connect Roof Hatch Switch to Buzzer
0048PKN FAN, DEFOG FAR RIGHT , (01) Black, Mounted Right Above Windshield, Forward Entrance Door, 2-Speed Switch in Panel
0048PKR FAN, DEFOG LEFT CENTER , 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
0048PMC HEATER, PASS, LT MIDSHIP 1ST , 50,000 BTU
0048PMH HEATER, PASS, LT REAR , 50,000 BTU
0048PNZ HEATER, WATER PUMP , {2 MPU 12} Self Priming, Metal Housing
0048PPN HEATER CUT OFF, VALVE , Quarter Turn Operation
0048PPS ROOF VENT, FRONT , Static
0048PRA LOCK, DRIVER COMPARTMENT, RS ,
0048PTT ARM REST, DRIVER, RIGHT , {National}
0048PUP FLOOR COVERING, TRIM , Omit
0048PUT NUTS, BELT MOUNTING , Standard Nuts For Seat Belt Mounting
0048PVB UPHOLSTERY, DRIVER SEAT, STYLE , Plain
0048PWC UPHOLSTERY, PASS SEATS, COLOR , Blue, for Seats, Barriers and Head Bumpers
0048PWZ UPHOLSTERY, DRIVER SEAT, TYPE , Fabric
0048PXA UPHOLSTERY, BARRIER, TYPE , (1-2) Vinyl, 42 oz.
0048RAE BARRIER, CRASH, AFT ENTRY DOOR , 39", 1 Leg
0048RAL BARRIER, CRASH, AFT DRIVER , 39", 1 Leg
0048REP PANEL, MODESTY, AFT OF DRIVER , Mounted Under Barrier
0048RET PANEL, MODESTY, AFT ENTR DOOR , Mounted Under Barrier
0048RGE HAND RAIL, ENTRANCE DOOR, FWD , Stainless Steel; Curved
0048RGR HAND RAIL, ENTRANCE DOOR, AFT , Stainless Steel, 4", Above Step
0048RLX CUSHION, SEAT , 15" Depth
0048RRA UPHOLSTERY, SEAT, STITCHING , Single
0048RZJ STEP TREADS , {Koroseal} Pebble Top with White Nosing, with Non-Metal Backing
0048SBG UPHOLSTERY, PASS SEATS, TYPE , Vinyl, 42 Ounce
0048TZK SEAT, DRIVER, {National Premium} Air Suspension with Suspension Skirt, Triple Chamber Adjustable Air Lumbar, Adjustable Cushion and Back Bolsters, 6 Position Front Cushion Adjuster, 3 Position Rear Cushion Adjuster, 6 to 23 Degree Back Recline
0048USV SEAT BACK, PASSENGER , High Back
0048UTV SEAT RELOCATION , Driver Seat Centered with Steering Wheel
0048UWW FLOOR COVERING, TYPE , Koroseal, One Piece, Vinyl, All Body Lengths, Dark Gray
0048UZN ROOF HATCH, FRONT , {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
0048UZT ROOF HATCH, REAR , {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
0048YAG SEAT,PASS,3PT,LT,39",2 LEG , {BTI Seating System} (11) High Back, with 3 Point Seat Belts
0048YAX SEAT,PASS,3PT,RT,39",2 LEG , {BTI Seating System} (13) High Back, with 3 Point Seat Belts
0049ADR HEADLIGHTS , Halogen, Heavy Duty 5"x 7" Rectangular, with Turn Signal
0049AJY STOP ARM, FRONT , Omit
0049AMB WIRE, FEED , 4 Gauge, Chassis To Body
0049AMC TERMINAL STRIP , Chassis
0049AMD SWITCH, DRIVER PANEL, TYPE , Rocker
0049AMJ ALARM, BACKING , {Ecco #575} 107 db
0049AMT CIRCUIT, PROTECTION , Breakers, Manual Reset in Lieu of Fuses
0049AMW HORN, AIR , Beneath Drivers Platform, Behind Grille
0049ANE LIGHT, INDIC EMRG DR , Green; Wired To Buzzer and Mounted on Dash for Emergency Door
0049ANU SOURCE, POWER , 12 VDC, Mounted In Dash

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0049APH SWITCH, DOME LIGHTS, SPLIT , Front and Rear Operated with Separate 2 Position Switch, Quantity of Lights Split Equally
0049ARM SWITCH, DOME LIGHT, REAR , Separate, for Rear Row Dome Lights, Last Light on Each Side
0049ASN FLASHER SYSTEM , (8) Warning Lights, Weldon 7000, 8-Lamps, Non-Sequential System, Electronic Solid State Flasher
0049ATV LIGHT, INDIC, WARNING LIGHTS , Red and Amber
0049AUL SWITCH, MASTER FLASHER , Lighted Master Switch for Warning Lights, Not Available with Push-Pull Switch
0049AUT SWITCH, OVERRIDE , for Flasher System, Operate Red Lights and Stop Sign
0049AWV SPEAKERS AND WIRING , (8) Flush Mounted In Light Bar
0049BRY SWITCH, MAGNETIC, DISCONNECT , Master, Ignition Operated, All Body Circuits Except Warning, Dome and Clearance/Marker Lights
0049BTM LIGHT, INDICATOR, STROBE ON , Lighted Amber Indicator to Show Exterior Strobe Lights are on, Mounted Left of Driver in Panel
0049BVD SWITCH, BATTERY , Shut-Off, 300A Weather Resistant, In Battery Compartment
0049BYU LIGHTS, DOME, DRIVER , (2) {Sound Off/OptiLuxx} LED, Rectangular, Mounted Left and Right Sides in Ceiling, with Separate Switch
0049BYV LIGHTS, MARKER, FRONT & REAR , (8) {Sound Off/OptiLuxx} LED, Rectangular, Armored, (4) Amber Front and (4) RedRear
0049BZJ LIGHTS, STOP , (2) {Sound Off/OptiLuxx} and Tail 4" Round LED, Red with Flange
0049BZX LIGHTS, AUXILIARY DRIVING , (2) Amber Front, Wired To Switch on Panel, for Fog Lights
0049CKT FUEL FILLER PIPE , Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only
0049CLN RADIO, ENTERTAINMENT , AM/FM/USB Input/Auxiliary Input, Includes Antenna and Cable, with Public AddressSystem, Mounted Overhead in Driver Area
0049DAZ LIGHT, LICENSE PLATE , {Arrow Speciality 437-08-332} 12 Volt, Chrome Finish, Clear Lens, Non Hand HoldType
0049DBR HOOD, WARNING LAMP , (4) Black, 8-Lamp System, One Hood Above Two Lights
0049DDC LIGHTS, CLUSTER , {Truck Lite 07045A & 07045R} LED; Amber Front and Red Rear
0049EAW LIGHTS, MARKER, SIDE, INTERMED , {Sound Off/OptiLuxx} LED, Amber, Rectangular, Armored, Intermediate, Centered, Required for Units 30 Foot or Longer
0049EGB MIRROR, INSIDE , 10" x 30", Clear
0049EGM MIRROR, CROSS VIEW, EXTERIOR , (2) {Rosco Mini Hawk-Eye} Black, Heated
0049EHS MIRROR, REAR VIEW, EXTERIOR , {Rosco} Black, Motorized Head, Heated
0049ELE STOP ARM, LEFT REAR , Electric, Composite Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Flashing Red Incandescent Lights
0049ENM VISOR, INTERIOR, LEFT FRONT , 6" x 30", Opaque Black, For Left Windshield
0049EUE KIT, FIRST AID , 24 Unit, California
0049EVL SWITCH, NOISE SUPPRESSION , Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch inPanel
0049GCH LOCATION, FIRST AID KIT , Right Side Front Bulkhead with Screws
0049GCP PADDING COMPART ABOVE DRIVER , Window; Safety Equipment Compartment, without Dome Light
0049GDS COMPARTMENT ABOVE DRIVER , Left of the Driver
0049GEP SAFETY TRIANGLES , Warning Reflectors, Ship Loose
0049GHN REFLECTORS, REAR , (2) 3", Red, Adhesive Back
0049GHR REFLECTORS, SIDE, REAR , (2) 3", Red, Adhesive Back
0049GHV REFLECTORS, SIDE, FRONT , (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
0049GHX REFLECTORS, SIDE, INTERMEDIATE , (2) 3" Amber, 1 Each Side, Below The Third Rub Rail From the Top, Adhesive Back
0049GNJ FUEL FILLER DOOR , with Locking Latch
0049GTR WINDSHIELD WASHER , Kit; 8 Quart Capacity, Bottle
0049GTV WINDSHIELD WIPERS , (2) Bottom Mounted; Pantograph Type; Wet Arms, 28.5"
0049GTY SWITCH, WIPER CONTROL , Single, to Control Both Wipers
0049GUH CERTIFICATE HOLDER , (1) 9.375" x 6"; with Transparent Cover
0049GUJ FENDERS, RUBBER, FRONT , (2)
0049GUK FENDERS, RUBBER, REAR , (2)
0049GUM INSPECTION PLATE , Fuel Sending Unit 8" x 8" Steel
0049GUX MUD FLAPS, FRONT WHEELS , (2) Rubber

ORDER CONTENT

Print Date : 10/12/2021 19:42

CREATIVE BUS SALES, INC

Job Number : 083872

0049GUY MUD FLAPS, REAR WHEELS , (2) Anti-Spray, Anti-Sail
0049JAD DEF FILLER DOOR , with Locking Latch
0049JAG FIRE EXTINGUISHER, DRIVER AREA , 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle, Mounted on Modesty Panel Behind Driver
0049JBK LIGHTS, DIRECTIONAL, FRONT , {Sound Off/OptiLuxx} 4" Round LED Amber, On Cowl
0049JBP LIGHTS, DOME , {Sound Off/OptiLuxx} (07) LED, Rectangular Recessed Type, Mounted in Light Bar
0049JBW LIGHT, STEP , {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
0049JCA LIGHTS, DIRECTIONAL, REAR , (2) {Sound Off/OptiLuxx} 4" Round Amber LED, with Flange
0049JCG LIGHT, STROBE , LED, Specialty Man. Co. 845-3020, Low Profile, Double Flash, 3.60" High
0049MZV LATCH, COMPARTMENT , Locking, for Overhead Storage Compartment
0049NGA LIGHTS, DIRECTIONAL, SIDE , (4) {Sound Off/OptiLuxx} Slim-Line Armor Type, LED, (1) Amber Each Side Over Front Wheel Pockets, (1) Red Each Side Over Rear Wheel Pockets
0049NGE LIGHTS, WARNING , (8) {Sound Off/OptiLuxx} 7" Round Red Strobing LED, 4 Front and 4 Rear
0049UAE STATE OF OPERATION , California
0049ZNC LIGHTS, BACK UP , (2) {Sound Off/OptiLuxx} 4" Round, White, LED, with Flange
0049ZNG LIGHTS, STOP & TAIL ADDITIONAL , (2) {Sound Off/OptiLuxx} 4" Round LED, Red, with Flange
0049001 BODY PLAN, APPROVED VARIATION , Number 001
0050XVU BODY PLAN, NON-SPECIAL NEEDS , for RE; 39' 11" Body Length, 82 Passenger, 276" WB, DC0761A000
0804WXD DRAIN VALVE , {Humphrey} (3) Air Operated, with Controls in Drivers Compartment, for Air Tanks

Tires

07382135415 (2) TIRES, FRONT 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position
07382135415 (4) TIRES, REAR 11R22.5 Load Range H HSR2 (CONTINENTAL), 498 rev/mile, 75 MPH, All-Position

Paint

CAB Schematic: 100WC S 4421 school bus yellow

Special Quotes (SQ)

662866-000 662866/1602W/2021

Parameters

0004AZS AIR BRAKE ABS , {Bendix AntiLock Brake System} 4-Channel (4 Sensor/4 Modulator) Electronic Stability Program, with Automatic Traction Control
Wingman Following Distance Alert 2
CC Auto Resume N
CC Save Set Speed N
Engine Prot Coolant Level Shutdown N
Engine Protection Restart Inhibit N
Engine Protection Shutdown N
Idle Shutdown Enable N
Idle Speed Adjustment Enable N
ISD Ambient Temperature Override N
ISD Hot Ambient Automatic Override N
ISD In PTO N
ISD Manual Override N
ISD Manual Override Inhibit Zone En N
ISD With Parking Brake Set N
Maintenance Monitor Enable N
Cruise Control Enable Y
PTO Service Brake Override Y
Adaptive Cruise Control Recovery 0
Maintenance Monitor Operating Mode 0
Road Speed Governor Lower Droop 0 MPH
CC Lower Droop 0.0 MPH

TOPIC: Consider approval to finance a 2nd bus - New
IC RE School Bus from Creative Fleet Leasing.

DESCRIPTION: Choosing scenario number 2, Warner Unified would
Lease to own a new IC RE School Bus over a 5 year
term.

FISCAL IMPACT: Lease Term: 5 Years
Interest Rate: 3.54%
Lease Residual: \$1.00
Payment Amount: \$39,678.00
Payment Frequency: Annually in advance

RECOMMENDATION: Recommend Approval



Creative Fleet Leasing

Creative Fleet Leasing
14740 Ramona Avenue
Chino, CA 91710
Phone: 888-590-8665
Fax: 909-465-5529

10/27/2021

Municipal Lease Proposal

Andrea Sissons
Warner Unified School District
30951 Highway 79
Warner Springs, CA 92086

Creative Fleet Leasing is pleased to submit the following lease proposal for your consideration.

Lessee:	Warner Unified School District
Equipment:	New IC RE School Bus
Total Equipment Cost:	\$185,278.91
Down Payment:	\$0.00
Balance Financed:	\$185,278.91

Scenario 1:

Lease Term:	3 Years
Interest Rate:	3.39%
Lease Residual:	\$1.00
Payment Amount:	\$63,830.00
Payment Frequency:	Annually in advance

Scenario 2:

Lease Term:	5 Years
Interest Rate:	3.54%
Lease Residual:	\$1.00
Payment Amount:	\$39,678.00
Payment Frequency:	Annually in advance

Scenario 3:

Lease Term:	7 Years
Interest Rate:	3.59%
Lease Residual:	\$1.00
Payment Amount:	\$29,350.00
Payment Frequency:	Annually in advance

Location/Delivery: It is anticipated that this equipment will be located in Warner Springs, CA.

Mileage: No mileage cap will be imposed on the units.

Additional Provisions: Lessee must be Bank Qualified for approval as a Lessee under this Municipal Lease.

Costs and Expenses: Lessee will be responsible for all costs and expenses incurred by Creative Fleet Leasing in connection with documentation and filing fees necessary to close this transaction.

Depreciation: Depreciation is available for the account of the Lessee.

Interim Rent: Interim Rent will be payable for the period between the Equipment acceptance date and the rent commencement date at a daily rate equal to Prime plus 1%.

Net Lease: This is a net lease whereby insurance, maintenance and taxes are the Lessee's responsibility. Manufacturer's guarantees and warranty will be passed on to the Lessee.

Proposal Only: This proposal is based on cost of funds indexed to five year swaps currently yielding 1.28% at the time of proposal. In the event this rate changes prior to funding, the payment will be adjusted accordingly to reflect this change.

Insurance: Insurance will be required in accordance with the final drafted lease documents. \$5,000,000.00 liability insurance will be required.

Invoicing: A single invoice will be furnished on an annual basis.

Required Credit Information: Completed Creative Fleet Leasing credit application along with financial statements for the last three fiscal year ends and current year budget.

Documentation: Upon receipt of Lessee's request to lease, and upon its acceptance of same, Lessor will prepare all necessary documentation. A \$750 documentation fee will be collected at each closing.

This is a proposal only and is not a commitment for Creative Fleet Leasing to provide funds under the terms of this proposal. Any commitment to lease will be subject to Creative Fleet Leasing's credit review and approval.

Creative Fleet Leasing would like to thank you for your consideration and allowing us to make this proposal. If you have any questions or would like to discuss other financing options, please feel free to contact us at **888-590-8665**. If you would like to proceed with the credit review process, please indicate by signing below and returning the completed document along with any additional credit information requested to Creative Fleet Leasing.

Sincerely,

Mike Stoller
Director of Finance
Creative Fleet Leasing
Creative Bus Sales, Inc.

Please proceed with obtaining credit approval in accordance with the terms listed above.

Warner Unified School District

By: _____

Its: _____

Date: _____

TOPIC: Consider approval of Gabrielle Norte as the girl's high school basketball coach for the 2021-2022 school year.

DESCRIPTION: Girl's high school basketball coach, 2021-2022.

FISCAL IMPACT: Step One, Head Coach stipend: \$2753.00

RECOMMENDATION: Recommend Approval

TOPIC: Consider approval of quote #11316, from Heritage Well Service, LLC.

DESCRIPTION: To install 2 - 5000 gallon poly storage tank and booster system to supply 60 GPM @ 60 PSI. Quote includes setting existing well pump to fill tanks using electric floats and re-using existing pressure tanks for booster system. Quote also includes running electrical from existing pole and installing a proper 3 PH breaker box at well head, all booster equipment to be placed within existing enclosure. Client is to provide a clear, level area for tanks to be installed. Prevailing wage rates included.

FISCAL IMPACT: \$26,995.40

RECOMMENDATION: Recommend Approval

Heritage Well Service, LLC

PO Box 391578
Anza, CA 92539
9517632210
heritagewellservice@gmail.com | www.heritagewellservice.com



RECIPIENT:

Warner Unified School District

30951 Highway 79
Warner Springs, CA 92086

SERVICE ADDRESS:

Well 1
30951 Highway 79
Warner Springs, CA 92086

Quote #11316

Sent on _____

Total \$26,995.40

PRODUCT / SERVICE	DESCRIPTION	QTY.
Comments	DECIPTION OF WORK: THIS QUOTE IS TO INSTALL 2- 5000 GALLON POLY STORAGE TANK & BOOSTER SYSTEM TO SUPPLY 60 GPM @ 60 PSI. QUOTE INCLUDES SETTING EXISTING WELL PUMP TO FILL TANKS USING ELECTRIC FLOATS AND RE-USING EXISTING PRESSURE TANKS FOR BOOSTER SYSTEM. QUOTE ALSO INCLUDES RUNNING ELECTRICAL FROM EXISTING POLE AND INSTALLING A PROPER 3 PH BREAKER BOX AT WELL HEAD, ALL BOOSTER EQUIPMENT TO BE PLACED WITHIN EXISTING ENCLOSURE. CLIENT IS TO PROVIDE A CLEAR, LEVEL AREA FOR TANKS TO BE INSTALLED. PREVAILING WAGE RATES INCLUDED.	1
Storage Tanks:Poly Tanks:5000 gallon storage tank	5000 gallon RMI Polyethelene storage tank "Peanut Can" (3 yr. manufacturer warranty included)	2
Webtrol NV45B4	Webtrol NV45B4 3HP 230V 3PH Vertical Booster Pump (Includes 1 yr. manufacturer warranty)**	1
VFD:3 HP Yaskawa Mini	Yaskawa Micro Variable Frequency Drive, 230V, 19.6A, 9.1A, N4X with transducer (includes 2 yr. manufacturer warranty)**	1
Pad	2' x 2' Tank Pad	1
Valves:2' Check Valve	2" Simmons Tapped Brass Check Valve	1
Floats:Pump up	SJ Pumpmaster Plus Pump Up Float w/ 20" cord	1
Floats:Pump Down	SJ Pumpmaster Plus Pump Down Float w/ 20" Cord	1
Valves:2' Ball Valve	2" Brass Ball Valve	5
Valves:1' Relief	1" Brass Relief Valve	1
Valves:1.25' Ball Valve	1 1/4" Brass Ball Valve	2
Valves:1' Hose Bib	1" Hose Bib	3
Electrical Equipment:Pump Panel	Electrical Pump Panel	1

Heritage Well Service, LLC

PO Box 391578

Anza, CA 92539

9517632210

heritagewellservice@gmail.com | www.heritagewellservice.com



PRODUCT / SERVICE	DESCRIPTION	QTY.
Electrical Equipment:Electrical Boxes:Breaker Box	3PH 4 pull breaker box- 12 space, outdoor rated	1
Electrical Equipment:Breakers:30 amp breaker	30 amp breaker 3 PH	2
Electrical Equipment:Electrical Boxes:Bell Box	Bell Box and Lid	2
Galvanized Pipe:2'	2" Galvanized Pipe price/ft.	8
Flange:2'	2" Plastic Tank Flange	4
.5" EMT	.5" EMT, price/ft	8
UL Conduit:1/2' UL Conduit	1/2" UL Conduit Sch. 40 Price/Ft.	40
Wire:Wire #12	Wire #12 Green price/ft.	80
UL Conduit:2'	2" UL Conduit price/ft.	80
Subcable:#6	#6 Subcable- 4 wire with a jacket, price/ft.	80
Misc. fittings:Misc. Parts	Miscellaneous Parts (plumbing and electrical fittings, pipe dope, glue, tape, etc.)	1
Labor Services:Storage Tank	Storage Tank and Booster Installation and Plumb	30
Comments:CA Mechanic Lien	Any item not specifically mentioned is not included nor intended. Interest will begin to accrue 10 days after date of invoice at a rate of 18% per month.We reserve the right under Mechanics' Lien Law (CA Code of Civil Procedures, Section 1181 et seq), any contractor who helps improve your property but is not paid for his work or supplies has a right to enforce a claim against your property.	1
Comments:Deposit 2	Upon acceptance of this estimate, the customer is responsible for a 50% down payment prior to work beginning with remaining balance due upon equipment installation.	1
Comments:Warranty 2	**90 day warranty on labor of product installed on this invoice/estimate by Heritage Well Service, afterwards, customer is responsible for labor fees on any warranty work. Warranty does not include repairs caused by negligence, vandalism or by mother nature (ie freezing, sun rot, fire, earthquakes or well conditions, etc.) or items not listed. Heritage Well Service installs pump savers for pump protection on most of its installs, if one was installed on this invoice it needs to remain in-tact and installed, any removal or bypassing of the device will void any manufacturer or labor warranty on system.	1

A deposit of \$13,497.70 will be required to begin.

Heritage Well Service, LLC

PO Box 391578

Anza, CA 92539

9517632210

heritagewellservice@gmail.com | www.heritagewellservice.com



Total

\$26,995.40

* Non-taxable

This quote is valid for the next 30 days, after which values may be subject to change.

Signature: _____ Date: _____

APPLICATION FOR PUBLIC WORKS CONTRACTOR REGISTRATION

Registration Information

Type: Public Works

Period: 10/25/2021 06/30/2022

Contractor Information

Contractor Name: Heritage Well Service LLC

Trade Name: Heritage Well Service

License Type Number: PW-LR-1000836656

Contractor Physical Address

Physical Business Country: United States of America

Physical Business Address: 57174 Highway 371

Physical Business City/ Anza
Province:

Physical Business State: CA

Physical Business Postal 92539
Code:

Contractor Mailing Address

Mailing Country: United States of America

Mailing Address: PO Box 391578

Mailing City /Province: Anza

Mailing State: CA

Mailing Postal Code: 92539

Contact Info

Daytime Phone:

Mobile Phone:

Daytime Phone Ext.:

Business Email: megan@heritagewellservice.com

Applicant's Email: megan@heritagewellservice.com

Workers' Compensation

Professional Employer Organization (PEO)

Do you lease employees through Professional Employer Organization? No

Workers' Compensation Overview

Carrier: Willis Towers Watson Midwest
Inc.

Inception Date: 11/01/2020

Policyholder Name: Heritage Well Service LLC

Expiration Date: November 1, 2021

Policy Number: C68629676

Certification

Yes I certify that I do not have any delinquent liability to an employee or the state for any assessment of back wages or related damages, interest, fines, or penalties pursuant to any final judgment, order, or determination by a court or any federal, state, or local administrative agency, including a confirmed arbitration award

I certify that the contractor is not currently debarred under Section 1777.1 or under any other federal or state law providing for the debarment of contractors from public works.

Yes I certify that one of the following is true: (1) I am licensed by the Contractors State License Board (CSLB) in accordance with Chapter 9 (commencing with Section 7000) of the Business and Professions Code; or (2) my business or trade is not subject to licensing by the CSLB.

I understand refunds are not authorized

I, Megan Haley, the undersigned, am , Heritage Well Service LLC with the authority to act for and on behalf of the above named contractor. I certify under penalty of perjury that all of the above information provided is true and correct. I further acknowledge that any untruthful information provided in this application could result in the certification being canceled.

I certify this on: 2:06 PM

Legal Entity Information

Legal Entity Type: LLC

Name: Heritage Well Service LLC

TOPIC: Discussion and possible action regarding quote # 11317, from Heritage Well Service, LLC.

DESCRIPTION: Discussion item regarding recommendations by Heritage Well Service, LLC.

FISCAL IMPACT: Potential cost: \$15,665.50

RECOMMENDATION: Recommend Approval

Heritage Well Service, LLC

PO Box 391578

Anza, CA 92539

9517632210

heritagewellservice@gmail.com | www.heritagewellservice.com



RECIPIENT:

Warner Unified School District

30951 Highway 79

Warner Springs, CA 92086

Quote #11317

Sent on _____

Total

\$15,665.50

SERVICE ADDRESS:

Well 1

30951 Highway 79

Warner Springs, CA 92086

PRODUCT / SERVICE	DESCRIPTION	QTY.
Comments	DESCRIPTION OF WORK: THIS QUOTE IS TO REMOVE CUSTOMER'S EXISTING WELL PUMP AND REPLACE ALL ITEMS UNDER THE WELL SEAL. THIS IS A SITE UNSEEN QUOTE AND MAY CHANGE ONCE PUMP HAS BEEN REMOVED FROM THE HOLE (WORST-CASE SCENARIO), QUOTE INCLUDES PREVAILING WAGE RATES.	1
Submersibles:Webtrol Submersibles:WT2550	25 GPM 5 HP Webtrol Submersible Pump (includes 3 yr. manufacturer warranty)**	1
Grundfos Motors:5 HP Motor 3 PH	Grundfos GM 5021 5 HP 230V 3 PH Submersible Motor (includes 5 yr. manufacturer warranty)**	1
VFD:5 HP Yaskawa	5 HP Yaskawa Variable Frequency Drive, 240V 56Z/23.4, 3 PH with transducer kit (includes 1 yr. manufacturer warranty)**	1
Splice	Splice	1
Subcable:#8	#8 Subcable- 4 wire with a jacket, price/ft.	505
Galvanized Pipe:2'	2" Galvanized Pipe price/ft.	21
PVC Pipe:2' All Pipe:2' Sch. 120	2" Sch. 120 PVC Deep Set Drop Pipe price/ft.	480
Valves:2' Ductile Check	2" Ductile Check Valve	2
Misc. fittings:Misc. Parts	Miscellaneous Parts (plumbing and electrical fittings, pipe dope, glue, tape, etc.)	1
Electrical Equipment:Pump Panel	Electrical Pump Panel	1
Labor Services:R & R Pump	Pump pulled, repaired and replaced with the use of a 6T Pump Hoist.	12

Heritage Well Service, LLC

PO Box 391578

Anza, CA 92539

9517632210

heritagewellservice@gmail.com | www.heritagewellservice.com



PRODUCT / SERVICE	DESCRIPTION	QTY.
Comments:Warranty 2	**90 day warranty on labor of product installed on this invoice/estimate by Heritage Well Service, afterwards, customer is responsible for labor fees on any warranty work. Warranty does not include repairs caused by negligence, vandalism or by mother nature (ie freezing, sun rot, fire, earthquakes or well conditions, etc.) or items not listed. Heritage Well Service installs pump savers for pump protection on most of its installs, if one was installed on this invoice it needs to remain in-tact and installed, any removal or bypassing of the device will void any manufacturer or labor warranty on system.	1
Comments:Deposit 2	Upon acceptance of this estimate, the customer is responsible for a 50% down payment prior to work beginning with remaining balance due upon equipment installation.	1

A deposit of \$7,832.75 will be required to begin.

Total **\$15,665.50**

* Non-taxable

This quote is valid for the next 30 days, after which values may be subject to change.

Signature: _____ Date: _____

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

DESCRIPTION: The day and time of the annual organizational meeting shall be selected by the board at its regular meeting held immediately prior to December 10, 2021,(generally at their November regular meeting) unless otherwise provided by rule of the governing board.

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](#).

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.** Amendment for SDQPI Provider Services CSPP Providers.
- 4.** Interdistrict Transfer Agreement between Warner Unified School District and Temecula Valley Unified School District.
- 5.** Request approval and ratification of contract with Armijo Legal Solutions for investigative services in a confidential personnel matter.

Commercial Warrants
October 2021

Commercial Warrant Detail - October 2021

Date	Reference	Name 1	Fund	Inv Amount
10/4/2021	14825364	ROMAN'S TRUCK BODY & PAINT	0100	3543.22
10/4/2021	14825365	HOME DEPOT CREDIT SERVICES	0100	1590.35
10/4/2021	14825365	HOME DEPOT CREDIT SERVICES	0100	427.25
10/4/2021	14825365	HOME DEPOT CREDIT SERVICES	1200	243.33
10/4/2021	14825366	OREILLY AUTOMOTIVE STORES	0100	334.94
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	630.23
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	1355.57
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	43.12
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	115.28
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	173.00
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	464.82
10/4/2021	14825367	BANK OF AMERICA BUSINESS CARD	0100	80.47
10/7/2021	14826680	Merl Johnson - WSM	0100	475.00
10/7/2021	14826681	OCEANUS BOTTLED WATER,INC	0100	367.00
10/7/2021	14826682	JASMINE PAYNE	0100	1228.42
10/7/2021	14826683	MERIT J WHITNEY	0100	2137.50
10/7/2021	14826684	MELISSA RIZZO	0100	1387.68
10/7/2021	14826685	LLOYD PEST CONTROL	0100	115.00
10/7/2021	14826686	CAL PACIFIC TRUCK CENTER,LLC	0100	2700.37
10/7/2021	14826687	JULIE HARRIS	0100	1705.76
10/7/2021	14826688	SAN DIEGO GAS & ELECTRIC	0100	7420.42
10/7/2021	14826689	ARNTZ DISTRIBUTING COMPANY	1300	1022.77
10/11/2021	14827699	KATHRYN MAHANI	0100	100.28
10/11/2021	14827700	PARKHOUSE TIRE, INC.	0100	887.62
10/11/2021	14827701	RAMONA DISPOSAL	0100	372.56
10/11/2021	14827702	STANDARD INSURANCE COMPANY	0100	462.24
10/11/2021	14827703	VISTA HILL	0100	378.00
10/14/2021	14829190	SOUTHERN COUNTIES LUBRICANTS LLC	0100	2470.39
10/14/2021	14829191	RONALD H. ALLEN	0100	8301.00
10/14/2021	14829192	TRANSWEST TRUCK CENTER	0100	4717.81
10/14/2021	14829193	BANK OF AMERICA BUSINESS CARD	0100	61.40
10/18/2021	14830190	VERBAL BEHAVIOR ASSOCIATES,INC	0100	5587.50
10/18/2021	14830191	VITAL INSPECTION SERVICES INC,	0100	210.00
10/18/2021	14830192	TAYLOR NARABEMI	0100	52.64
10/18/2021	14830193	PACIFIC LAWN MOWER WORKS	0100	178.63
10/18/2021	14830194	LOZANO SMITH	0100	6779.00
10/21/2021	14831787	SHANNON STEIN	0100	98.56
10/21/2021	14831788	OCEANUS BOTTLED WATER,INC	0100	177.25
10/21/2021	14831788	OCEANUS BOTTLED WATER,INC	0100	317.50
10/21/2021	14831789	RHONDA HILL	0100	50.00
10/21/2021	14831790	SYNCB/AMAZON	0100	172.41
10/21/2021	14831790	SYNCB/AMAZON	0100	20.46
10/21/2021	14831790	SYNCB/AMAZON	0100	2360.63
10/21/2021	14831790	SYNCB/AMAZON	0100	971.25
10/21/2021	14831790	SYNCB/AMAZON	1200	181.94

10/21/2021 14831791	SPECIALIZED THERAPY SERVICES	0100	270.38
10/21/2021 14831792	HAWTHORNE MACHINERY CO.	0100	135.00
10/21/2021 14831793	GHAZAL & SONS INC	1300	1206.87
10/21/2021 14831794	AZTEC FIRE & SAFETY INC	0100	250.00
10/21/2021 14831795	T-MOBILE	0100	420.00
10/21/2021 14831796	LLOYD PEST CONTROL	0100	91.00
10/21/2021 14831797	JULIE OSUNA	0100	158.14
10/21/2021 14831798	R3 BUSINESS SOLUTIONS	0100	548.72
10/21/2021 14831799	NOTABLE,INC	0100	99.00
10/21/2021 14831800	GOSCH AUTO GROUP	0100	143.43
10/21/2021 14831801	DEPT. OF GENERAL SERVICES/OFFICE OF FISC	0100	1290.00
10/21/2021 14831802	CLINICAL LABORATORY	0100	80.00
10/21/2021 14831803	VERIZON WIRELESS	0100	256.36
10/21/2021 14831803	VERIZON WIRELESS	0100	386.34
10/21/2021 14831803	VERIZON WIRELESS	0100	1146.98
10/21/2021 14831804	AT&T	0100	504.35
10/21/2021 14831805	DEPARTMENT OF JUSTICE	0100	49.00
10/21/2021 14831806	US FOODSERVICE	1300	1603.95
10/25/2021 14832644	HOLLY PAWLICKI	0100	1358.76
10/25/2021 14832645	STS EDUCATION	0100	1151.85
10/25/2021 14832646	CAL PACIFIC TRUCK CENTER,LLC	0100	287.82
10/25/2021 14832647	STAPLES CREDIT PLAN	0100	179.43
10/25/2021 14832648	ARNTZ DISTRIBUTING COMPANY	1300	295.47
10/28/2021 14834276	VITAL INSPECTION SERVICES INC,	0100	1260.00
10/28/2021 14834277	HOUGHTON MIFFLIN	0100	1287.00
10/28/2021 14834278	OREILLY AUTOMOTIVE STORES	0100	102.57

Purchase Orders
October 2021

WUSD PO LIST PERIOD COVERED 10/1/2021 - 10/31/2021

DATE	VENDOR NAME	PO#	AMOUNT
10/11/2021	LAKESHORE	19-66285	79.78

**AMENDMENT #2 TO AGREEMENT
No. 20210387**

This Amendment to Agreement (this "**Amendment**") is dated as of October 29, 2021 and is made by and between the San Diego County Superintendent of Schools ("**County**"), and Warner Unified School District ("**Provider**"). County and Provider may be collectively referred to as the "**Parties**".

This Amendment is made with reference to the following facts and objectives:

- A. County and Provider are parties to County Agreement No. 20210387 dated July 2, 2020. Subsequently the Agreement was amended on October 16, 2020. The Original Agreement and all prior Amendments may be collectively referred to as "**Agreement**".
- B. The Parties wish to amend the Agreement as stated below.
- C. All terms not specifically changed by this Amendment shall remain in full force and effect as stated in the agreement.

NOW, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as set forth below.

- Amend item 4. Compensation and Reimbursement to read as follows:

SDCOE will provide funding to agencies operating a California Department of Education (CDE) funded California State Preschool Program (CSPP) CSPP contract, in accordance to the CSPP Quality Block Grant, contingent on the contractors' CSPP sites' continuing SDQPI participation.

The SDCOE will compensate Provider a total of SEVEN THOUSAND EIGHT HUNDRED EIGHTY-THREE AND 67/100 DOLLARS (\$7,883.67). Provider shall invoice for the full amount after this amendment is fully executed, and no later than April 15, 2022. All payments are made based upon a net 60 basis from receipt and approval of submitted invoice. All sums received by Provider shall not exceed the amount allocated.

Exhibit "E", CSPP Quality Site Block Grant Fiscal Requirements and related attachments shall be incorporated by reference to the Agreement by and through this amendment.

- Revise Exhibit "A": Scope of Work, as attached.
- Revise Exhibit "A" – Attachment 2: Learn Well Stipend, as attached.
- Revise Exhibit "B" – Attachment 1: Parent Consent Forms, as attached.
- Revise Exhibit "E": CSPP Quality Site Block Grant Fiscal Requirements, as attached.
- Revise Exhibit "E" – Attachment 1 to include 2021-22 CSPP Quality Site Block Grant Funding, as attached.

- Revise Exhibit “E” – Attachment 2: Reporting Template, as attached.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the effective date set forth above.

**SAN DIEGO COUNTY SUPERINTENDENT
OF SCHOOLS**

**WARNER UNIFIED SCHOOL
DISTRICT**

By (Authorized Signature)

By (Authorized Signature)

Michael Simonson

Name (Type or Print)

Name (Type or Print)

Deputy Superintendent, Chief Business Officer

Title

Title

Date

Date

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
for SDQPI Provider Services
Exhibit "A": Scope of Work**

A. SCOPE OF WORK

SDQPI leverages funding from First 5 San Diego and the Quality Counts California (QCC) Local Consortia and Partnership Grants which includes funding from California Department of Education, specific to CSPP-funded sites, First 5 California IMPACT and CDE-managed federal Preschool Development Grant. The focus of SDQPI is to connect and enhance ELC systems and supports as San Diego Quality Preschool Initiative (SDQPI), to ensure our county's youngest children are safe, healthy, and ready to succeed in school and in life. Our goal is to increase families' access to services and support that enable children to thrive. The San Diego QCC Consortium's efforts to enhance systems align with First 5 San Diego's Strategic Plan for 2015-2020 and use QCC as the unifying umbrella to support more efficient and targeted use of federal, state and local investments to improve quality in early learning and care settings. The San Diego QCC Consortium's guiding vision is that: [1] all children ages 0 through 5, and their families, have access to environments that provide healthy and enriched learning opportunities; [2] strengthen the responsiveness of adult-child interactions in ELC settings; and [3] efficiently connect child, family and program supports. Our local mixed delivery system increases access to quality ELC settings for those most in need and strengthens the facilitation of integrated systems of support.

Quality Counts California is the State's Quality Rating and Improvement System (QRIS). The focus of the SDQPI work is on Improvement and on Rating. All quality improvement activities are aligned to the QCC Continuous Improvement Professional Development Pathways (QCC CI PD Pathways (<https://drive.google.com/drive/folders/1dGYJle-mezaXyGpmasgNrHRm1gGPiYLY>)). Quality Ratings are conducted in accordance to California Department of Education's Quality Counts California Implementation Guide (**EXHIBIT "C"**). The QCC San Diego Consortium has added a section to this document, defining specific elements left for local consortia in each county to determine. SDCOE will implement a SDQPI participation, engagement, rating and maintenance process in collaboration with agency and site administrators through the following activities:

	QUALITY IMPROVEMENT
1	Implementation of a Multiple Tiered Systems of Supports approach for each participating site. The focus is on improving quality practices at the site and the process of developing a collaborative site assessment to determine baselines on current practices and the creation of a Site Quality Improvement Plan (QIP) with measurable goals This process will involve the use of QIP Planning Tool completed collaboratively between the site leader and the SDQPI coach and may also include prior quality rating data for sites, when available. The focus is provided in alignment with the 3 QCC CORE Areas of the QCC CI PD Pathways for every site, regardless of funding or setting type: Program and Environment (site leader practices and support systems for staff, children and families), Effective Adult-Child Interactions (teacher and session staff practices), and Child Development/School Readiness. All quality- building practices include components applicable to site leader and teacher practices, and to children's learning

2	<p>Provider (Site Leader) and SDCOE coaching staff will review best practices in the Provider's program at the site, as aligned to the QCC CI PD Pathways, during the process of determining baselines, and for the development of the site QIP and quality improvement activities implementation plan. The review may include any/all of the following:</p> <ul style="list-style-type: none"> • Child Observation and Assessment (Implementing student observation/assessment tools, alignment of the tool to the California Department of Education tools and recommended for practices in early learning and care settings practices and use of the results to plan learning experiences) • Daily schedules and lesson plans for alignment to children's developmental and learning needs and documentation of learning activities individualized to each child's needs (School Readiness; Social-Emotional Development; Health, Nutrition and Physical Activity). • Review and use of information from Physician's Report (CCL form LIC701), including hearing and vision screening information. Implementing the use of developmental screening through the use of the Ages and Stages Questionnaire (ASQ), and/or other developmental screening tools; and use of developmental screening results to conduct referrals and develop interventions; • Provider protocols for communicating with SDCOE coaching staff as related to Community Care Licensing (CCL) visits or findings; • Effective Teacher-Child interactions and systems in place to support teachers/site staff in age-relevant (Infant-toddler/preschool) professional development • Staff qualifications and ratios • Indoor and outdoor environment • Program Administration practices (WFR-Admin Designee/Staff Enrollment) • Family Engagement • Existing Resources • Review Enrollment Procedures with Provider <p>Review of other practices and data may be included at the request of the site leader and in collaboration with the SDQPI coach.</p>
3	<p>SDQPI will provide coaching to the site leader and make available Professional Development (PD) trainings to all staff, in alignment with the site assessment of needs and Quality Improvement Plan (QIP). The "SDQPI On Boarding" for new sites, Professional Development sessions, Communities of Practice (CoP) and a variety of other professional development opportunities will be made available across the county and scheduled outside their work hours. Site-based quality improvement supports will be mutually developed between the site leader and the SDQPI coach with an emphasis on sustainable practices that involve the site leader in all teacher and session-level professional development and quality improvement supports. The process will focus on a Gradual Release of Responsibility (GRR) model through a process of "I Do" (modeling), "We Do", and "You Do" (with feedback from the coach) to ensure best practices engagement with support.</p>

QUALITY RATING & DATA COLLECTION	
1	<p>For sites to be rated during the program year, SDCOE will conduct on-site and web-based reviews to gather data and evidence for all quality elements in the QCC Quality Rating Matrix, which may be found in the QCC Implementation Guide (Exhibit “C”), and ensure the external review(s) are conducted by a team of calibrated and reliable assessors, per the QCC Rating Implementation Guide. The Provider shall make the site and session(s) available to the external reviewers and follow external review protocols, as communicated by SDCOE staff and/or external review team.</p> <p>Sites with existing valid ratings at Tiers 1, 2 or 3 will be re-rated every three years. Sites with existing valid Tier Ratings of 4 or 5 will be re-rated every 5 years. Rated sites will be monitored by SDCOE staff in-between rating periods to determine if the site has had changes that ‘trigger’ a re-rating before the three or five-year periods are due as per the QCC Implementation Guide (Exhibit “C”).</p>
2	<p>SDQPI staff will provide support to every site in the use of the California Workforce Registry by each workforce member at the site. Provider is responsible for completing and maintaining their online profile, for accuracy in staff aligning their personal profile to their work place (city/county), for completeness of their online profile, and for designating a CA Workforce Registry administrative designee.</p>
3	<p>SDQPI will provide training and technical assistance through "SDQPI On Boarding: Data Requirements" to providers on how to access and use web-based QRIS resources and the web-based data submission system, for data required by the state and local funding streams as detailed in the SDQPI Data Reporting Timeline (Exhibit “B”). Data submission is a requirement for continued participation.</p>

B. TIMELINES AND DELIVERABLES

Implementation/ Action Plan		
ACTION	TIMELINE	ENTITY RESPONSIBLE
A. Quality Participation, Engagement and Improvement		
Receive " SDQPI On Boarding " orientation for new providers to SDQPI	Complete within 6-8 months upon contract execution	SDQPI coach with Providers/Site Leader
Establish a registration process to collect specific child information as identified in the sample SDQPI registration form (Exhibit "A" – Attachment 1) to allow SDCOE to match SDQPI children as they transition into Kindergarten and to determine language of the child and language of the home.	Pre- entry or within 30 days of entry and ongoing as students enroll	Provider Site Leader
Provide resources: ASQ kits, ERS books, and CLASS manuals (as applicable for new programs).	As needed based on program	SDQPI staff
Create a plan for engagement in the "SDQPI On-Boarding" Process along with an informal assessment of the site and site staff's ability to engage in quality improvement activities (coaching and workshops frequency and length) within the expected QIP implementation period.	Start within 2 weeks of contract execution	New SDQPI coach with Providers/Site Leader
Provide regional professional development opportunities.	Ongoing	SDQPI
Create CA Workforce Registry with registry identification number/ administrative account for the site (https://caregistry.org/)	60 days after entry	Site Leader
Develop Site Quality Improvement Plan (QIP) using existing data (i.e. external reviews, past or informal tier ratings, DRDP 2015, etc.) and/or data from the initial site assessment. Goals must be measurable and evidence-based. The QIP must be accompanied by a parallel Professional Development Plan for site staff and coaching frequency and dosage for the site leader. The QIP is valid for 12 months from date of completion.	NEW SITES: Within 6-10 months of entering SDQPI or earlier, upon completion of site pre- assessment CONTINUING SITES: Within 6 months of entering SDQPI or earlier, upon completion of site pre- Assessment	SDQPI coaches with Provider Site Leader

Implement and document actions/improvements toward QIP.	Ongoing	Provider
Establish site leader coaching model. Frequency, duration, and schedule to support QIP, based on site needs and mutual agreement. a. For sites not yet quality tier rated or quality tier rated at Tier 3 or below, provider site leader will be available for regular coaching sessions;	During QIP finalization meeting and ongoing	SDQPI coaches with Provider agency administration/Site Leader The SDQPI coach documents QIP based coaching visits and/or coach logs
b. For sites rated at Tiers 4 and 5, Site leader will be available at minimum 2 times (or as needed) per year between the time the QIP is finalized and the annual QIP revision, 12 months from date of completion.		SDQPI monitoring visits, and SDCOE Staff uses Tier Maintenance Verification Excel for tier monitoring (as applicable)
Develop/establish a system to refer children/families to community-based resources (Community Information Exchange) as necessary based on developmental screening results and how to track referrals for children who demonstrated areas of concern.	Within 60 days after entry	Provider Site Leader with support from SDQPI
By email, inform the assigned SDQPI coach within 48 hours of any licensing violation received from a Community Care Licensing (CCL) site visit/review.	Ongoing	Provider
Incentives (materials for the site) may be provided to sites not yet rated, or rated at a Tier 3 or below (if funding is available).	Spring	SDQPI coaches and SDCOE
Complete pre-requirements for annual stipend funded by First 5 San Diego Learn Well Initiative (Exhibit "A" – Attachment 2) Complete affidavit for each staff directly providing services 75% or more of the school/program days since July 1st	February 1st- Full Year May 1st	Provider staff in the following roles: Site leader, teachers, assistants, data entry Site leaders
QCC Training Stipends, for site leaders and teachers, may be provided if funding is available	TBA	SDCOE provides the stipend Provider staff /Site Leader to submit application and meet all requirements

B. Quality Rating and Maintenance - Data

<u>As applicable for all provider sites:</u> (a) create agency, site, and session setup in the data management system and, (b) maintain and complete all data entry and collection requirements as per SDQPI Data Reporting Timeline (Exhibit "B") (c) complete verification of staff assignment/attendance form for stipend eligibility. Review communication from SDCOE Operations Team on a weekly basis.	Within 2 weeks of entry and no later than March 30 Ongoing as per timelines in SDQPI Data Reporting Timeline (Exhibit "B")	Provider site leader and designated site data entry staff with support from SDCOE team and SDQPI coaches
<u>As applicable for RATING and Rating Maintenance between Rating Cycles:</u> maintain and complete all data entry and collection requirements to receive single site tier rating QCC Implementation Guide (Exhibit "C").	Within 2 weeks of request from SDCOE timelines Timelines on SDQPI Data Reporting Timeline (Exhibit "B")	SDCOE staff collects information/evidence for the Tier Rating and Tier Monitoring, as applicable electronically and during site visits
Collect child consent forms, model release forms and informed consent forms from parents of children in participating sessions upon enrollment. Enter data in the web-based system and retain releases for 7 years. Information Consent Packet Exhibit "B" – Attachment 1)	Within 2 weeks of entry, and at time of enrollment for any newly enrolled students.	Provider
Receive external reviews (ERS and CLASS), as applicable (if being rated) for sites going through rating. Classrooms selected for assessment are chosen as described in the QCC Implementation Guide.	Scheduled between September and May.	Provider and SDQPI Staff
Complete SDQPI surveys and participate in stakeholder groups designed to evaluate the effectiveness of SDQPI. (parent surveys, staff surveys, leader surveys and stakeholder groups)	TBD	SDQPI coaches will provide electronic links to Provider site leaders

C. SITE PARTICIPATION, ENGAGEMENT, RATING and MAINTENANCE CYCLES

Per QCC Implementation Guide- 'Frequency of Site Rating', a site's rating of 1-3, will be valid for three or five years, for sites rated 4 or 5, from the time the overall site rating is assigned. SDCOE will monitor participating site between ratings, to assure they are continuing to meet the criteria for their level of rating.

SITE NAME*	RATING STATUS (Participation Only, Tier Rating in process, Tier Rating and date, Not in-Good-Standing & unable to rate)	RATING DATE
Warner Unified School District State Preschool	4	06/30/2019

*Site Names and ratings to be verified upon receipt of the contract and copies of the site License for reach site.

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
for SDQPI Provider Services**

**Exhibit "A": Scope of Work
Attachment 2: Learn Well Stipend**

LEARN WELL STIPEND 2021-2022 Early Learning & Care Staff (ELC staff)

EARLY LEARNING & CARE (ELC) STAFF: IDENTIFIED SITE LEADER AND STAFF RESPONSIBLE FOR PROVIDING DIRECT SUPPORT TO A DESIGNATED GROUP OF CHILDREN DAILY AT A SITE (I.E., LEAD TEACHER, ASSISTANT TEACHER).

STIPEND INTENT

Improvements in preschool quality require additional knowledge and time investments on the part of the early education workforce. These stipends are intended to ensure that the investments of additional time made to improve quality are compensated.

ELIGIBILITY CRITERIA

ALL ELC STAFF APPLYING FOR A STIPEND MUST:

1. Submit a "Learn Well Stipend Application" via electronic link (see *Completing Required Forms* section below) or hand delivered (schedule time to submit) on/or before February 1, 2022.
 - **Please Note:** Upon receipt of the "Learn Well Stipend Application" SDCOE will verify if participant is already on file from previous year stipend and if name and home address remained the same. Then:
 - IF participant is already in the payment system and an IRS W-9 is already on file with SDQPI and the home address submitted on the "Learn Well Stipend Application" and the previous year IRS W-9 are the same, **then an IRS W-9 will not be required.**
 - IF participant is not already in the payment system and an IRS W-9 is not on file (new applicant) or there was a home address or name change of the applicant and therefore the "Learn Well Stipend Application" does not match the information on the previous year IRS W-9, **then an IRS W-9 will be required.**
 - **If you are required to submit an IRS W-9 for any reason, Tamara Faranso will reach out to you directly via the email provided on the "Learn Well Stipend Application" with next steps for submitting it. IRS W-9 form must include a wet signature (no digital signature will be accepted) and your personal social security number.**
2. Submit an ECE Workforce Registry Membership Card Number on the "Learn Well Stipend Application". The name associated with the WFR account must match what is on the "Learn Well Stipend Application".
3. Be employed at a participating site with an active site-level Quality Improvement Plan (QIP) by February 1, 2022 and maintain employment for the duration of the session/site calendar.
4. Submit individual reflection on personal role in supporting site-level QIP to site leader between April 1 and April 15, 2022. Site Leader to provide reflections from site (inclusive of session staff, site leader, and data designee) to SDQPI coach by April 30, 2022.
5. Upload and enter personal place of work, personal education, permits and/or credentials, and ongoing professional development into the ECE WFR (at least 2 events, in 2 different months between June 1, 2021 and April 30, 2022). Ensure all ECE/CD records remain current and not expired.
6. Be the identified site leader (individual receiving SDQPI coaching) or be providing direct support with a designated group of children at an ELC site as approved/verified by site leader.
7. **NEW sites to SDQPI ONLY:** Site leader attendance and participation in "SDQPI On-Boarding" is required.

COMPLETING REQUIRED FORMS

SUBMISSION VIA ELECTRONIC LINK	SUBMISSION VIA IN PERSON HARD COPY
<ul style="list-style-type: none"> o Electronic link: https://forms.office.com/r/3azEfkD53S o Please note it is the responsibility of the participant to confirm receipt of application with Tamara Faranso if confirmation of receipt has not been received 3 weeks after electronic submission date. 	<ul style="list-style-type: none"> o Hard copies will only be accepted at designated locations and times (to be provided). o Participants will receive receipt upon turning in documents. No documents will be accepted unless it includes all required documents. o If an agency or site elects to submit all documents on behalf of their staff, all documents will be verified at drop off. Any incomplete documents will be returned, and it will be the responsibility of the staff to bring the documents back completed.

STIPEND CALCULATIONS

- o All eligible ELC staff employed at a participating SDQPI site will receive a base stipend amount, regardless of rating status.
- o To acknowledge the Site Leader's additional responsibility and time investment with the completion of the QIP Planning Tool, QIP creation and coaching, Work Force Registry admin, submittal of data designee name to data rep, SDQPI On-Boarding (if applicable), the identified Site Leader (1 per site, 1 per year) will receive an additional 20% on top of the base stipend amount.

LEARN WELL STIPEND 2021-2022 DATA DESIGNEE

DATA ENTRY DESIGNEE: INDIVIDUAL RESPONSIBLE FOR ALL DATA AT A PARTICIPATING SITE AND IS IDENTIFIED BY THE SITE LEADER AS THE POINT OF CONTACT FOR ALL SITE LEVEL DATA.

STIPEND INTENT

Improvements in preschool quality require additional knowledge and time investments on the part of the early education workforce. These stipends are intended to ensure that the investments of the additional time made to improve quality are compensated.

ELIGIBILITY CRITERIA

ALL DATA DESIGNEE STAFF APPLYING FOR A STIPEND MUST:

- Submit a "Learn Well Stipend Application" via electronic link (see *Completing Required Forms* section below) or hand delivered (schedule to be provided) on/or before February 1, 2022.
 - Please Note:** Upon receipt of the "Learn Well Stipend Application" SDCOE will verify if participant is already on file from previous year stipend and if name and home address remained the same. Then:
 - IF participant is already in the payment system and an IRS W-9 is already on file with SDQPI and the home address submitted on the "Learn Well Stipend Application" and the previous year IRS W-9 are the same, **then an IRS W-9 will not be submitted.**
 - IF participant is not already in the payment system and an IRS W-9 is not on file (new applicant) or there was a home address or name change of the applicant and therefore the "Learn Well Stipend Application" does not match the information on the previous year IRS W-9, **then an IRS W-9 will be required.**
 - If you are required to submit an IRS W-9 for any reason, Tamara Faranso will reach out to you directly via the email provided on the "Learn Well Stipend Application" with next steps for submitting an IRS W-9. IRS W-9 form must include a wet signature (no digital signature will be accepted) and personal social security number.**
- Submit an ECE Workforce Registry Membership Card Number on the "Learn Well Stipend Application". The name associated with the WFR account must match that on the "Learn Well Stipend Application".
- Be employed at a participating site by February 1, 2022 and maintain employment for the duration of the site calendar.
- Be working under the guidance and supervision of the agency leader/administrator, if applicable, ensure that all Learn Well data requirements are completed accurately, in full, and submitted by the due date of each quarter:

Qtr 1: Due date of 09/30/2021	Qtr 2: Due date of 12/31/2021	Qtr 3: Due date of 03/31/2022	Qtr 4: Due date of 05/15/2022
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- Submit individual reflection on personal role in supporting site-level QIP to site leader between April 1 and April 15, 2022.
- Upload and enter personal place of work, personal education, permits and/or credentials into the ECE WFR.

Additional Information

- A partial year stipend may be received if all (4) quarters of data are not received in alignment with the quarterly due dates.
- Data Entry Designee stipend may be earned in addition to ELC staff stipend if the participant is serving in both roles as identified by the site leader. A single person may be assigned to enter data for various sites but only one data entry stipend is available per person.

COMPLETING REQUIRED FORMS

SUBMISSION VIA ELECTRONIC LINK	SUBMISSION VIA IN PERSON HARD COPY
<ul style="list-style-type: none"> Electronic link: https://forms.office.com/r/3azEfkD53S Please note it is the responsibility of the participant to confirm receipt of application with Tamara Faranso if confirmation of receipt has not been received 3 weeks after electronic submission date. 	<ul style="list-style-type: none"> Hard copies will only be accepted at designated locations and times (to be provided). Participants will receive receipt upon turning in documents. No documents will be accepted unless it includes all required documents. If an agency or site elects to submit all documents on behalf of their staff, all documents will be verified at drop off. Any incomplete documents will be returned, and it will be the responsibility of the staff to bring the documents back completed.

STIPEND CALCULATIONS

- All eligible Data Entry Designees supporting a participating SDQPI site will receive a base stipend amount, regardless of rating status.
- All staff eligible for a "Partial Year Stipend" will receive 50% of what they would have received through the Full Year Stipend.

LEARN WELL STIPEND 2021-2022 PERSONAL TRACKING FORM

Tracking Form Use

The intent of this form is to assist staff in meeting all eligibility requirements to receive a Learn Well stipend. This form will not be turned in, rather it can be used to support adhering to timelines and requirements. For full stipend requirements please see "Stipend Document".

ELIGIBILITY TRACKING ELC STAFF

LEARN WELL STIPEND APPLICATION

I completed and submitted a Learn Well Stipend Application on/or before February 1, 2022.

Date Application was submitted?

W-9 FORM

IF APPLICABLE I completed and submitted my W-9 form on/or before February 1, 2022.

Date W-9 form was submitted?

WORK FORCE REGISTRY

My WFR ID # is:

I submitted my ECE Work Force Registry Membership Card Number on/or before February 1, 2022

My WFR Account reflects:

- ☐ My current work location
- ☐ My up to date education
- ☐ My current permits and/or credentials
- ☐ That I work in San Diego County
- ☐ My professional development that I attended throughout the year, from June 1st, 2021 to April 30th, 2022, in at least two different months during the program year.

QUALITY IMPROVEMENT

My site's current site-level QIP is:

My personal reflection on my role in supporting site-level QIP is:

I completed and submitted my personal reflection on my role in supporting site level QIP between April 1 and April 30, 2022.

Was personal reflection submitted via electronic survey link or via hard copy through the mail?

Date personal reflection was submitted?

Date personal reflection confirmation was received?

ELIGIBILITY TRACKING ELC SITE LEADER

In addition to all ELC Staff Stipend eligibility requirements I must meet, I understand I am eligible for an additional stipend amount because as the site leader I have additional ongoing responsibilities through SDQPI:

- ☐ Submitted the name of data designee for my site to the SDQPI ops team
- ☐ Reviewed SDQPI contract
- ☐ Participation in coaching with my SDQPI coach
- ☐ Completed the SDQPI QIP Planning tool with my SDQPI coach
- ☐ Created a site-level QIP with my SDQPI coach
- ☐ Ensured all staff at my site had access to SDQPI information inclusive of site-level QIP and their role in supporting the attainment of the goal, stipend documents, professional development offerings
- ☐ Oversight/support of site level data as applicable
- ☐ WFR accuracy for site staff and WFR administrator access as applicable
- ☐ Site level reflection on supporting QIP attainment inclusive of reflections from session staff and data designee as applicable submitted to SDQPI coach via electronic link to be provided.
- ☐ SDQPI On-boarding as applicable **(New to SDQPI sites only)**

QUALITY IMPROVEMENT

My site's current site-level QIP is:

My personal reflection on my role in supporting site-level QIP is:

I completed and submitted my personal reflection on my role in supporting site level QIP between April 1 and April 30, 2022.

Was personal reflection submitted via electronic survey link or via hard copy through the mail?

Date personal reflection was submitted?

Date personal reflection confirmation was received?

LEARN WELL STIPEND 2021-2022 PERSONAL TRACKING FORM Continued

ELIGIBILITY TRACKING DATA DESIGNEE Part 1 of 2

LEARN WELL STIPEND APPLICATION

I completed and submitted a Learn Well Stipend Application on/or before February 1, 2022.

Date Application was submitted?

W-9 FORM

IF APPLICABLE I completed and submitted my W-9 form on/or before February 1, 2022.

Date W-9 form was submitted?

WORK FORCE REGISTRY

My WFR ID # is:

I submitted my ECE Work Force Registry Membership Card Number on/or before February 1, 2022.

My WFR Account reflects:

- ☐ My current work location
- ☐ My up to date education
- ☐ My current permits and/or credentials
- ☐ That I work in San Diego County

QUALITY IMPROVEMENT

My personal reflection on my role in supporting site-level Data is:

I completed and submitted my personal reflection on my role in supporting site level Data between April 1 and April 30, 2022.

Was personal reflection submitted via electronic survey link or via hard copy through the mail?

Date personal reflection was submitted?

Date personal reflection confirmation was received?

ELIGIBILITY TRACKING DATA DESIGNEE Part 2 of 2

DATA SUBMISSION

I understand that to qualify for a full year stipend Q1-Q4 must be completed.

I understand that if I do not submit **all** (4) quarters of data by the due date of each quarter I may be eligible for a partial year stipend.

Qtr. 1: Due date 09/30/21	Qtr. 2: Due date 12/31/21
Qtr. 3: Due date 03/31/22	Qtr. 4: Due date 05/15/22

QUARTERLY DATA REQUIREMENTS

Quarter 1 (July 1 – September 30): I completed data entry to ensure all data fields listed as required in the SDQPI contract (EXHIBIT "B") are complete and accurate in QRIS data system.

Quarter 2 (October 1 – December 31): I completed data entry to ensure all data points listed above under Quarter 1 are maintained up-to-date, complete, and accurate in QRIS data system.

Quarter 3 (January 1 – March 31): I completed data entry to ensure all data points listed above under Quarters 1 and 2 are maintained up-to-date, complete, and accurate in QRIS data system.

Quarter 4 (April 1 – June 30): I completed data entry to ensure all data points listed above under Quarters 1, 2, and 3 are maintained as up-to-date, complete, and accurate in QRIS data system.

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
for SDQPI Provider Services**

**Exhibit "B": SDQPI Data Reporting Timelines
Attachment 1: Parent Consent Forms**

July 1, 2021

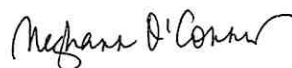
Dear Parent(s):

Your child's early learning and care provider/preschool participates in the San Diego Quality Preschool Initiative (SDQPI) to support high quality adult-child interactions and early learning and care environments. As a condition of the funding we receive to provide supports to your child's provider/preschool, we are required to report participation rates of children so California Department of Education, First 5 San Diego and First 5 California may evaluate our SDQPI program effectiveness. By signing the "Consent to Participate" forms (attached), you are authorizing your SDQPI provider/preschool to share your child's participation data with the San Diego County Office of Education (SDCOE), who operates SDQPI and is responsible to provide the data to our funders, for as long as your child participates in SDQPI. You may revoke this authorization for consent by written notice to SDCOE at San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111 or at <https://sdqpi.org/> "Contact" and fill out the requested fields.

Your child's individual information will never be released in these required reports nor released to the public or made available for public viewing. The San Diego County Office of Education (SDCOE) operates SDQPI, therefore SDCOE staff will need access to view and review certain data collected by your child's providers/preschool. One of the attached forms is specific to allow your child's individual data to be shared with SDCOE for data quality only. Data collected by SDCOE from your child's provider/preschool will only be in aggregate form. This means that it will be group data such as number of children who are of a certain age, certain gender or received a specific service like a developmental screening or special education at the early learning and care site. Your provider/preschool may also share directory information including your child's name, gender, date of birth, and dates of attendance. Your provider/preschool does not need parent consent in order to share this information, unless you have opted out of release of directory information.

Providing your consent at this time does not limit your ability to withdraw your consent in the future. If at any time after providing your consent, you choose to withdraw your consent to share your child's participation data with the SDCOE or First 5 San Diego, please contact your Quality Preschool Initiative provider/preschool for the requisite forms.

If you agree to allow your provider/preschool and SDCOE to include your child's data in the participation rate data reporting process, please sign the attached form(s) and return them to your SDQPI provider/preschool. If you do not agree, please draw a line through the attached form(s) and write "no" in the signature line and return to your SDQPI provider/preschool. If you should have any questions or concerns, please contact me, Meghann O'Connor at meghann.oconnor@sdcoe.net.
Sincerely,



Meghann O'Connor
Director
Early Education Programs and Services
San Diego County Office of Education



1 de julio, 2021

Estimado(s) padre(s) de familia:

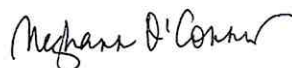
El proveedor de servicios de cuidado y educación temprana de su hijo/a participa en el programa de calidad en programas preescolares de San Diego que se conoce en Inglés por sus siglas, SDQPI (San Diego Quality Preschool Initiative). Este programa provee apoyos al personal para incrementar la calidad de las interacciones entre su hijo/a y los adultos que fomentan su desarrollo y también para incrementar el nivel de calidad del ambiente en el que se desarrolla y aprende su hijo. Los fondos que nos permite proporcionar este servicio al proveedor de cuidado /maestro de su hijo, el departamento de Educación de California, Primeros 5 San Diego y primeros 5 California, nos obligan a proporcionar ciertos datos acerca de los niños inscritos en el programa con el propósito de utilizar los datos para completar estudios sobre la efectividad de nuestros servicios a los proveedores. Las formas aquí adjuntas se le proporcionan para pedirle su "consentimiento" y permitir que el proveedor de servicios de cuidado y educación temprana de su hijo/a comparta estos datos con la Oficina de Educación del Condado de San Diego (SDCOE), quien implementa el programa de SDQPI. La Oficina de Educación del Condado de San Diego (SDCOE) tiene la responsabilidad de proveer los datos a las organizaciones aquí previamente nombradas, quienes proveen los fondos para el programa. Puede revocar esta autorización de consentimiento por medio de una notificación por escrito a La Oficina de Educación del Condado de San Diego (SDCOE), 6401 Linda Vista Road, San Diego, CA 92111 o por página web <https://sdqpi.org/> seleccione "contactar" y llene los campos solicitados.

El nombre y la información privada de su hijo(a) no se compartirá en ningún reporte, jamás será difundida públicamente ni estará accesible al público. La Oficina de Educación del Condado de San Diego (SDCOE) como entidad operativa de SDQPI necesitará revisar ciertos datos individuales de cada niño/a, recogidos por el proveedor de su hijo(a). Los datos recogidos serán formateados en forma agregada al incluirlos en los reportes. Esto quiere decir que los datos en los reportes y resúmenes, no son personales, son datos de grupo como lo son el número de niños de cierta edad o de cierto género en el aula de su hijo/a, cuantos niños han recibido evaluaciones de desarrollo o servicios de educación especial. Una de las formas aquí adjuntas es específicamente para que usted de su consentimiento para que el personal de SDCOE vea la información acerca de su hijo que recogió el proveedor con el propósito de crear y formatear los reportes de resumen de agregados que SDCOE necesita presentar a las agencias que financian SDQPI. El proveedor de servicios de cuidado y educación temprana de su hijo(a) también podrá compartir datos personales de su hijo que incluyen su nombre, sexo, fecha de nacimiento y fechas de asistencia. El preescolar de su hijo no necesita su autorización para compartir dicha información, a menos que usted haya optado porque no se disemine dicha información personal.

El dar su consentimiento ahora no limita su habilidad de retirar su consentimiento para participar en la evaluación de la investigación en un futuro. Si decide retirar su consentimiento después de haberlo dado, por favor contacte a su proveedor proveedor de servicios de cuidado y educación temprana para obtener las formas necesarias.

Si usted da su consentimiento para participar en el proceso de evaluación, por favor firme las formas adjuntas y entréguelas a su proveedor. Si no desea dar su consentimiento, por favor trace una línea en cada una de las formas adjuntas, escriba 'no' en la línea de la firma y entregue las formas a su proveedor de preescolar QPI. Si tiene alguna duda o inquietud, no dude en contactarme, meghann.oconnor@sdcoe.net.

Atentamente,



Meghann O'Connor
Director
Early Education Programs and Services
San Diego County Office of Education





AUTHORIZATION FOR USE OR DISCLOSURE OF STUDENT INFORMATION TO AND FROM EARLY LEARNING AND CARE PROVIDERS

Completion of this document authorizes the disclosure and/or use student information between your child's early learning and care provider, and the San Diego County Office of Education, as set forth below, consistent with California and Federal laws concerning the privacy of such information and use of non-identifiable student information for the purposes of program study and funding. If you consent to disclosure of information as described herein, please fill out, sign and return this form to:

USE AND DISCLOSURE INFORMATION RELATED TO:

Student Name: _____
Last First MI Date of Birth

I, the undersigned, do hereby authorize the above named student's early learning and care provider, _____, to allow the San Diego County Office of Education to review my child's records and confidential information for the purpose of verifying aggregate (group) data for my child's early learning and care site, and for the San Diego County Office of Education, 6401 Linda Vista Road, San Diego, CA 92111, to share aggregate information including all children at the early learning and care site, with First 5 San Diego, First 5 California and California Department of education for the purpose of program study and funding. No personally identifiable information will be shared.

Requested information shall be limited to the following aggregate information about the children enrolled at your child's early learning and care site: ethnicity; primary language; number of children who received a developmental screening and number of children who have an IFSP or IEP

DURATIONS

This authorization shall become effective immediately and shall remain in effect for the period the child is enrolled in a SDQPI Program.

RESTRICTIONS ON RE-DISCLOSURE

California law prohibits the requestor from making further or additional disclosure of private information to another third party unless the requestor obtains another authorization from you, or the disclosure is specifically required or permitted by law.

YOUR RIGHTS

You have the following rights with respect to this authorization, and affirm you understand them in signing this release form. You may revoke this authorization at any time by submitting written revocation signed by you or your representative and delivered to the agency/persons listed above. Your revocation will be effective upon receipt, but will not be effective to the extent that the requestor or others have acted in reliance on this authorization. You have the right to receive a copy of this authorization.

Signing this authorization may be required in order for this student to obtain appropriate/additional specialized support services in the educational setting.

Approval: _____
Printed Name Signature Date

Relationship to Student Area Code and Telephone Number

First 5 San Diego Quality Preschool Initiative / Disclosure Authorization Form
7/1/2021

SAN DIEGO
QUALITY
PRESCHOOL INITIATIVE





AUTORIZACIÓN PARA EL USO O LA DIVULGACIÓN DE INFORMACIÓN DE ESTUDIANTES PARA Y DE PARTE DE LOS PROVEEDORES DE CUIDADO Y EDUCACIÓN TEMPRANA

El completar este documento autoriza la divulgación y/o el uso de información de estudiantes personalmente identificable entre el preescolar de su hijo/a, la Oficina de Educación del Condado de San Diego y First 5 San Diego, como esta descrito abajo, consistente con las leyes de California y federales concerniente a la privacidad de dicha información y uso de la información no identificable del estudiante entre First 5 San Diego y First 5 California con el propósito de la evaluación y el financiamiento del programa. Si usted está de acuerdo con la divulgación de información descrita en este documento, firme y

entregue esta forma a: _____.

USO Y DIVULGACIÓN DE INFORMACIÓN RELACIONADA CON:

Nombre del niño/a: _____
Apellido Primer Nombre Inicial del segundo nombre Fecha de nacimiento

Yo, el(la) abajo firmante, hago constar que autorizo al proveedor de cuidado y educación temprana del niño/a nombrado

anteriormente, _____, permita a la Oficina de Educación del Condado de San Diego, revisar el expediente de ni hijo/a, incluyendo información confidencial, con el propósito de verificar datos agregados del grupo de niños bajo su cuidado y para que la Oficina de Educación del Condado de San Diego, 6401 Linda Vista Road, San Diego, CA 92111, comparta los datos agregados del grupo, con First 5 San Diego, First 5 California y el Departamento de Educación del Estado de California, con el propósito de evaluación de financiar y evaluar el programa. No se compartirá ningún dato personal identificado o asociado con su niño/a.

La información que se solicita está limitada a los siguientes datos agregados del grupo de niños inscritos y recibiendo servicios de cuidado y educación temprana con su proveedor: etnicidad; idioma; número de niños que recibieron un examen de desarrollo; y número de niños que tienen un plan educativo de servicios de educación especial conocidos en ingles por las siglas IEP o IFSP.

VENCIMIENTO

Esta autorización será efectiva inmediatamente y se mantendrá en efecto hasta el/la niño/a termina su participación en el programa SDQPI.

SUS DERECHOS

Usted tiene los siguientes derechos con respecto a esta autorización y afirma entenderlos al firmar esta forma de autorización. Usted puede revocar esta autorización en cualquier momento al presentar una revocación por escrito firmada por usted o por su representante y enviada a la agencia(s)/personal mencionados arriba. Su revocación entrará en efecto en cuanto sea recibida pero no aplicará a la información que ya se ha dado a conocer dada esta autorización. Usted tiene derecho a recibir una copia de esta autorización.

Es necesario firmar esta autorización para que el estudiante pueda recibir servicios de apoyo especializados apropiados/adicionales en el ambiente educativo.

Autorización: _____
Nombre en letra de molde Firma Fecha

Relación de parentesco con el/la estudiante

Número de teléf.

First 5 San Diego Quality Preschool Initiative / Disclosure Authorization Form
7/1/2021

SAN DIEGO
QUALITY
PRESCHOOL INITIATIVE



Model Release Form

STUDENT NAME (please print): _____

All my rights I may have or acquire in connection with my participation in the television, film, audiotape series, or any Web based or derivative work of projects for teachers by the First 5 San Diego Quality Preschool Initiative including but not limited to my rights to publicity, copyrights and/or other intellectual property rights, are hereby granted, worldwide, in perpetuity and for any use to the San Diego County Board of Education and the San Diego County Office of Education, San Diego, California, and its designees. I hereby waive the right to any fees or control of the aforementioned programs or any portion thereof, now or in the future and I grant full permission for the use of my name, likeness, performance and voice for the purpose of publicizing, advertising, promoting, or marketing the aforementioned teacher projects.

San Diego County Office of Education will have no obligation to use the material or to complete, distribute, or exhibit the production. I shall not have the right to approve or review any use of the material. I acknowledge that no consideration or compensation shall be payable in connection with the material. I understand and acknowledge that San Diego County Office of Education will use the material in full reliance on the above consent and release.

Student's Signature

Date

For Students who are Minors (under age 18):

I hereby represent and warrant that I am the parent or legal guardian of the Minor Student whose name is printed above, that I am of majority age and have the legal right to execute this consent and release on behalf of the Minor Student. I further represent and warrant that I have read the release, above, prior to its execution, that I am fully familiar with the contents thereof, and understand and agree to be bound by the terms, conditions and provisions thereof.

Parent/Guardian Signature

Print Name

Date

Address

School/Location

City

State

Permiso para Publicación

NOMBRE DEL ESTUDIANTE (letra de molde): _____

Todos los derechos que pudiera tener o adquirir en conexión con mi participación en la televisión, película, cinta audio, o cualquier proyecto por internet o derivado por los maestros de la Iniciativa de Preescolar de Calidad de Primeros 5 de San Diego, incluyendo pero no limitado a, mis derechos de publicidad, derechos reservados y/o otros derechos de propiedad intelectual, los cedo aquí presente, mundialmente, en perpetuidad y para cualquier uso de la Mesa Directiva de Educación del Condado de San Diego y de la Oficina de Educación del Condado de San Diego, San Diego, California, y sus designados. Yo por la presente cedo el derecho a cualquier cobro o control de los programas ya mencionados o cualquier porción del mismo, ahora o en el futuro yo doy permiso absoluto para el uso de mi nombre, imagen, actuación y voz para el propósito de publicación, distribución, promoción, ó comercialización de los proyectos de los maestros de los ya mencionados.

La Oficina de Educación del Condado de San Diego no tendrá la obligación de usar el material o de completarlo, distribuirlo, ó exhibirlo. Renuncio a cualquier derecho que yo tenga para inspeccionar el uso del material. Estoy consiente que ninguna consideración o compensación será otorgada en conexión con el material. Entiendo y estoy consiente que la Oficina de Educación del Condado de San Diego usara el material en completa dependencia del consentimiento y comunicado ya mencionado arriba.

Firma del Estudiante

Fecha

Para estudiantes menores de 18 años:

Yo represento y garantizo que soy el padre o tutor legal del estudiante menor del cual su nombre esta escrito arriba, que tengo la mayoría de edad y tengo el derecho legal de ejecutar este consentimiento y permiso a favor del menor. Además, aquí presente garantizo que he leído el permiso arriba antes de su ejecución, que estoy totalmente familiarizado con el contenido del mismo, y entiendo y estoy de acuerdo con los términos, condiciones y provisiones del mismo.

Firma del padre/tutor

Nombre en letra de molde

Fecha

Domicilio

Escuela

Ciudad

Estado



Information on the First 5 San Diego Program Evaluation

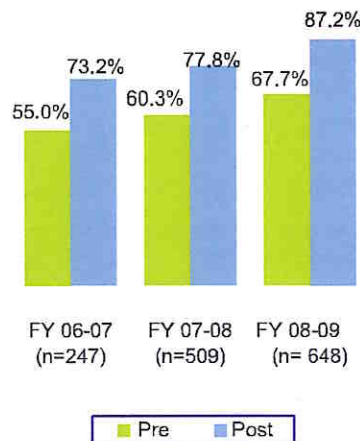
Evaluation Manager
9655 Granite Ridge Drive, Suite 120
San Diego, CA 92123
(858) 285-7710

First 5 San Diego (First 5 SD) supports and pays for programs for young children and their families in San Diego County. These programs help children enter school healthy and ready to succeed. Data collected from programs will help First 5 SD learn which programs work best.

Data Available to First 5 SD. The organization providing services to you shares data with First 5 SD. For example, the data may be the ages and ethnicities of participants, the number of people served in each zip code or information about how groups of children and their parents are learning and improving.

Procedures. First 5 SD does not report on individual children or families as part of its evaluation. Your family data will be combined with data from others to show First 5 SD if families are helped by our programs. As an example, some First 5 SD programs help parents to read to their child. The report would look like this.

Parents Reading 3 or More Times a Week to Their Child



Questions. If you have any questions regarding the First 5 SD evaluation, you may call the Evaluation Manager at (858) 285-7710, or write to the above mailing address.

Voluntary Participation. You/your child receive First 5 SD services voluntarily and you can refuse services or stop participating at any time.

ACKNOWLEDGEMENT

I, _____ have received the First 5 San Diego Program
Evaluation information sheet.

Name of Parent/Guardian (PLEASE PRINT)

Signature of Parent/Guardian

Date

Child(ren) under age 6 receiving services from:

Agency or Program Name

Child (1) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (1)

Child (2) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (2)

Child (3) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (3)

Child (4) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (4)

Child (5) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (5)

Child (6) – First, Middle, and Last Name (s) as listed on birth certificate

Relationship to Child (6)



Información sobre la Evaluación del Programa First 5 San Diego

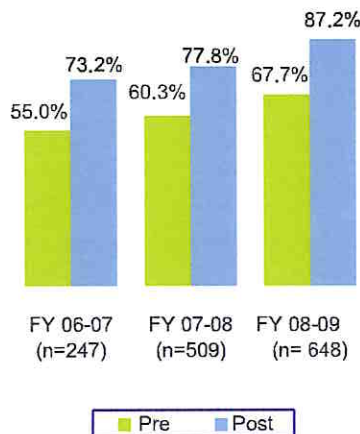
Evaluation Manager
9655 Granite Ridge Drive, Suite 120
San Diego, CA 92123
(858) 285-7710

First 5 San Diego (First 5 SD) apoya y paga por programas que ayudan a los niños del condado de San Diego. Estos programas contribuyen a que los niños entren a la escuela saludables y listos para triunfar. La información recopilada por parte de los programas ayudará a que First 5 SD identifique cuales programas funcionan mejor.

Información disponible a First 5 SD. La organización que le ofrece los servicios comparte datos con First 5 SD; por ejemplo, datos como la edad y el grupo étnico de los participantes, el número de personas que se atienden en cada código postal o información acerca de cómo grupos de niños y sus padres están aprendiendo y mejorando.

Procedimientos. First 5 SD no reporta de manera individual a niños o familias como parte de su evaluación. La información de su familia será combinada con datos de otras personas para mostrarle a First 5 SD si las familias son ayudadas por nuestros programas. Por ejemplo, algunos de los programas de First 5 SD ayudan a los padres a leerles a sus hijos. El reporte se presentaría de este modo:

Padres que les leen a sus hijos 3 o más veces por semana



Preguntas. Si usted tiene preguntas sobre la evaluación de First 5 SD, puede comunicarse con el Gerente de Evaluación al (858) 285-7710, o escribirle a la dirección que aparece en la parte superior de la hoja.

Participación voluntaria. Usted/su hijo recibe servicios de First 5 SD voluntariamente y puede rehusarlos y dejar de participar en cualquier momento.

Reconocimiento

Yo, _____ he recibido la hoja de información de la Evaluación del Programa First 5 San Diego.

Nombre del padre/tutor (**FAVOR DE ESCRIBIR CON LETRA DE MOLDE**)

Firma del padre/tutor

Fecha

Niño(s) menores de 6 años que reciben servicios de:

Nombre de la Agencia o Programa

Niño (1) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (1)

Niño (2) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (2)

Niño (3) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (3)

Niño (4) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (4)

Niño (5) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (5)

Niño (6) – Primer nombre, segundo(s) nombre(s),
apellidos como aparece en el acta de nacimiento

Relación con el niño (6)

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
For SDQPI Provider Services
Exhibit "E": CSPP Quality Site Block Grant Fiscal Requirements**

1. CSPP Quality Site Block Grant

The 2021-22 CSPP Quality Site Block Grant extends from July 1, 2021 through June 30, 2022. Funding is contingent on the site continuing to participate during the 2021-22 school year. The Quality Site Block Grant amount for FY 2021-22 has been determined based on child days of enrollment (cde's) your agency earned in FY 2019-2020, and the percent of CSPP sites with a valid QCC rating of 4 or 5 as of June 30, 2021. Your funding calculation is attached as **Exhibit "E" – Attachment 1**.

2. Invoicing Requirements

Agencies shall submit a single invoice for payment of funds. Provider shall invoice for the full amount after this amendment is fully executed and no later than April 15, 2022. Provider shall submit an invoice via email to the SDCOE Budget Technician.

3. Reporting Requirements

Agencies shall submit an expenditure report with a summary of expenses on the template included in **Exhibit "E" – Attachment 2**, unless a different reporting method is required by CDE. Provider will be notified in advance of the due date, once SDCOE receives notification from CDE.

Provider is responsible for completing budget reporting requirements to SDCOE and/or CDE as determined by CDE.

Funds may be used for improvements at the site as determined by CDE Fiscal Services guidance documents. For additional guidance on fiscal reporting requirements, please refer to the *Child Development Attendance & Fiscal Reporting & Reimbursement Procedures* document also known as "Greenbook" on CDE's website and California Department of Education Annual Year-End Reporting reminders for Executive Directors of Child Care and Development Programs.

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
For SDQPI Provider Services**

**Exhibit “E”: CSPP Quality Site Block Grant
Fiscal Requirements
Attachment 1: 2021-22 CSPP Quality Site Block Grant**

— SAN DIEGO —
QUALITY
 PRESCHOOL INITIATIVE

2021-22 CSPP Quality Site Block Grant for Warner Unified School District

Based on the number of child days of enrollment (cde's) your agency earned in FY 2019-2020, and the percent of CSPP sites with a valid QCC rating of 4 or 5 as of June 30, 2021 from the sites listed below, your preliminary CSPP Quality Site Block Grant amount is calculated as follows:

	Percentage of sites at each Tier level	Total Dollar Amount based on the % of cde's at each tier level
QCC Tier 5:	0.00%	\$ 0.00
QCC Tier 4:	100.00%	\$7,883.67
QCC Tier 3 or below, or not yet rated:	0.00%	\$0.00
Total CSPP Quality Site Block Grant Amount		\$7,883.67

CSPP sites receiving a Quality Site Block Grant:

- Warner Unified School District State Preschool 4

The Quality Site Block Grant amounts for fiscal year 2021-22 above are final.

**San Diego County Superintendent of Schools
Agreement with Warner Unified School District
For SDQPI Provider Services**

**Exhibit “E”: CSPP Quality Site Block Grant
Fiscal Requirements
Attachment 2: Reporting Template**

NAME of Contractor	
E-MAIL TO sylvia.munoz@sdcoe.net	
Considering the CSPP Quality Site Block Grant received, please indicate how much was spent in the corresponding categories.	Amount spent from July 1, 2021 - June 30, 2022
1000 Certified Salaries	
Increase in salaries	
Release Time/Substitutes	
Paid Pre-Service Day(s)	
Professional Development/coursework reimbursement	
Additional staff to reduce adult: child ratios	
Additional staff to cover time for PLC/completing ASQs or other assessments	
Other:	
Subtotal	\$ -
2000 Classified Salaries	
Paid Pre-Service Day(s)	
Other:	
Subtotal	\$ -
3000 Benefits	
Other:	
Subtotal	\$ -
4000 Supplies	
Other:	
Subtotal	\$ -
5000 Travel/Equipment/Contractual	
Travel	
Equipment	
Workshop conference/registration fee	
Incentives/Teacher stipends	
Contracted/Purchased Professional Development Services	
Other:	
Subtotal	\$ -
Other Spending Categories not mentioned (please specify):	
Indirect Cost	
Other:	
Unspent amount as of June 30, 2021 (Transfer to Reserve per CDE guidelines)	
Subtotal	\$ -
Grand Total	\$ -

**Temecula Valley Unified School District and Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT**

This agreement made and entered into this 5th of October, 2021, by and between the Temecula Valley Unified School District of Riverside County and the Warner Unified School District of San Diego County, effective only for the school year(s) 2021/22 - 2025/26 (up to five years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

1. Each of the districts will accept insofar as enrollment capacities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or his designee of the school district of residence, who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - ☒ The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - ☐ For districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance, the attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - ☐ Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
4. Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

TERMS & CONDITIONS


1. As per district policy or regulations, the district of attendance may revoke individual interdistrict attendance permits should a transferred student fails to adhere to the district's standards for student conduct, attendance or academic performance.
2. Additional conditions:
 - ☒ Permits may be authorized with a limited term to allow attendance through the end of a grading period or school year.
 - ☒ A district of attendance may require reapplication for admission on an annual basis.
 - ☒ Other, specify: School placement will be determined by the receiving district.

DISTRICT PROCESS TO APPEAL OF DENIALS OR REFUSALS

District:	District:
Initial Approval / Denial:	Initial Approval / Denial:
Appeal:	Appeal:
Personal Conference:	Personal Conference:

SIGNATURES

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated below and authorized their representatives to sign in their behalf.

Signature: 	Signature:
Title: <u>Assistant Superintendent</u>	Title:
District: <u>Temecula Valley Unified</u>	District:
Date Approved by Governing Board: <u>10/5/2021</u>	Date Approved by Governing Board:

**Second Reading and Approval of Governing Board Policies, New
Administrative Regulations, and Exhibits**

CSBA POLICY GUIDE SHEET

September 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0470 - COVID-19 Mitigation Plan

Policy updated to add new note to reflect that districts are obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), and local health authorities, to reflect guidance from CDPH and Cal/OSHA's COVID-19 prevention program, and reflect requirements for districts to create and post COVID-19 safety plans. Policy updated to direct the Superintendent and/or designee to establish and maintain a COVID-19 safety plan that complies with public health guidance of CDPH, the requirements of Cal/OSHA, any orders of state or local health authorities, and any other applicable law and/or health order(s) and to omit specific details regarding COVID-19 mitigation practices due to the evolving nature of public health guidance. Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring the reporting of specified COVID-19 cases to CDPH and requiring the reporting of other information to the California Collaborative for Educational Excellence (CCEE). Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring districts that receive Extended Learning Opportunities (ELO) grant funding to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to eligible students. Policy also updated to include promising practices for reengaging chronically absent students and to direct the Superintendent or designee to ensure the continuity of instruction for students who may be under a quarantine order to stay home by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Board Policy 3516.5 - Emergency Schedules

Policy updated to reflect **NEW LAW (AB 130, 2021)** requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Board Policy 4131 - Staff Development

Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's California Digital Learning Integration and Standards Guidance regarding staff development in the use of technologies, to reference **NEW LAW (AB 130, 2021)** regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.

Board Policy 6120 - Response to Instruction and Intervention

Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI²), reference multi-tiered system of supports (MTSS) and the integration of RtI² into such frameworks, expand the list of individuals that may be included in designing the district's RtI² system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI² model identified by the California Department of Education, and that RtI² may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to clarify requirements for mathematics coursework, reflect **NEW LAW (AB 104, 2021)** which requires districts to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in four years, and to provide a student who was enrolled in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in the 2020–21 or 2021–22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

Administrative Regulation 6146.1 - High School Graduation Requirements

Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

Board Policy 6164.4 - Identification and Evaluation of Individuals for Special Education

Policy updated to reference the U.S. Department of Education's (USDOE) Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference M.M. v. Lafayette School District, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.

Board Policy 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Policy updated to reorganize and clarify material.

Administrative Regulation 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends best practices for keeping parents/guardians, teachers, and private school officials informed of the child find process, enhance the section regarding consultation with private school representatives, and reference USDOE's Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School which emphasizes that districts may not require a private school to implement a RTI process before evaluating parentally-placed private school children. Regulation also updated to add that evaluation of all identified parentally-placed private school children with disabilities be conducted as specified in BP/AR - Identification and Evaluation of Individuals for Special Education including obtaining parent/guardian consent, that the district is required to make a free appropriate public education available to a child residing in the district who is eligible for an IEP, and to clarify material regarding the qualification requirements of private elementary and secondary school teachers providing equitable services to parentally-placed private school children.

Board Policy 6164.5 - Student Success Teams

Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs.

Administrative Regulation 6164.5 - Student Success Teams

Regulation updated to reference that the SST process is not required by law and that the regulation reflects best practices, emphasize the importance of school counselors in the SST membership, provide that the makeup of each individual SST is at the district's discretion, reference the ability of districts to appoint a districtwide or schoolwide SST coordinator, identify teachers specifically as school staff with whom consultation may occur, add types of materials appropriate for collection to inform SST members, and add the development of a plan, and adjustments to the plan and related interventions, as one of the SST responsibilities.

Policy 3516.5: Emergency Schedules

Status: DRAFT

Original Adopted Date: 07/12/2001

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

Policy 4131: Staff Development

Status: DRAFT

Original Adopted Date: 09/14/2015

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction
10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices
11. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in

Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

Policy 6120: Response To Instruction And Intervention

Status: DRAFT

Original Adopted Date: 12/10/2009

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans
9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing RtI² data

The RtI² system may be utilized as one component when considering the referral of a student for evaluation

for special education or other services.

Policy 6146.1: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: 02/12/2019 | **Last Revised Date:** 04/13/2021

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, which may be counted toward additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. 10 hours per year of community service.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer

program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and

on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Regulation 6146.1: High School Graduation Requirements

Status: DRAFT

Original Adopted Date: 01/17/2008

Notifications

Requirements for graduation, specified alternative means for completing the prescribed course of study, and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225 shall be made available to students, parents/guardians, and the public.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
 2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy
-

Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: DRAFT

Original Adopted Date: 08/11/2011

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: DRAFT

Original Adopted Date: 08/11/2011

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

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

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a

determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in

5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation

procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

Policy 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

Status: DRAFT

Original Adopted Date: 06/21/2007

The Governing Board recognizes its obligations under state and federal to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Regulation 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

Status: DRAFT

Original Adopted Date: 06/21/2007

Definitions

Parentally-placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally-placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (Education Code 56301; 20 USC 1412(a)(10)(A)(iii); 34 CFR 300.134)

1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably
2. The manner in which parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities and how this share is calculated
4. How the consultation process among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. The provision of equitable special education and related services including how, when, and by whom such services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (Education Code 56172; 20 USC 1412; 34 CFR 300.135)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally-placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally-placed in a private school has no individual right to receive some or all of the special education and related services that would have been received if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The district shall evaluate all identified parentally-placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education, including obtaining parent/guardian consent and providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district is not required to develop an IEP if the parent/guardian makes clear the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep the child enrolled in private school, including the fact that the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement for each identified child with a disability enrolled by their parents/guardians in a private school within the district's boundaries an individual services plan (ISP) that describes the equitable services that the district will provide, as determined by the district after the consultation process with private school representatives. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 20 USC 1414. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without remodeling or causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

Policy 6164.5: Student Success Teams

Status: DRAFT

Original Adopted Date: 04/15/2004

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

Regulation 6164.5: Student Success Teams

Status: DRAFT

Original Adopted Date: 04/15/2004

Team Membership

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
 2. Contact parents/guardians and other team members regarding team meetings
 3. Consult with appropriate school staff, including teachers and/or district resource personnel
 4. Arrange for observation of the student as needed
 5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
 6. Help the student and parents/guardians prepare for the meeting
 7. Facilitate the team meetings
 8. Develop a plan to support the student which incorporates intervention strategies
 9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary
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Calendar
November 2021

SUN	MON	TUE	WED	THU	FRI	SAT
31	1	2	3	4	5	6
	Day of the Dec	Solana Center	Spanish Club 1 ● 1pm Mexical ● 5pm PTCC M	Middle School	Teacher Devel	SAT Testing
7	8	9	10	11	12	13
		Thanksgiving Grams				
			● 1pm Mexical			
14	15	16	17	18	19	20
Thanksgiving Grams						
			● 1pm Mexical ● 3pm FFA Spe			
21	22	23	24	25	26	27
	Thanksgiving Break					
			● 1pm Mexical			
28	29	30	Dec 1	2	3	4
			● 1pm Mexical ● 5pm PTCC M			