

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

28751 Cole Grade Road, Valley Center, CA 92082 ☐ (760) 749-0464 ☐ Fax (760) 749-1208

Mission Statement

As a learning community dedicated to personal growth and academic excellence, the Valley Center-Pauma Unified School District, in partnership with students, parents, and the community, will bring forth individuals who attain academic achievement, a passion for lifelong learning, and respect for themselves and others.

GOAL

To support a broad-based curriculum that promotes achievement for all.

Regular Meeting

October 8, 2020

Held Virtually due to COVID-19 Pandemic Restrictions

Valley Center High School Multi-Media Center

31322 Cole Grade Road, Valley Center, CA 92082

Accommodations:

In compliance with the American with Disabilities Act 1990, if you need special assistance to participate in this meeting, please contact the office of the Superintendent at (760) 749-0464. Notification of 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to that meeting.

In compliance with Government Code Section 54957.5, non-exempt writings that are distributed to a majority or all of the board in advance of a meeting may be viewed at 28751 Cole Grade Road, Valley Center, or at the scheduled meeting. In addition, if you would like a copy of any record related to an item on the agenda, please contact the office of the Superintendent at (760) 749-0464.

This meeting is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020 and in compliance with subsequent Executive Order N-33-20 issued March 19, 2020. Any or all board members may attend the meeting by phone. Members of the public may also submit their requests to address the board via email at:

requesttoaddressboard@vcpusd.org. Emailed requests must be received no later than 1:00 pm on October 8, 2020. The emailed requests will be read during the meeting by the Board Secretary or his designee. Members of the public may observe the meeting by joining via the following information.

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to join.

<https://zoom.us/j/94143216038?pwd=VHZVcVJWbCtSZnZVRVJSUUNsb1ZUdz09>

Passcode: CNuhB9 Note: you will need to enter this passcode to join

Or join by phone:

Dial(for higher quality, dial a number based on your current location):
US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or
+1 312 626 6799 or +1 929 205 6099 or +1 301 715 8592
Webinar ID: 941 4321 6038
Passcode: 576532 Note: you will need to enter this passcode to join

- I. 5:00 p.m. - Public Comment on Closed Session Items. The Board meeting is recorded.
- II. 5:00 p.m. - **CLOSED SESSION**
 - A. Public Employees Disciplines/dismissals/releases/non-renewals/evaluations (Government Code Section 54957)
 - B. Certificated Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
 - C. Classified Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
 - D. Conference with Legal Counsel – Anticipated Litigation - Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Government Code Section 54956.9
 - 1. Two matters
 - E. Pending/Existing Litigation Pursuant to Government Codes 54956.9(a), 54956.9(d)(1), and 54956.9(d)(2)
 - F. Conference with Labor Negotiators: (Government Code Section 54957.6)
District Negotiator: Dennis Zabinsky, Director of Human Resources
 - 1. Employee Organizations – VCPTA and CSEA
 - 2. Unrepresented Employees
- III. 6:00 p.m. - **PUBLIC MEETING**
 - A. Call to Order and Establishment of Quorum
 - B. Pledge of Allegiance
 - C. Report any action resulting from closed session
 - D. Approval of the Agenda – additions, deletions or corrections

Motion_____ 2nd_____

Vote by Member:

Adams, C ____ Heredia ____ Polito ____ Stroh ____ Adams, M ____

E. Recognitions and Presentations

- | | |
|--|------------------------------|
| 1. The Board will recognize Susan Henderson as the Certificated Employee and Deborah Wilson as the Classified Employee of the Month for Valley Center Elementary. <i>Presented by Stephanie McEntire</i> | Recognitions & Presentations |
|--|------------------------------|

F. Requests to Address the Board

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires the public presentations to the Board comply with Board Bylaw 9323 including the following:

- **DURING THE COVID-19 PANDEMIC** - Members of the public wishing to address the Board must submit their request via email at requesttoaddresstheboard@vcpusd.org by 1:00 pm on October 8, 2020. Your emailed request should indicate if your comments are directed toward a specific agenda item or if your comments are unrelated to an agenda item.
- The President will recognize each person who has a request to address the Board at the proper time and the **Board Secretary or designee will read the content of the emailed requests in the order received**. Emailed requests to address the board must include the name of the requestor. All emailed comments are limited to a total of 3 minutes per person (approximately 450 words) or 20 minutes per item. Members of the public will be able to observe the reading of the emailed requests by attending the webinar.
- The Ralph M. Brown Act limits the Board of Trustees and staff's ability to respond to comments on items not on the agenda.
- The Board may not legally take action on any item not specifically listed on the agenda.
- If there are concerns regarding specific individuals, it is preferred that the speaker refrain from naming them publicly to respect their privacy.

Please note that once the Board closes the public input time on an agenda item, only the Board and staff are involved in subsequent discussions. Thank you for your cooperation.

- | | |
|--|--------|
| G. Consent Items - The following items are considered by the Superintendent to be of a routine nature and are acted on with one motion. Any recommendation may be removed at the request of any Board Member and considered as a separate item. It is recommended the Board of Trustees review and approve the items listed below as presented: | Action |
| 1. The minutes of the regular meeting on September 10, 2020 and the special meeting on September 22, 2020 as presented in Exhibit G1. | |

2. The commercial warrants as presented in Exhibit G2.
3. The purchase orders as presented in Exhibit G3. (Member Mike Adams and Member Craig Adams to Review)
4. The agreements and contracts as presented in Exhibit G4 and that Ron McCowan, Superintendent, be authorized to sign the agreements.
5. The overnight/out of state field trips as presented in Exhibit G5.
6. The out of state conferences for attendance by district employees as presented in Exhibit G6.
7. The conferences by Board Members as presented in Exhibit G7.
8. The Personnel Listing as presented in Exhibit G8.
9. The Enrollment report as presented in Exhibit G9.
10. Donations
11. The Williams Legislation Quarterly Report & Findings as presented in Exhibit G11.
12. Approval of Updated Title IV Plan for 2020-21.
13. M.O.U. between VCPUSD and SDCOE Region IX Migrant Education.
14. The Single Site Plans for Student Achievement for Oak Glen for 2020-2021.
15. Affiliation agreement with Biola University for student teaching.

Motion _____ 2nd _____

Vote by Member:

Adams, C _____ Heredia _____ Polito _____ Stroh _____ Adams, M _____

H. Superintendent's Division

- | | |
|---|-----------------|
| 1. Superintendent's Report | Information |
| 2. The Board will conduct its first reading on the following revised/new/deleted Administrative Regulations and Board Bylaws: | First Reading & |
| a. New Administrative Regulation 5141.22 – Students – Infectious Diseases–
<i>Regulation updated to add section on “Prevention and Mitigation Plan” reflecting general best practices based on COVID-19 guidance. Regulation also adds recommendations for CDE’s Science Safety Handbook.</i> | |
| b. New Board Policy 5141.22 – Students – Infectious Diseases – <i>new policy to reflect new law which requires local health officers to notify and update districts of an outbreak, or imminent outbreak, of a communicable disease. Policy also clarifies that any allowable exclusions apply only to on-campus instruction.</i> | |
| c. New Administrative Regulation 5145.71 – Students – Title IX Sexual Harassment Complaint Procedures – <i>New regulation reflects new federal</i> | |

regulations which establish a Title IX complaint procedure for addressing complaints of sexual harassment.

These policies and regulations will be brought back to the Board on November 12, 2020 at which time they will be asked to consider them for approval.

3. Approve a change for the date of the December Organizational Meeting from December 17, 2020 to Monday, December 14, 2020. The change is necessary to meet the statutory requirements for approval of the First Interim Report and the Budget Overview for Parents which are due by December 15, 2020. Action

Motion_____ 2nd _____

Vote by Member:

Adams, C _____ Heredia _____ Polito _____ Stroh_____ Adams, M_____

4. Seeking Board approval to apply for a waiver from the state to provide temporary child care for our district employees to accommodate hybrid-learning schedules during the COVID-19 public health emergency. Action

Motion_____ 2nd _____

Vote by Member:

Adams, C _____ Heredia _____ Polito _____ Stroh_____ Adams, M_____

I. Human Resources Division

1. Reopening to Hybrid Learning Memorandum of Understanding with CSEA and Its Valley Center-Pauma Chapter #795. Action

Motion_____ 2nd _____

Vote by Member:

Adams, C _____ Heredia _____ Polito _____ Stroh_____ Adams, M_____

2. 2020-21 Reopening of Schools in a COVID-19 Environment – Memorandum of Understanding with VCPTA Action

Motion_____ 2nd _____

Vote by Member:

Adams, C ____ Heredia ____ Polito ____ Stroh ____ Adams, M ____

J. Business Division

1. The Board will hear a presentation from Forefront Power about its solar proposal.
2. The Board will hear information and consider establishing intent to grant an easement to SDG&E and approve resolution #2020-2021-06.

Information

Action

Motion ____ 2nd ____

Vote by Member:

Adams, C ____ Heredia ____ Polito ____ Stroh ____ Adams, M ____

K. Advance Planning

1. The next regular meeting is on Thursday, November 12, 2020 at 6:00 p.m. The location to be determined pending guidance from SD County Health Department in place due to the COVID-19 pandemic restrictions on large gatherings.

Information

L. Motion to Adjourn

Action

Motion ____ 2nd ____

Vote by Member:

Adams, C ____ Heredia ____ Polito ____ Stroh ____ Adams, M ____

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT BOARD MINUTES

Regular Meeting
September 10, 2020

The regular meeting of the Valley Center-Pauma Unified School District was called to order by President Adams at 5:00 p.m. at the Valley Center High School Multi-Media Center. This meeting was held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020 and in compliance with subsequent Executive Order N-33-20 issued March 19, 2020. Any or all board members may attend the meeting via teleconference.

Call to Order

The following members were present:

President: Mike Adams
Vice President Craig Adams
Clerk: Wendy Heredia
Member: Mary Polito
Member: Julie Stroh

Members Present

Staff present were:

Ron McCowan, Superintendent
The following staff members were in attendance via teleconference:
Dr. Mel Robertson, Assistant Superintendent
Jon Petersen, Chief Business Officer
Dennis Zabinsky, Director of Human Resources
Doyan Howard, Director of Student Support Services
Maria Cordero, Director of Special Projects

This meeting was held virtually due to COVID pandemic restrictions, no guests were present.

Guests Present

President Adams called the Regular Meeting of the Board of Trustees to order at 5:00 p.m. and the Closed Session Agenda was read.

Open Session was Called to Order

There were no public comments on the closed session agenda.

Adjourned to Closed Session

The Board met in Closed Session to consider:

Closed Session

- A. Public Employees Disciplines/dismissals/releases/non-renewals/evaluations (Government Code Section 54957)
 - 1. One matter
- B. Certificated Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
 - 1. Superintendent's Goals and Objectives

- C. Classified Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
- D. Conference with Legal Counsel – Anticipated Litigation – Significant Exposure to Litigation Pursuant to Paragraph (2) of Subdivision (d) of Government Code Section 54956.9.
 - 1. Two matters
- E. Pupil Personnel – Consideration of:
 - 1. Readmission of Students 2019-2020-02
- F. Conference with Labor Negotiators: (Government Code Section 54957.6). District Negotiator: Dennis Zabinsky, Director of Human Resources.
 - 1. Employee Organizations – VCPUTA and CSEA
 - 2. Unrepresented Employees

The regular meeting of the Board of Trustees was reconvened to open session by President Adams at 6:07 p.m.

Open Session Reconvened

Ms. Souther's class from the Primary School led the Pledge of Allegiance virtually.

Pledge of Allegiance

President Adams noted that there was nothing to report out of closed session.

Closed Session Report

Superintendent McCowan noted a few corrections and additions to the agenda. A contract for SDCOE science labs was added. Also a some additional publisher information was added to item II.

Approval of the Agenda

On a motion by Member Stroh and a second by Member Polito, the Board approved the agenda with the noted corrections.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

Staff present:

Matt Evans, Director of Educational Technology
 Damon Brown, Network Systems Supervisor
 Nancy Cummings, Executive Assistant to the Superintendent

Additional Staff Present

The Board recognized Kristy McGee as the District Classified Employee of the Month. *Presented by Chief Business Officer Jon Petersen*

Recognitions

The Board then recognized Johnna Jenkins, the Director of Child Nutrition Services for her Distinguished Service during the COVID-19 pandemic.

Presented by Chief Business Officer Jon Petersen

The Board also recognized Valley Center Middle School teacher Jose Melo for his selection as one of SDCOE's Teachers of the Year.

Presented by Principal Miguel Carrillo.

There were two requests to address the Board. The first address came from Ami Admire and she addressed matters of importance to the Native American students and she also spoke about the upcoming board elections.

The next address came from parent Heather Gesner and she spoke about the 8th grade trip to Washington DC. Ms. Gesner also inquired about reopening plans.

G. Consent Items

It was moved by Member Heredia and seconded by Member Craig Adams to approve the following routine action items along with the amended personnel listing.

1. The minutes of the regular meeting of August 13, 2020 as presented in Exhibit G1.
2. The commercial warrants as presented in EXHIBIT G2.
3. The purchase orders as presented in EXHIBIT G3. (Vice President Craig Adams and Member Heredia to review)
4. The agreements and contracts as presented in EXHIBIT G4 and that Ron McCowan, Superintendent, be authorized to sign the agreements.
5. The overnight/out of state field trips as presented in EXHIBIT G5.
6. The workshops for attendance by district employees as presented in EXHIBIT G6.
7. The conferences for attendance by Board Members as presented in EXHIBIT G7.
8. The Personnel Listing as presented in EXHIBIT G8.
9. The Enrollment Report as presented in EXHIBIT G9.
10. Acknowledgement of Donations
11. 2019-20 Unaudited Actual Financial Reports and the supporting documentation required by the California Department of Education.
12. Social Work Agreement with Humboldt State University to allow for student social work program within our district.
13. M.O.U. between VCPUSD and SD County Superintendent to establish the terms and conditions under which SDCOE will provide 400 Verizon mobile hotspots to the district for support of distance learning.

Requests to Address the Board

Routine Action Items

14. CIF Application for New Multi-School Membership Status.

The vote by each member to approve the routine action items listing was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

H. Superintendent's Division

Superintendent McCowan gave the Superintendent's Report to the Board in which he reviewed the Opening of School Report along with the Enrollment Report. He also gave an over view of the back to school events at the different sites.

The Board conducted a second reading of the following board policies and administrative regulations:

- a. New Board Policy – 5145.6 – Students – Parental Notifications.
Policy updated for gender neutrality and to update legal references based on new laws.
- b. New Administrative Regulation – 4120- Personnel – Staff & Student Virtual Interactions - *New policy adopted to provide staff, students, and community members with guidance to support their transition to distance learning.*

It was moved by Member Heredia and seconded by Member Polito to approved the above board policy and administrative regulation.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

I. Education Services Division

President Adams gaveled in a public hearing on the sufficiency of textbooks at 6:49 pm. President Adams asked if any member of the public had submitted comments for the public hearing. Upon hearing that no public comment had been received, President Adams gaveled out the public hearing at 6:50 pm.

On a motion by Member Heredia and a second by Member Stroh, the Board approved the resolution # 2020-2021-03 that determines the sufficiency of textbooks for VCPUSD.

The Board was given information on the 2020-2021 Learning Continuity and Attendance Plan by Dr. Mel Robertson.

Superintendent's Report

Public Hearing on Sufficiency of Textbooks

Approve Resolution #2020-2021-03 for Sufficiency of Textbooks

Information on 2020-2021 Learning Continuity and Attendance Plan

President Adams gavelled in a public hearing on the Learning Continuity and Attendance Plan at 7:11 pm. President Adams asked if any public comment has been received. Upon hearing that no public comment had been received, President Adams gavelled out the public hearing at 7:12 p.m.

On a motion by Member Polito and a second by Member Craig Adams, the Board approved the readmission of student 2019-2020-02

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

Public Hearing on 2020-2021 Learning Continuity and Attendance Plan

Readmission of Student 2019-2020-02

Approve Resolution #2020-2021-05 Regarding Teaching Assignments for the 2020-21 School Year.

Approve Revised District Calendar for 2020-21 – Suspending Early Release Days

Approve MOU with VCPTA – Distance Learning Environment

Approve MOU with VCPTA – Per Diem and Choice

J. Human Resources Division

On a motion by Member Heredia and a second by Member Stroh, the Board approved Resolution #2020-2021-05 regarding teaching assignments for the 2020-21 school year.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

On a motion by Member Polito and a second by Member Heredia, the Board approved the revised district calendar for 2020-21 which allows for the suspension of Early Release days for the year.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

On a motion by Member Craig Adams and a second by Member Heredia, the Board approved the Memorandum of Understanding with VCPTA for the Distance Learning Environment.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

On a motion by Member Polito and a second by Member Heredia, the Board approved the Memorandum of Understanding – Per Diem and Choice.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

On a motion by Member Craig Adams and a second by Member Polito, the Board approved the Memorandum of Understanding with CSEA and Its Valley Center-Pauma Chapter #795 – COVID-19 Safe Reopening.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

K. Business Services Division

On a motion by Member Heredia and a second by Member Stroh, the Board approved the resolution #2020-2021-04 adopting the Gann Limit for fiscal year 2020-2021.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

L. Advance Planning

There will be a special meeting on September 22, 2020 at 6:00 pm. The location to be determine pending COVID-19 pandemic restrictions in place at that time.

The next regular meeting is on Thursday, October 8, 2020 at 6:00 p.m. location to be determined pending COVID-19 restrictions.

At 6:50 p.m. President Adams adjourned back into closed session

M. Motion to Adjourn

On a motion by Member Stroh and a second by Member Craig Adams, the meeting was adjourned at 7:19 pm.

The vote by each member to adjourn the meeting was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

I hereby certify the preceding to be a true and correct copy of the actions of the Board of Education at a regular meeting, as recorded in these minutes.

Wendy Heredia, Clerk

Ron McCowan, Secretary

**Approve MOU with CSEA –
COVID-19 Safe Reopening**

**Approve Resolution #2020-2021-
04 Adopting the Gann Limit.**

Advance Planning

Adjournment

Certification

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT BOARD MINUTES

Regular Meeting
September 22, 2020

The special meeting of the Valley Center-Pauma Unified School District was called to order by President Adams at 5:00 p.m. at the Valley Center High School Multi-Media Center. This meeting was held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020 and in compliance with subsequent Executive Order N-33-20 issued March 19, 2020. Any or all board members may attend the meeting via teleconference.

Call to Order

The following members were present:

President: Mike Adams
Vice President Craig Adams
Clerk: Wendy Heredia
Member: Mary Polito
Member: Julie Stroh

Members Present

Staff present were:

Ron McCowan, Superintendent
The following staff members were in attendance via teleconference:
Dr. Mel Robertson, Assistant Superintendent
Jon Petersen, Chief Business Officer
Dennis Zabinsky, Director of Human Resources
Doyan Howard, Director of Student Support Services
Maria Cordero, Director of Special Projects

This meeting was held virtually due to COVID pandemic restrictions, no guests were present.

Guests Present

President Adams called the Regular Meeting of the Board of Trustees to order at 5:00 p.m. and the Closed Session Agenda was read.

Open Session was Called to Order

There were no public comments on the closed session agenda.

Adjourned to Closed Session

The Board met in Closed Session to consider:

Closed Session

- A. Certificated Personnel - appointments, transfers, resignations, and/or reassignments/evaluations (Government Code Section 54957)
 - 1. Superintendent's Goals and Objectives
- B. Conference with Labor Negotiators: (Government Code Section 54957.6). District Negotiator: Dennis Zabinsky, Director of Human Resources.

1. Employee Organizations – VCPUTA and CSEA
2. Unrepresented Employees

The regular meeting of the Board of Trustees was reconvened to open session by President Adams at 6:07 p.m.

Superintendent Ron McCowan led the Pledge of Allegiance.

President Adams noted that there was nothing to report out of closed session.

On a motion by Member Stroh and a second by Member Polito, the Board approved the agenda with the noted corrections.

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

Staff present:

Matt Evans, Director of Educational Technology
Damon Brown, Network Systems Supervisor
Nancy Cummings, Executive Assistant to the Superintendent

There were 26 emailed requests to address the Board. All emailed addresses were read aloud by the superintendent’s designee, Nancy Cummings.

E. Superintendent’s Division

Superintendent McCowan gave the Board information on the reopening of schools for the 2020-21 school year.

On a motion by Member Stroh and a second by Member Polito, the Board approved the COVID-19 Prevention Plan for a Safe Reopening of Valley Center-Pauma

The vote by each member was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

F. Education Services Division

On a motion by Member Heredia and a second by Member Polito, the Board approved the 2020-21 Learning Continuity and Attendance Plan.

The vote by each member was as follows:

Open Session Reconvened

Pledge of Allegiance

Closed Session Report

Approval of the Agenda

Additional Staff Present

Requests to Address the Board

Information on the Reopening of Schools

Approve COVID-19 Prevention Plan for a Safe Reopening of Valley Center-Pauma

Approve 2020-21 Learning Continuity and Attendance Plan

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

G. Business Services Division

The Board heard information on the status of the Request for Proposals (RFP) for photovoltaic systems.

H. Motion to Adjourn

On a motion by Member Stroh and a second by Member Craig Adams, the meeting was adjourned at 8:10 pm.

The vote by each member to adjourn the meeting was as follows:

Adams, C. – aye, Heredia –aye, Polito –aye, Stroh –aye, Adams, M. – aye

I hereby certify the preceding to be a true and correct copy of the actions of the Board of Education at a regular meeting, as recorded in these minutes.

Adjournment

Certification

Wendy Heredia, Clerk

Ron McCowan, Secretary

Warrant Report 09-01-20 - 09-30-20

Payment Date	Vendor Name	PO Reference	Description	Total Warrant Amount	Invoice Amount	Warrant ID	PO No.
9/3/2020	ASSET GENIE, INC.	OPEN PO FOR TECHNOLOGY PARTS	DISTANCE EDUCATION ITEMS	\$2,995.00	\$1,108.15	14706639	0000006923
9/3/2020	ASSET GENIE, INC.	OPEN PO FOR TECHNOLOGY PARTS	DISTANCE EDUCATION ITEMS	\$2,995.00	\$688.85	14706639	0000006923
9/3/2020	ASSET GENIE, INC.	OPEN PO FOR TECHNOLOGY PARTS	TECHNOLOGY PARTS	\$2,995.00	\$1,198.00	14706639	0000006923
9/3/2020	AMAZON.COM	VCMS-CLASSROOM SUPPLIES	VCMS-SUPPLIES	\$1,324.98	\$263.20	14706640	0000006837
9/3/2020	AMAZON.COM	M&O SUPPLIES	ANNUAL M&O SUPPLIES	\$1,324.98	\$459.52	14706640	0000006838
9/3/2020	AMAZON.COM	PRIMARY WIRING FOR SOUND SYSTE	500 FT SPOOL SPEAKER WIRE	\$1,324.98	\$182.10	14706640	0000006994
9/3/2020	AMAZON.COM	VCMS-WEBCAMS	ADESSO CYBERTRACK H4 WEBCAM 10	\$1,324.98	\$183.93	14706640	0000007144
9/3/2020	AMAZON.COM	PRIMARY-METAL WALL HANG FILE	METAL WALL FILE FOLDER	\$1,324.98	\$33.38	14706640	0000007064
9/3/2020	AMAZON.COM	SUPPLIES-ASSISTANT SUPERINTEND	ASSISTANT SUPERINTENDENT PURCH	\$1,324.98	\$32.87	14706640	0000007085
9/3/2020	AMAZON.COM	PAUMA-SITE SUPPLIES	PAUMA-SITE SUPPLIES	\$1,324.98	\$169.98	14706640	0000007084
9/3/2020	APPLE COMPUTERS INC	iPad APPLE CARE-CARES ACT	2-Year AppleCare+ for Schools	\$7,611.00	\$7,611.00	14706641	0000007172
9/3/2020	AT&T	TELEPHONE LINES	TELEPHONE LINES	\$3,371.10	\$3,371.10	14706642	0000006975
9/3/2020	B&H MUSIC		PY PO 6790 CLOSED	\$686.91	\$686.91	14706643	
9/3/2020	BSN SPORTS	VCMS PE SUPPLIES KILBORN	BALL, TACHIKARA SOFT TOUCH SV1	\$61.85	\$61.85	14706644	0000007115
9/3/2020	CITI CARDS	M&O SUPPLIES	M&O SUPPLIES	\$420.31	\$45.22	14706645	0000006907
9/3/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS SUPPLIES	\$420.31	\$358.05	14706645	0000006948
9/3/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS FOOD	\$420.31	\$17.04	14706645	0000006948
9/3/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$765.61	\$48.64	14706646	0000006878
9/3/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$765.61	\$716.97	14706646	0000006878
9/3/2020	DION INTERNATIONAL	BUS REPAIR PARTS	BUS REPAIR PARTS	\$65.02	\$7.85	14706647	0000006879
9/3/2020	DION INTERNATIONAL	BUS REPAIR PARTS	BUS REPAIR PARTS	\$65.02	\$72.87	14706647	0000006879
9/3/2020	ERIK INDUSTRIES	DW PHONE LINE REPAIRS	DW PHONE LINE REPAIRS, SOUND S	\$534.78	\$202.28	14706648	0000006910
9/3/2020	ERIK INDUSTRIES	DW PHONE LINE REPAIRS	DW PHONE LINE REPAIRS, SOUND S	\$534.78	\$332.50	14706648	0000006910
9/3/2020	ESCONDIDO WINSUPPLY CO, INC.	M&O PLUMBING PARTS	PLUMBING PARTS	\$631.94	\$631.94	14706649	0000006913
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES STEHLY	EXERFIT WORKOUT MATS-RAINBOW S	\$569.76	\$125.10	14706650	0000007117
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES KILBORN	MEN'S, SIZE 7, BLACK - WILSON	\$569.76	\$125.96	14706650	0000007116
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES KILBORN	BALL, INTERMEDIATE SIZE, COMPO	\$569.76	\$35.00	14706650	0000007116
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES KILBORN	RAWLINGS EDGE COMPOSITE FOOTBA	\$569.76	\$52.28	14706650	0000007116
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES KILBORN	WILSON COPIA II SOCCER BALLS -	\$569.76	\$50.30	14706650	0000007116
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES KILBORN	WOMEN'S, SIZE 6, BLACK - WILSO	\$569.76	\$125.97	14706650	0000007116
9/3/2020	GOPHER SPORT	VCMS PE SUPPLIES STEHLY	ONIX FUSE OUTDOOR PICKLEBALLS,	\$569.76	\$55.15	14706650	0000007117
9/3/2020	GOLD STAR FOODS, INC.	DISTRICT WIDE CNS FOOD	DISTRICT WIDE CNS FOOD	\$2,428.02	\$612.32	14706651	0000007008
9/3/2020	GOLD STAR FOODS, INC.	DISTRICT WIDE CNS FOOD	DISTRICT WIDE CNS FOOD	\$2,428.02	\$1,815.70	14706651	0000007008
9/3/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$393.60	\$393.60	14706652	0000007009
9/3/2020	IMARQ, INC.	TECHNOLOGY DEVICE REPAIRS	TECHNOLOGY DEVICE REPAIRS	\$337.05	\$172.40	14706653	0000007011
9/3/2020	IMARQ, INC.	TECHNOLOGY DEVICE REPAIRS	TECHNOLOGY DEVICE REPAIRS	\$337.05	\$164.65	14706653	0000007011
9/3/2020	OCEANSIDE HS ATHLETIC BOOSTER CLUB		TOURNAMENT FEB 2020	\$890.00	\$890.00	14706654	
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$31.14	14706655	0000007147
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$36.44	14706655	0000007147
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$70.90	14706655	0000007147
9/3/2020	OFFICE DEPOT	VCMS-SUPPLIES	VCMS-SUPPLIES	\$2,097.57	\$239.53	14706655	0000006850
9/3/2020	OFFICE DEPOT	ELEM-DISTANCE LEARNING SUPPLIE	ELEMENTARY-DISTANCE LEARNING S	\$2,097.57	\$1,204.65	14706655	0000007138
9/3/2020	OFFICE DEPOT	ELEM-DISTANCE LEARNING SUPPLIE	ELEMENTARY-DISTANCE LEARNING S	\$2,097.57	\$176.95	14706655	0000007138
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$20.35	14706655	0000007147
9/3/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$2,097.57	\$8.94	14706655	0000007127
9/3/2020	OFFICE DEPOT	BUSINESS OFFICE SUPPLIES	BUSINESS OFFICE SUPPLIES	\$2,097.57	\$215.49	14706655	0000007075
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$57.58	14706655	0000007147
9/3/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$2,097.57	\$8.46	14706655	0000007147
9/3/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$2,097.57	\$27.14	14706655	0000007127
9/3/2020	ROLLING HILLS PUBLISHING	VCHS-ONLINE AUTOMOTIVE COURSE	ONLINE AUTOMOTIVE COURSE	\$1,010.00	\$1,010.00	14706656	0000007210
9/3/2020	S&S WORLDWIDE	VCMS-PE SUPPLIES-STEHLY	SOCCER BALL, SIZE 5, RUBBER CO	\$40.30	\$40.30	14706657	0000007130
9/3/2020	SANCHEZ, MITCHELL	GROUPS-2020-21 BOOT/PNT REIMB	BOOTS	\$200.00	\$200.00	14706658	0000007025
9/3/2020	SETON IDENTIFICATION PRODUCTS	ASSET TAGS FOR HOT SPOTS ETC	ASSET TAGS FOR HOT SPOTS & OTH	\$3,384.31	\$3,384.31	14706659	0000007173

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9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$50.92	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$53.33	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$331.01	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	DW CUSTODIAL SUPPLIES	MIDDLE SITE 003	\$10,386.10	\$98.88	14706660	0000006964
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$15.73	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$80.19	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$1,277.25	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$16.60	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$107.70	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$28.02	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$392.49	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$72.73	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC DISTANCE LEARNING SUPPLI	LILAC DISTANCE LEARNING SUPPLI	\$10,386.10	\$358.29	14706660	0000007136
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$130.16	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	ELEM-DISTANCE LEARNING SUPPLIE	ELEM-DISTANCE LEARNING SUPPLIE	\$10,386.10	\$268.94	14706660	0000007137
9/3/2020	SOUTHWEST SCHOOL & OFFICE	ELEM-DISTANCE LEARNING SUPPLIE	ELEM-DISTANCE LEARNING SUPPLIE	\$10,386.10	\$39.06	14706660	0000007137
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$4.18	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$230.22	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$106.54	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$166.62	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$158.51	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$730.69	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$964.41	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$59.05	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$805.69	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$103.55	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$16.60	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$20.90	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$66.37	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$78.82	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$10,386.10	\$49.49	14706660	0000007103
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$4.18	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$263.41	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC DISTANCE LEARNING SUPPLI	LILAC DISTANCE LEARNING SUPPLI	\$10,386.10	\$681.52	14706660	0000007136
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$714.40	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$97.40	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$107.49	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$89.82	14706660	0000006853
9/3/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$10,386.10	\$969.84	14706660	0000007078
9/3/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$10,386.10	\$575.10	14706660	0000006853
9/3/2020	STAPLES BUSINESS CREDIT	ELEMENTARY-DISTANCE SUPPLIES	MARKERS AND PENCIL SHARPENERS	\$2,956.60	\$2,956.60	14706663	0000007203
9/3/2020	MARIA TRUJILLO	M&O-2020-21 SHOE/PANT REIMB	PANTS	\$82.94	\$82.94	14706664	0000007042
9/3/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$608.94	\$116.08	14706665	0000006868
9/3/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$608.94	\$441.56	14706665	0000006868
9/3/2020	VALLEY CENTER OIL COMPANY	M&O-PARTS	M&O-PARTS	\$608.94	\$51.30	14706665	0000006902
9/3/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	LILAC SITE 300	\$20,970.51	\$2,840.69	14706666	0000006968
9/3/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	ELEMENTARY SITE 004	\$20,970.51	\$8.75	14706666	0000006968
9/3/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	DISTRICT SITE 001	\$20,970.51	\$3,388.53	14706666	0000006968
9/3/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	HIGH SITE 700	\$20,970.51	\$14,732.54	14706666	0000006968
9/10/2020	ACADEMIC SUPPLIER	PAUMA-TONER	HP 26A LASER JET TONER	\$76.34	\$49.03	14708189	0000007158
9/10/2020	ACADEMIC SUPPLIER	SPED-TONER	HP 64A BLACK TONER CARTRIDGE F	\$76.34	\$27.31	14708189	0000007156
9/10/2020	ACADEMIC INNOVATIONS, LLC	VCPUSD-HOSA ONLINE PROGRAM	ITEMS AS LISTED ON QUOTE#00003	\$3,742.00	\$3,742.00	14708190	0000007205
9/10/2020	ASSET GENIE, INC.	OPEN PO FOR TECHNOLOGY PARTS	TECHNOLOGY PARTS	\$778.50	\$575.50	14708191	0000006923

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9/10/2020	ASSET GENIE, INC.	OPEN PO FOR TECHNOLOGY PARTS	DISTANCE EDUCATION ITEMS	\$778.50	\$203.00	14708191	0000006923
9/10/2020	ARMSTRONG FEED & SUPPLY	VCHS-AG SUPPLIES	OPEN PO-AG MECHANICS/AG FARM	\$93.46	\$93.46	14708192	0000007213
9/10/2020	AT&T MOBILITY	CELL PHONES	CELL PHONES	\$1,400.90	\$509.89	14708193	0000006976
9/10/2020	AT&T MOBILITY	CELL PHONES	CELL PHONES	\$1,400.90	\$891.01	14708193	0000006976
9/10/2020	B&H MUSIC	DW MUSIC SUPPLIES	DW MUSIC SUPPLIES	\$983.71	\$156.24	14708194	0000007087
9/10/2020	B&H MUSIC	DW MUSIC SUPPLIES	DW MUSIC SUPPLIES	\$983.71	\$634.11	14708194	0000007087
9/10/2020	B&H MUSIC	DW MUSIC SUPPLIES	DW MUSIC SUPPLIES	\$983.71	\$193.36	14708194	0000007087
9/10/2020	TOBII DYNVOX LLC	ONLINE SUBSCRIPTION FOR SLP'S	SUBSCRIPTION TO BOARMAKER FOR	\$199.00	\$199.00	14708195	0000007228
9/10/2020	CAASFEP	CONFERENCE-EQUITABLE SERVICES	CONFERENCE REGISTRATION: EQUIT	\$50.00	\$50.00	14708196	0000007234
9/10/2020	CDW-G	TECHNOLOGY-ANNUAL SUPPLIES	ANNUAL PO FOR TECHNOLOGY PURCH	\$712.70	\$712.70	14708197	0000006812
9/10/2020	CEV Multimedia, Ltd.	VCHS-AG MECHANICS PROGRAM	2200-200-INSTRUCTOR	\$4,510.00	\$1,650.00	14708198	0000007188
9/10/2020	CEV Multimedia, Ltd.	VCHS-AG MECHANICS PROGRAM	220-201-STUDENTS	\$4,510.00	\$2,860.00	14708198	0000007188
9/10/2020	CIF-STATE DUES	CIF ANNUAL SPORTS DUES	CIF ANNUAL SPORTS DUES-INVOICE	\$3,832.00	\$3,832.00	14708199	0000007260
9/10/2020	CINTAS CORPORATION	TRANSPORTATION UNIFORMS	TRANSPORTATION UNIFORM SERVICE	\$407.96	\$203.98	14708200	0000006892
9/10/2020	CINTAS CORPORATION	TRANSPORTATION UNIFORMS	TRANSPORTATION UNIFORM SERVICE	\$407.96	\$203.98	14708200	0000006892
9/10/2020	CONTROLLED MOTION SOLUTIONS	TRANSPORTATION-PARTS	REPAIR PARTS	\$110.00	\$110.00	14708201	0000006877
9/10/2020	CITI CARDS	COMPUTER BACKUP DISK	COMPUTER BACKUP DISK	\$280.13	\$129.29	14708202	0000007124
9/10/2020	CITI CARDS	COMPUTER BACKUP DISK	COMPUTER BACKUP DISK	\$280.13	\$150.84	14708202	0000007124
9/10/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$385.36	\$385.36	14708203	0000006878
9/10/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$597.74	\$507.25	14708204	0000006908
9/10/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$597.74	\$90.49	14708204	0000006908
9/10/2020	ENTOURAGE YEARBOOKS	OAK GLEN-YEARBOOKS	YEARBOOKS	\$1,894.50	\$1,894.50	14708205	0000007273
9/10/2020	ERIK INDUSTRIES	PRIMARY-SOUNDS SYSTEM	SOUND SYSTEM WRAP UP	\$260.59	\$260.59	14708206	0000007192
9/10/2020	EXPLORELEARNING	ELEMENTARY-ONLINE PROGRAM	ONLINE SUBSCRIPTION	\$3,295.00	\$3,295.00	14708207	0000007225
9/10/2020	FERRELLGAS	PROPANE POOL & DISTRICT	DISTRICT OFFICE	\$69.84	\$69.84	14708208	0000006915
9/10/2020	FEELU, INC.	QTY 40 AUTO SANITIZER STATIONS	QTY 40 AUTOMATIC HAND SANITIZI	\$10,434.71	\$7,572.90	14708209	0000007171
9/10/2020	FEELU, INC.	AUTO GEL DISPENSERS FOR BUSES	AUTOMATIC GEL DISPENSER FOR SC	\$10,434.71	\$2,861.81	14708209	0000007080
9/10/2020	FISHER WIRELESS SERVICES, INC.	TRANSPORTATION-WIRELESS SERVIC	WIRELESS SERVICE	\$698.20	\$698.20	14708210	0000006824
9/10/2020	GLASER-BAILEY AWARDS, INC.	YEARS OF SERVICE PINS	YEARS OF SERVICE PINS	\$883.55	\$883.55	14708211	0000007240
9/10/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUNDS SUPPLIES	GROUNDS SUPPLIES	\$657.72	\$657.72	14708212	0000006959
9/10/2020	IMPERIAL SPRINKLER SUPPLY, INC.	M&O IRRIGATION SUPPLIES	IRRIGATION SUPPLIES	\$419.83	\$419.83	14708213	0000007111
9/10/2020	JW PEPPER & SON, INC.	DW BAND MUSIC	QUOTE# 42086741 FOR DW BAND MU	\$64.65	\$64.65	14708214	0000007200
9/10/2020	JBT	TRANSPORTATION TOWING FEES	TRANSPORTATION- TOWING FEES	\$190.00	\$190.00	14708215	0000006890
9/10/2020	JJJ ENTERPRISES CORPORATION	FIRE & SECURITY ALARMS	MONITOR-FIRE ALARMS	\$1,372.50	\$686.25	14708216	0000006985
9/10/2020	JJJ ENTERPRISES CORPORATION	FIRE & SECURITY ALARMS	MONITOR-SECURITY SYSTEMS	\$1,372.50	\$686.25	14708216	0000006985
9/10/2020	K-12 SCHOOL SUPPLIES	PRIMARY-DRY ERASE LAPBOARDS	LAPBOARDS	\$428.26	\$428.26	14708217	0000007149
9/10/2020	CUSTODIAN PURCH CARD	M&O PART FOR ROOF REPAIR	FREIGHT	\$1,797.49	\$18.45	14708218	0000006849
9/10/2020	CUSTODIAN PURCH CARD	ZOOM WEBINAR FOR BOARD MTGS	ZOOM WEBINAR FEATURE FOR BOARD	\$1,797.49	\$125.04	14708218	0000007193
9/10/2020	CUSTODIAN PURCH CARD	UNION TRIBUNE ONLINE	UNION TRIBUNE ONLINE	\$1,797.49	\$16.11	14708218	0000007126
9/10/2020	CUSTODIAN PURCH CARD	ZOOM ACCOUNT-MARIA CORDERO	ZOOM ACCOUNT - MARIA CORDERO	\$1,797.49	\$27.76	14708218	0000007125
9/10/2020	CUSTODIAN PURCH CARD	TECHNOLOGY PARTS PCARD	TECHNOLOGY PARTS	\$1,797.49	\$87.93	14708218	0000007060
9/10/2020	CUSTODIAN PURCH CARD	M&O PART FOR ROOF REPAIR	Bilco RPRS100 Replacement 100	\$1,797.49	\$192.10	14708218	0000006849
9/10/2020	CUSTODIAN PURCH CARD	TITLE VI & III - GOOGLE VOICE	MIGRANT ED GOOGLE VOICE	\$1,797.49	\$89.12	14708218	0000007180
9/10/2020	CUSTODIAN PURCH CARD	TITLE VI & III - GOOGLE VOICE	INDIAN ED GOOGLE VOICE	\$1,797.49	\$133.25	14708218	0000007180
9/10/2020	CUSTODIAN PURCH CARD	M&O-DOOR HARDWARE	DOOR HARDWARE	\$1,797.49	\$475.43	14708218	0000007055
9/10/2020	CUSTODIAN PURCH CARD	ZOOM ACCOUNT-MARIA CORDERO	ZOOM ACCOUNT - MARIA CORDERO	\$1,797.49	\$27.75	14708218	0000007125
9/10/2020	CUSTODIAN PURCH CARD	OPEN PO-MELPCARD CONFERENCES	MEL'S PCARD CONFERENCE REGISTR	\$1,797.49	\$604.55	14708218	0000007241
9/10/2020	LEARNING A-Z	RENEWAL FOR ELEMENTARY GRADES	ELEMENTARY- LEARNING A-Z RENEW	\$14,041.00	\$4,070.00	14708219	0000007178
9/10/2020	LEARNING A-Z	RENEWAL FOR ELEMENTARY GRADES	PRIMARY- LEARNING A-Z RENEWAL	\$14,041.00	\$4,608.25	14708219	0000007178
9/10/2020	LEARNING A-Z	RENEWAL FOR ELEMENTARY GRADES	LIAC- LEARNING A-Z RENEWAL	\$14,041.00	\$3,510.25	14708219	0000007178
9/10/2020	LEARNING A-Z	RENEWAL FOR ELEMENTARY GRADES	PAUMA- LEARNING A-Z RENEWAL	\$14,041.00	\$1,852.50	14708219	0000007178
9/10/2020	MAINTEX	DW CUSTODIAL SUPPLIES	HIGH SCHOOL	\$317.00	\$186.19	14708220	0000006919
9/10/2020	MAINTEX	DW CUSTODIAL SUPPLIES	PAUMA	\$317.00	\$130.81	14708220	0000006919

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Payment Date	Vendor Name	PO Reference	Description	Total Warrant Amount	Invoice Amount	Warrant ID	PO No.
9/10/2020	MEZA AUTOMOTIVE PAINT	TRANSPORTATION-SUPPLIES	SUPPLIES	\$153.22	\$153.22	14708221	0000006866
9/10/2020	NAPA AUTO PARTS	REPAIR PARTS FOR M&O VEHICLES	M&O-PARTS FOR VEHICLES	\$83.96	\$24.76	14708222	0000006882
9/10/2020	NAPA AUTO PARTS	REPAIR PARTS FOR M&O VEHICLES	M&O-PARTS FOR VEHICLES	\$83.96	\$59.20	14708222	0000006882
9/10/2020	OAK GROVE INSTITUTE FOUNDATION INC.	SPED-NON PUBLIC SCHOOL	TUITION FOR MULTIPLE SPED STUD	\$2,975.38	\$2,975.38	14708223	0000007230
9/10/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$86.48	\$2.10	14708224	0000007147
9/10/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$86.48	\$84.38	14708224	0000007147
9/10/2020	O'REILLY AUTO PARTS	REPAIR PARTS FOR M&O VEHICLES	M&O-REPAIR PARTS	\$328.64	\$328.64	14708225	0000006884
9/10/2020	ORIENTAL TRADING COMPANY	PRIMARY-BAGS FOR STUDENT SUPPL	SET OF CANVAS BAGS	\$440.15	\$440.15	14708226	0000007128
9/10/2020	PARRA RODRIGUEZ, RAUL	GROUND-2020-21 BOOT/PNT REIMB	BOOTS	\$199.33	\$199.33	14708227	0000007021
9/10/2020	PAUMA VALLEY COMMUNITY	PAUMA SCHOOL SEWER & SECURITY	PAUMA COMMUNITY SEWER SERVICES	\$1,052.00	\$1,052.00	14708228	0000006921
9/10/2020	PARKHOUSE TIRE SERVICE INC.	TRANSPORTATION-TIRES	TIRES	\$491.72	\$491.72	14708229	0000006873
9/10/2020	QUALITY CHEVROLET GEO	TRANSP-REPAIR PARTS FOR VANS	TRANSP-REPAIR PARTS FOR VANS	\$151.20	\$151.20	14708230	0000006885
9/10/2020	ROMAINE ELECTRIC CORPORATION	TRANSPORTATION REPAIR PARTS	TRANSPORTATION REPAIR PARTS	\$156.89	\$156.89	14708231	0000006887
9/10/2020	RTM LIGHTING & ELECTRICAL, INC.	REPLACEMENT BULBS	REPLACEMENT BULBS	\$67.26	\$67.26	14708232	0000007220
9/10/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$1,454.66	\$14.50	14708233	0000007103
9/10/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA DISTANCE LEARNING SUPPLI	PAUMA DISTANCE LEARNING SUPPLI	\$1,454.66	\$150.68	14708233	0000007145
9/10/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$1,454.66	\$170.99	14708233	0000007078
9/10/2020	SOUTHWEST SCHOOL & OFFICE	DW CUSTODIAL SUPPLIES	DISTRICT SITE 001	\$1,454.66	\$124.13	14708233	0000006964
9/10/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA DISTANCE LEARNING SUPPLI	PAUMA DISTANCE LEARNING SUPPLI	\$1,454.66	\$980.74	14708233	0000007145
9/10/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA SITE SUPPLIES	PAUMA SITE SUPPLIES	\$1,454.66	\$13.62	14708233	0000007103
9/10/2020	SPARKLETTTS	DELIVERED BOTTLE WATER	DISTRICT BOTTLED DRINKING WATE	\$116.07	\$115.08	14708234	0000006965
9/10/2020	SPARKLETTTS	DELIVERED BOTTLE WATER	LILAC WATER DELIVERY PLUS HOT/	\$116.07	\$0.99	14708234	0000006965
9/10/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$3,407.35	\$2,439.90	14708235	0000006956
9/10/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$3,407.35	\$55.15	14708235	0000006956
9/10/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$3,407.35	\$912.30	14708235	0000006956
9/10/2020	TERI, INC.	SPED-NON PUBLIC SCHOOL	TUITION FOR SPECIAL EDUCATION	\$3,382.90	\$3,382.90	14708236	0000007196
9/10/2020	U.S. BANK EQUIPMENT FINANCE	PRINT SHOP LEASE RISO MACHINE	LEASE FOR RISO MACHINE	\$153.47	\$153.47	14708237	0000006967
9/10/2020	VALLEY CENTER PARKS AND	POOL LEASE	ANNUAL POOL LEASE	\$8,000.00	\$8,000.00	14708238	0000006833
9/10/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$478.86	\$21.53	14708239	0000006868
9/10/2020	VALLEY CENTER OIL COMPANY	M&O-PARTS	M&O-PARTS	\$478.86	\$15.77	14708239	0000006902
9/10/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$478.86	\$441.56	14708239	0000006868
9/10/2020	VAUGHN IRRIGATION SVCS., INC.	REPAIRS DUE TO BROKEN PIPES	REPAIRS DUE TO BROKEN PIPES NE	\$635.78	\$635.78	14708240	0000007236
9/10/2020	WATER QUALITY SPECIALISTS	LILAC WASTEWATER SYSTEM	LILAC WASTEWATER SYSTEM OPERAT	\$750.00	\$750.00	14708241	0000006982
9/10/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	M&O SITE 020	\$1,572.73	\$627.30	14708242	0000006969
9/10/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	MIDDLE SITE 003	\$1,572.73	\$486.32	14708242	0000006969
9/10/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	HIGH SITE 700	\$1,572.73	\$459.11	14708242	0000006969
9/10/2020	SAN DIEGO FRICTION PRODUCTS, INC.	TRANSPORTATION-PARTS	REPAIR PARTS	\$108.14	\$108.14	14708243	0000006889
9/10/2020	YUIMA MUNICIPAL WATER DIST.	YUIMA WATER DIST-PAUMA VALLEY	YUIMA WATER (PAUMA) 2019-20	\$3,274.35	\$18.41	14708244	0000006970
9/10/2020	YUIMA MUNICIPAL WATER DIST.	YUIMA WATER DIST-PAUMA VALLEY	YUIMA WATER (PAUMA) 2019-20	\$3,274.35	\$3,255.94	14708244	0000006970
9/10/2020	ZOOM VIDEO COMMUNICATIONS INC.	MEL-ZOOM LICENSES	MEL-ZOOM LICENSES	\$1,800.00	\$1,800.00	14708245	0000007227
9/14/2020	A-1 IRRIGATION, INC	VCMS-AG SUPPLIES	VCMS-AG SUPPLIES	\$10.31	\$10.31	14708959	0000006835
9/14/2020	A-1 IRRIGATION, INC	18005-TRANSPORTATION	18005 - TRANSPORTATION SUPPLIE	\$59.07	\$59.07	14708960	0000006864
9/14/2020	A-1 IRRIGATION, INC	18003-GROUNDS	GROUNDS SUPPLIES	\$277.02	\$277.02	14708961	0000006898
9/14/2020	A-1 IRRIGATION, INC	18004-MAINTENANCE	MAINTENANCE SUPPLIES	\$2,337.23	\$2,337.23	14708962	0000006899
9/14/2020	ACADEMIC SUPPLIER	PRIMARY SCHOOL TONER	TONER	\$664.82	\$274.76	14708963	0000007237
9/14/2020	ACADEMIC SUPPLIER	PRIMARY SCHOOL TONER	TONER	\$664.82	\$140.08	14708963	0000007237
9/14/2020	ACADEMIC SUPPLIER	PRIMARY SCHOOL TONER	TONER	\$664.82	\$94.82	14708963	0000007237
9/14/2020	ACADEMIC SUPPLIER	PRIMARY SCHOOL TONER	TONER	\$664.82	\$155.16	14708963	0000007237
9/14/2020	EDGENUITY, INC.		summer courses	\$3,000.00	\$3,000.00	14708964	
9/14/2020	ERIK INDUSTRIES	DW PHONE LINE REPAIRS	DW PHONE LINE REPAIRS, SOUND S	\$142.50	\$142.50	14708965	0000006910
9/14/2020	GREAT MINDS PBC	Eureka Math Curriculum	QUOTE 00106991- MATH CURRICULU	\$46,019.30	\$19,093.69	14708966	0000006929
9/14/2020	GREAT MINDS PBC	Eureka Math Curriculum	QUOTE 00114184- MATH CURRICULU	\$46,019.30	\$7,754.57	14708966	0000006929
9/14/2020	GREAT MINDS PBC	Eureka Math Curriculum	QUOTE 00106992- MATH CURRICULU	\$46,019.30	\$19,171.04	14708966	0000006929

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Payment Date	Vendor Name	PO Reference	Description	Total Warrant Amount	Invoice Amount	Warrant ID	PO No.
9/14/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$5,589.51	\$59.19	14708967	0000007147
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$26.67	14708967	0000007127
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$40.35	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$60.54	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$191.47	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA DISTANCE LEARNING SUPPLI	PAUMA DISTANCE LEARNING SUPPLI	\$5,589.51	\$81.51	14708967	0000007146
9/14/2020	OFFICE DEPOT	PRIMARY SCHOOL SUPPLIES	PRIMARY SCHOOL SUPPLIES	\$5,589.51	\$1,057.31	14708967	0000007013
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$17.39	14708967	0000007127
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$12.36	14708967	0000007127
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$185.86	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$146.26	14708967	0000007096
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$70.49	14708967	0000007127
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$10.44	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$72.88	14708967	0000007096
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$30.59	14708967	0000007127
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$258.59	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$318.42	14708967	0000007096
9/14/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$5,589.51	\$577.48	14708967	0000007147
9/14/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$5,589.51	\$612.64	14708967	0000007147
9/14/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$5,589.51	\$488.38	14708967	0000007147
9/14/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$5,589.51	\$438.14	14708967	0000007147
9/14/2020	OFFICE DEPOT	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-SITE SUPPLIES OPEN	\$5,589.51	\$40.27	14708967	0000007127
9/14/2020	OFFICE DEPOT	PAUMA DISTANCE LEARNING SUPPLI	PAUMA DISTANCE LEARNING SUPPLI	\$5,589.51	\$332.88	14708967	0000007146
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$120.93	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$18.95	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$32.53	14708967	0000007096
9/14/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$5,589.51	\$286.99	14708967	0000007096
9/14/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	DIS/ERMHS COUNSELING	DIS/ERMHS PALOMAR FAMILY COUNS	\$2,304.00	\$2,304.00	14708969	0000007276
9/14/2020	PYRAMID SCHOOL PRODUCTS	VCMS-PE EQUIP-STEHL	CONE, BOUNDARY, 12", ORANGE	\$236.76	\$79.80	14708970	0000007109
9/14/2020	PYRAMID SCHOOL PRODUCTS	VCMS-PE EQUIP-STEHL	HOCKEY PUCK, VINYL, SHIELD SOF	\$236.76	\$156.96	14708970	0000007109
9/14/2020	SAN MARCOS UNIFIED SCHOOL		PY ACCRUED INVOICES	\$189,599.33	\$187,890.57	14708971	
9/14/2020	SAN MARCOS UNIFIED SCHOOL		PY ACCRUED INVOICES	\$189,599.33	\$1,708.76	14708971	
9/14/2020	SCREENCAST-O-MATIC	ELEM-ONLINE SUBSCRIPTION	ONLINE SUBSCRIPTION	\$270.00	\$270.00	14708972	0000007266
9/14/2020	SMART & FINAL STORE #360	CNS FOOD AND SUPPLIES	SUPPLIES	\$54.31	\$26.64	14708973	0000006954
9/14/2020	SMART & FINAL STORE #360	CNS FOOD AND SUPPLIES	FOOD	\$54.31	\$12.29	14708973	0000006954
9/14/2020	SMART & FINAL STORE #360	CNS FOOD AND SUPPLIES	FOOD	\$54.31	\$15.38	14708973	0000006954
9/14/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$937.30	\$135.03	14708974	0000007078
9/14/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$937.30	\$17.91	14708974	0000006853
9/14/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$937.30	\$109.47	14708974	0000006853
9/14/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$937.30	\$109.47	14708974	0000006853
9/14/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$937.30	\$9.31	14708974	0000006853
9/14/2020	SOUTHWEST SCHOOL & OFFICE	DW CUSTODIAL SUPPLIES	LILAC SITE 300	\$937.30	\$284.37	14708974	0000006964
9/14/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$937.30	\$196.08	14708974	0000007078
9/14/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$937.30	\$42.45	14708974	0000006853
9/14/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$937.30	\$33.21	14708974	0000007078
9/14/2020	STEIN EDUCATION CENTER	SPED NON LUBLIC SCHOOL	NON-PUBLIC SCHOOL TUITION FOR	\$3,208.56	\$3,208.56	14708975	0000007167
9/14/2020	TRINITY EQUIPMENT INC.	M&O PARTS	M&O PARTS	\$524.05	\$524.05	14708976	0000007061
9/17/2020	ACDC LEADERSHIP AND CONSULTING	VCMS-ONLINE ECONOMICS PRGM	ACDC LEADERSHIP ONLINE COURSE-	\$350.00	\$350.00	14710305	0000007244
9/17/2020	AMPLIFIED IT, LLC	ROSTERS IN GOOGLE CLASSROOM	SUBSCRIPTION THAT ROSTERS GOOG	\$1,000.00	\$1,000.00	14710306	0000007114
9/17/2020	AT&T	ACCT 0730856915915 ERATE/INTER	INTERNET	\$1,188.94	\$4,176.26	14710307	0000006974
9/17/2020	AT&T	ACCT 0730856915915 ERATE/INTER	ERATE	\$1,188.94	\$2,987.32	14710307	0000006974
9/17/2020	B&H MUSIC	DW MUSIC SUPPLIES	DW MUSIC SUPPLIES	\$182.75	\$182.75	14710308	0000007087
9/17/2020	KRISTIN BELLERS	SPED DISTANCE EDUCATION MATERI	SPED DISTANCE EDUCATION MATERI	\$88.00	\$88.00	14710309	0000007281

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Payment Date	Vendor Name	PO Reference	Description	Total Warrant Amount	Invoice Amount	Warrant ID	PO No.
9/17/2020	CANNON SPORTS, INC	VCMS-PE EQUIP-STEHL	INFLATOR, ELECTRIC, INCLUDES G	\$130.73	\$49.50	14710310	0000007106
9/17/2020	CANNON SPORTS, INC	VCMS-PE EQUIP-STEHL	BALL, INTERMEDIATE SIZE, RUBBE	\$130.73	\$41.12	14710310	0000007106
9/17/2020	CANNON SPORTS, INC	VCMS-PE EQUIP-STEHL	BASE, ORANGE, RUBBER: 3 BASES	\$130.73	\$9.72	14710310	0000007106
9/17/2020	CANNON SPORTS, INC	VCMS-PE EQUIP-STEHL	UTILITY 8 ½" HEAVY DUTY 1216 H	\$130.73	\$30.39	14710310	0000007106
9/17/2020	CDW-G	TECHNOLOGY-ANNUAL SUPPLIES	ANNUAL PO FOR TECHNOLOGY PURCH	\$228.48	\$228.48	14710311	0000006812
9/17/2020	CINTAS CORPORATION	TRANSPORTATION UNIFORMS	TRANSPORTATION UNIFORM SERVICE	\$203.98	\$203.98	14710312	0000006892
9/17/2020	CORDERO, MARIA		REP WARRANT NOT CASHED	\$30.00	\$30.00	14710313	
9/17/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS FOOD	\$829.25	\$299.70	14710314	0000006948
9/17/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS FOOD	\$829.25	\$529.55	14710314	0000006948
9/17/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$33.49	\$8.37	14710315	0000006878
9/17/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$33.49	\$25.12	14710315	0000006878
9/17/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$916.09	\$87.72	14710316	0000006908
9/17/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$916.09	\$111.33	14710316	0000006908
9/17/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$916.09	\$271.47	14710316	0000006908
9/17/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$916.09	\$445.57	14710316	0000006908
9/17/2020	FEDERAL EXPRESS	SPED-FEDEX OUTGOING PARCELS	OPEN PO FEDEX	\$51.31	\$51.31	14710317	0000007231
9/17/2020	GOLD STAR FOODS, INC.	DISTRICT WIDE CNS FOOD	DISTRICT WIDE CNS FOOD	\$2,112.80	\$2,112.80	14710318	0000007008
9/17/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUPS SUPPLIES	GROUPS SUPPLIES	\$286.76	\$20.04	14710319	0000006959
9/17/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUPS SUPPLIES	GROUPS SUPPLIES	\$286.76	\$9.48	14710319	0000006959
9/17/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUPS SUPPLIES	GROUPS SUPPLIES	\$286.76	\$24.81	14710319	0000006959
9/17/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUPS SUPPLIES	GROUPS SUPPLIES	\$286.76	\$98.25	14710319	0000006959
9/17/2020	GRANGETTO'S AGRICULTURAL SUPPL	GROUPS SUPPLIES	GROUPS SUPPLIES	\$286.76	\$134.18	14710319	0000006959
9/17/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$4,641.68	\$432.00	14710320	0000007009
9/17/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$4,641.68	\$33.35	14710320	0000007009
9/17/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$4,641.68	\$1,930.73	14710320	0000007009
9/17/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$4,641.68	\$2.43	14710320	0000007009
9/17/2020	HOLLANDIA DAIRY	DISTRICT WIDE CNS DAIRY ITEMS	DISTRICT WIDE CNS DAIRY ITEMS	\$4,641.68	\$2,314.73	14710320	0000007009
9/17/2020	HOME DEPOT, INC	TRANSPORTATION PPE EQUIPMENT	TRANSPORTATION PPE EQUIPMENT	\$4,842.96	\$685.10	14710321	0000007207
9/17/2020	HOME DEPOT, INC	MAINTENANCE SUPPLIES	MAINTENANCE SUPPLIES	\$4,842.96	\$4,157.86	14710321	0000006911
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	DISTRICT	\$1,604.19	\$519.87	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	VC PREP	\$1,604.19	\$47.15	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	ELEMENTARY	\$1,604.19	\$42.04	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	HIGH SCHOOL	\$1,604.19	\$166.13	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	LILAC	\$1,604.19	\$131.84	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	MIDDLE SCHOOL	\$1,604.19	\$321.09	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	PAUMA	\$1,604.19	\$85.65	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	PRIMARY	\$1,604.19	\$269.60	14710322	0000006978
9/17/2020	IMAGE SOURCE	COPIER AGREEMENT	OAK GLEN	\$1,604.19	\$20.82	14710322	0000006978
9/17/2020	JOHNNA JENKINS	REIMB FOR CNS SUPPLIES	REIMB FOR CNS SUPPLIES	\$180.48	\$180.48	14710323	0000007285
9/17/2020	KELLY PAPER COMPANY	PAUMA-PALLET OF XEROX PAPER	QTY 1 PALLET Super Premium No	\$1,142.15	\$1,142.15	14710324	0000007095
9/17/2020	KIMBALL MIDWEST	TRANSPORTATION-SUPPLIES	SUPPLIES	\$393.31	\$455.69	14710325	0000006865
9/17/2020	KIMBALL MIDWEST	TRANSPORTATION-SUPPLIES	SUPPLIES	\$393.31	\$62.38	14710325	0000006865
9/17/2020	MAINTEX	DW CUSTODIAL SUPPLIES	MIDDLE SCHOOL	\$357.75	\$27.52	14710326	0000006919
9/17/2020	MAINTEX	DW CUSTODIAL SUPPLIES	PAUMA	\$357.75	\$220.15	14710326	0000006919
9/17/2020	MAINTEX	DW CUSTODIAL SUPPLIES	MIDDLE SCHOOL	\$357.75	\$110.08	14710326	0000006919
9/17/2020	GALLAGHER BENEFITS SERVICES, INC.	FULL SERVICE COBRA ADMINISTRAT	FULL SERVICE COBRA ADMINISTRAT	\$266.05	\$266.05	14710327	0000006958
9/17/2020	NAPA AUTO PARTS	REPAIR PARTS FOR M&O VEHICLES	M&O-PARTS FOR VEHICLES	\$32.85	\$23.16	14710328	0000006882
9/17/2020	NAPA AUTO PARTS	REPAIR PARTS FOR M&O VEHICLES	M&O-PARTS FOR VEHICLES	\$32.85	\$9.69	14710328	0000006882
9/17/2020	NEWS-2-YOU/SYMBOLSTIX/UNIQUE LEARNING SY	SPED MOD/SEV SUBSCRIP RENEWAL	YEARLY SPED MOD/SEV SPED TEACH	\$3,925.95	\$3,925.95	14710329	0000007247
9/17/2020	NPG INC.	VCMS-ASPHALT	MIDDLE SCHOOL ASPHALT JOB	\$35,161.00	\$35,161.00	14710330	0000007150
9/17/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$449.93	\$62.05	14710331	0000007147
9/17/2020	OFFICE DEPOT	PAUMA-SITE SUPPLIES OMNIA	PAUMA-SITE SUPPLIES VIA ONLINE	\$449.93	\$387.88	14710331	0000007096
9/17/2020	PARRA RODRIGUEZ, RAUL	GROUPS-2020-21 BOOT/PNT REIMB	PANTS	\$90.00	\$90.00	14710332	0000007021

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9/17/2020	PITNEY BOWES INC - POSTAGE	POSTAGE COSTS	POSTAGE COSTS	\$2,100.85	\$2,100.85	14710333	0000006988
9/17/2020	POSTMASTER VALLEY CENTER	BUSINESS REPLY MAIL POSTAGE	BUSINESS REPLY MAIL POSTAGE SU	\$1,000.00	\$1,000.00	14710334	0000007279
9/17/2020	POSTMASTER VALLEY CENTER	BUSINESS REPLY MAIL FEE	BUSINESS REPLY MAIL OPENING AC	\$240.00	\$240.00	14710335	0000007278
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$11.74	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC			\$84.20	\$221.45	14710336	
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$86.33	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$40.19	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$56.82	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$56.82	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$29.98	14710336	0000006947
9/17/2020	POWERLAND EQUIPMENT INC	M&O - PARTS & EQUIP REPAIR	PARTS	\$84.20	\$23.77	14710336	0000006947
9/17/2020	ARMANDO REYES-ZARATE	M&O-2020-21 SHOE/PANT REIMB	PANTS	\$90.00	\$90.00	14710337	0000007041
9/17/2020	ROMAINE ELECTRIC CORPORATION	TRANSPORTATION REPAIR PARTS	TRANSPORTATION REPAIR PARTS	\$321.10	\$321.10	14710338	0000006887
9/17/2020	ROTO-ROOTER SEWER AND	EMERGENCY DRAIN SERVICE ANNUAL	EMERGENCY DRAIN SERVICE - ANNU	\$275.00	\$275.00	14710339	0000007288
9/17/2020	SCHOOL SPECIALTY, INC.	PAUMA-SITE SUPPLIES	PAUMA-SITE SUPPLIES	\$102.36	\$63.77	14710340	0000007100
9/17/2020	SCHOOL SPECIALTY, INC.	PAUMA-SITE SUPPLIES	PAUMA-SITE SUPPLIES	\$102.36	\$38.59	14710340	0000007100
9/17/2020	SC FUELS	TRANSPORTATION-FUEL & OIL	FUEL & OIL	\$1,638.82	\$1,638.82	14710341	0000006870
9/17/2020	SHURLOCK FENCE CO.	PRIMARY SCHOOL FENCING	PRIMARY SCHOOL FENCING	\$3,440.00	\$3,440.00	14710342	0000007132
9/17/2020	SMART & FINAL STORE #360	CNS FOOD AND SUPPLIES	FOOD	\$15.68	\$15.68	14710343	0000006954
9/17/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$1,530.18	\$63.62	14710344	0000007078
9/17/2020	SOUTHWEST SCHOOL & OFFICE	DW CUSTODIAL SUPPLIES	DISTRICT SITE 001	\$1,530.18	\$102.41	14710344	0000006964
9/17/2020	SOUTHWEST SCHOOL & OFFICE	ELEM-DISTANCE LEARNING SUPPLIE	ELEM-DISTANCE LEARNING SUPPLIE	\$1,530.18	\$104.73	14710344	0000007137
9/17/2020	SOUTHWEST SCHOOL & OFFICE	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-OPEN PO	\$1,530.18	\$0.30	14710344	0000007133
9/17/2020	SOUTHWEST SCHOOL & OFFICE	VCMS-CLASSROOM SUPPLIES	VCMS-CLASSROOM SUPPLIES	\$1,530.18	\$477.07	14710344	0000006853
9/17/2020	SOUTHWEST SCHOOL & OFFICE	LILAC DISTANCE LEARNING SUPPLI	LILAC DISTANCE LEARNING SUPPLI	\$1,530.18	\$770.41	14710344	0000007136
9/17/2020	SOUTHWEST SCHOOL & OFFICE	ELEMENTARY-SITE SUPPLIES	ELEMENTARY-OPEN PO	\$1,530.18	\$11.64	14710344	0000007133
9/17/2020	SUPERIOR RAIN GUTTERS & AWNINGS, INC.	VCHS-DRAIN PIPE WORK	VCHS-DRAIN PIPE WORK	\$6,025.00	\$6,025.00	14710345	0000007105
9/17/2020	TROXELL COMMUNICATIONS	IPAD CASES-CARES FUNDS	OTTER PRODUCTS LLC : iPad (7th	\$6,948.48	\$6,948.48	14710346	0000007174
9/17/2020	MARIA TRUJILLO	M&O-2020-21 SHOE/PANT REIMB	SHOES	\$50.00	\$50.00	14710347	0000007042
9/17/2020	US AIR CONDITIONING	HVAC PARTS SB117	HVAC PARTS SB117	\$874.00	\$849.07	14710348	0000007287
9/17/2020	US AIR CONDITIONING	HVAC PARTS SB117	HVAC PARTS SB117	\$874.00	\$24.93	14710348	0000007287
9/17/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	MIDDLE SITE 003	\$21,268.34	\$11,133.45	14710349	0000006968
9/17/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	PRIMARY SITE 002	\$21,268.34	\$189.65	14710349	0000006968
9/17/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	DISTRICT SITE 001	\$21,268.34	\$8,024.48	14710349	0000006968
9/17/2020	VC MUNICIPAL WATER DISTRICT	DISTRICT WIDE MUNICIPAL WATER	HIGH SITE 700	\$21,268.34	\$1,920.76	14710349	0000006968
9/17/2020	VELASQUEZ, ISIDRO JR.	GROUND-2020-21 BOOT/PNT REIMB	BOOTS	\$179.99	\$179.99	14710350	0000007023
9/17/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	MIDDLE SITE 003	\$1,322.32	\$369.95	14710351	0000006969
9/17/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	LILAC SITE 300	\$1,322.32	\$475.27	14710351	0000006969
9/17/2020	WAXIE ENTERPRISES, INC	DW CUSTODIAL SUPPLIES	PAUMA SITE 500	\$1,322.32	\$477.10	14710351	0000006969
9/21/2020	AMERICAN FIDELITY ASSURANCE COMPANY	TIME & ELIGIBILITY SERVICE	TIME & ELIGIBILITY SERVICE	\$377.30	\$377.30	14711201	0000006957
9/21/2020	APPLE, INC	OPEN PO FOR TECHNOLOGY PARTS	TECHNOLOGY PARTS	\$177.20	\$177.20	14711202	0000006924
9/21/2020	AT&T MOBILITY	SERVICE FOR HOTSPOTS	SERVICE FOR HOTSPOTS	\$16,659.29	\$16,659.29	14711203	0000007301
9/21/2020	CDW-G	TECHNOLOGY-ANNUAL SUPPLIES	ANNUAL PO FOR TECHNOLOGY PURCH	\$910.01	\$171.54	14711204	0000006812
9/21/2020	CDW-G	TECHNOLOGY-ANNUAL SUPPLIES	ANNUAL PO FOR TECHNOLOGY PURCH	\$910.01	\$186.84	14711204	0000006812
9/21/2020	CDW-G	TECHNOLOGY-ANNUAL SUPPLIES	ANNUAL PO FOR TECHNOLOGY PURCH	\$910.01	\$551.63	14711204	0000006812
9/21/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS FOOD	\$1,146.46	\$759.30	14711205	0000006948
9/21/2020	CITI CARDS	CNS-FOOD & SUPPLIES	CNS SUPPLIES	\$1,146.46	\$387.16	14711205	0000006948
9/21/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$44.04	\$44.04	14711206	0000006878
9/21/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$55.67	\$55.67	14711207	0000006908
9/21/2020	INST. FOR EFFECTIVE EDUCATION	NON-PUBLIC SCHOOL	NON-PUBLIC SCHOOL WITH MULTIPL	\$2,430.16	\$232.41	14711208	0000007157
9/21/2020	INST. FOR EFFECTIVE EDUCATION	NON-PUBLIC SCHOOL	NON-PUBLIC SCHOOL WITH MULTIPL	\$2,430.16	\$1,753.87	14711208	0000007157
9/21/2020	INST. FOR EFFECTIVE EDUCATION	NON-PUBLIC SCHOOL	NON-PUBLIC SCHOOL WITH MULTIPL	\$2,430.16	\$443.88	14711208	0000007157
9/21/2020	JAUREGUI & CULVER, INC.	TEST & SERVICE GAS TANK	TEST & SERVICE GAS TANK	\$708.50	\$708.50	14711209	0000006901

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9/21/2020	CUSTODIAN REV CASH		AUG INTEREST INCOME	\$2,072.74	\$6.00	14711210	
9/21/2020	CUSTODIAN REV CASH		CK 10201	\$2,072.74	\$173.83	14711210	
9/21/2020	CUSTODIAN REV CASH		CK10198,99,200,02,03,04,07,08	\$2,072.74	\$464.50	14711210	
9/21/2020	CUSTODIAN REV CASH		CK#10205 & 10206	\$2,072.74	\$1,158.41	14711210	
9/21/2020	CUSTODIAN REV CASH		CK#10209	\$2,072.74	\$282.00	14711210	
9/21/2020	NEW HAVEN YOUTH & FAMILY SERVICES	SPED-NON PUBLIC SCHOOL	TUITION FOR SPED STUDENT PLACE	\$30,167.76	\$14,035.00	14711211	0000007229
9/21/2020	NEW HAVEN YOUTH & FAMILY SERVICES	SPED-NON PUBLIC SCHOOL	TUITION FOR SPED STUDENT PLACE	\$30,167.76	\$14,035.00	14711211	0000007229
9/21/2020	NEW HAVEN YOUTH & FAMILY SERVICES	SPED-NON PUBLIC SCHOOL	TUITION FOR SPED STUDENT PLACE	\$30,167.76	\$1,311.10	14711211	0000007229
9/21/2020	NEW HAVEN YOUTH & FAMILY SERVICES	SPED-NON PUBLIC SCHOOL	TUITION FOR SPED STUDENT PLACE	\$30,167.76	\$786.66	14711211	0000007229
9/21/2020	OFFICE DEPOT	BUSINESS OFFICE SUPPLIES	BUSINESS OFFICE SUPPLIES	\$250.90	\$39.65	14711212	0000007075
9/21/2020	OFFICE DEPOT	PRIMARY DISTANCE LEARNING SUPP	PRIMARY DISTANCE LEARNING SUPP	\$250.90	\$46.39	14711212	0000007147
9/21/2020	OFFICE DEPOT	DISTRICT OFFICE SUPPLIES	ANNUAL PO TO OFFICE DEPOT FOR	\$250.90	\$53.82	14711212	0000006983
9/21/2020	OFFICE DEPOT	DISTRICT OFFICE SUPPLIES	ANNUAL PO TO OFFICE DEPOT FOR	\$250.90	\$34.75	14711212	0000006983
9/21/2020	OFFICE DEPOT	BUSINESS OFFICE SUPPLIES	BUSINESS OFFICE SUPPLIES	\$250.90	\$76.29	14711212	0000007075
9/21/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	DIS/ERMHS COUNSELING	DIS/ERMHS PALOMAR FAMILY COUNS	\$840.00	\$840.00	14711213	0000007276
9/21/2020	SIMPLER LIFE EMERGENCY	LILAC-EMERGENCY FOOD/WATER	MILLENNIUM BARS 144/CS	\$1,421.76	\$1,421.76	14711214	0000007251
9/21/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$2,377.10	\$465.75	14711215	0000006956
9/21/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$2,377.10	\$471.75	14711215	0000006956
9/21/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$2,377.10	\$62.10	14711215	0000006956
9/21/2020	SUNRISE PRODUCE COMPANY	CNS FOOD DISTRICT WIDE	CNS FOOD DISTRICT WIDE	\$2,377.10	\$2,433.20	14711215	0000006956
9/21/2020	T-MOBILE	SERVICE FOR HOTSPOTS	SERVICE FOR HOTSPOTS	\$6,958.80	\$6,958.80	14711216	0000007302
9/21/2020	XEROX CORPORATION	XEROX DEVICE LEASE PAYMENTS	LEASE PAYMENTS FOR XEROX DEVIC	\$9,838.37	\$9,838.37	14711217	0000006990
9/24/2020	ACSA - ASSOCIATION OF CA SCHOOL ADMIN	2020-21 ACSA MEMBERSHIP DUES	ACSA ANNUAL DUES	\$6,571.06	\$1,582.88	14712461	0000007310
9/24/2020	ACSA - ASSOCIATION OF CA SCHOOL ADMIN	2020-21 ACSA MEMBERSHIP DUES	ACSA ANNUAL DUES	\$6,571.06	\$1,857.40	14712461	0000007310
9/24/2020	ACSA - ASSOCIATION OF CA SCHOOL ADMIN	2020-21 ACSA MEMBERSHIP DUES	ACSA ANNUAL DUES	\$6,571.06	\$1,603.00	14712461	0000007310
9/24/2020	ACSA - ASSOCIATION OF CA SCHOOL ADMIN	2020-21 ACSA MEMBERSHIP DUES	ACSA ANNUAL DUES	\$6,571.06	\$1,527.78	14712461	0000007310
9/24/2020	ACADEMIC SUPPLIER	TONER FOR ANNEX OFFICE	HP 410A BLACK TONER CARTRIDGE	\$325.41	\$66.81	14712462	0000007243
9/24/2020	ACADEMIC SUPPLIER	TONER FOR ANNEX OFFICE	HP LASERJET 410A STANDARD-YIEL	\$325.41	\$86.20	14712462	0000007243
9/24/2020	ACADEMIC SUPPLIER	TONER FOR ANNEX OFFICE	HP LASERJET 410A STANDARD-YIEL	\$325.41	\$86.20	14712462	0000007243
9/24/2020	ACADEMIC SUPPLIER	TONER FOR ANNEX OFFICE	HP LASERJET 410A STANDARD-YIEL	\$325.41	\$86.20	14712462	0000007243
9/24/2020	ACHIEVE 3000, INC.	ELEMENTARY-BOOST SCAFFOLDING	ADDING BOOST SCAFFOLDING FOR 8	\$480.00	\$480.00	14712463	0000007255
9/24/2020	PORTER CAPITAL CORPORATION	OAK GLEN-AGILE MIND	30 STUDENT LICENSES FOR INTENS	\$3,799.00	\$3,799.00	14712464	0000007113
9/24/2020	CARPENTER'S PLUMBING INC.	DW PLUMBING & BACKFLOW TESTING	DW PLUMBING AND BACKFLOW TESTI	\$297.36	\$297.36	14712465	0000007237
9/24/2020	APCD	PERMIT FOR DIESEL TANK & WASTE	PERMIT FOR DIESEL TANK & DIESE	\$1,822.00	\$1,822.00	14712466	0000006890
9/24/2020	CREATIVE BUS SALES, INC.	BUS REPAIR PARTS	BUS REPAIR PARTS	\$36.27	\$36.27	14712467	0000006878
9/24/2020	DIAMOND ENVIRONMENTAL	VCHS-PORTABLE RESTROOMS	SPORTS RESTROOM	\$714.33	\$176.13	14712468	0000006861
9/24/2020	DIAMOND ENVIRONMENTAL	VCHS-PORTABLE RESTROOMS	SPORTS RESTROOM	\$714.33	\$213.24	14712468	0000006861
9/24/2020	DIAMOND ENVIRONMENTAL	VCHS-PORTABLE RESTROOMS	SPORTS RESTROOM	\$714.33	\$324.96	14712468	0000006861
9/24/2020	DUNN EDWARDS PAINT	M&O-PAINT SUPPLIES	PAINT SUPPLIES	\$221.82	\$221.82	14712469	0000006908
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	ELEMENTARY	\$4,123.08	\$1,358.33	14712470	0000006909
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	LILAC	\$4,123.08	\$300.30	14712470	0000006909
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	PRIMARY	\$4,123.08	\$300.30	14712470	0000006909
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	HIGH SCHOOL	\$4,123.08	\$1,251.53	14712470	0000006909
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	MIDDLE SCHOOL	\$4,123.08	\$612.32	14712470	0000006909
9/24/2020	EDCO WASTE AND RECYCLING SER	EDCO WASTE 2020-21	PAUMA	\$4,123.08	\$300.30	14712470	0000006909
9/24/2020	EDGENUITY, INC.	STUDENT LICENSES	30 STUDENT VIRTUAL LICENSES FO	\$14,400.00	\$14,400.00	14712471	0000006855
9/24/2020	JOHNSTONE SUPPLY	HVAC SUPPLIES	HVAC SUPPLIES	\$72.73	\$72.73	14712472	0000006918
9/24/2020	NASCO	VCHS-ART/CERAMICS SUPPLIES	SEE ITEMS AS LISTED ON QUOTE #	\$147.49	\$147.49	14712473	0000007218
9/24/2020	NAPA AUTO PARTS	REPAIR PARTS FOR BUSES & VANS	REPAIR PARTS	\$16.15	\$16.15	14712474	0000006881
9/24/2020	AMERICAN OUTLETS	VCMS-COMBO LOCKS	CONTROL KEY FOR MASTER LOCK K1	\$556.91	\$10.52	14712475	0000007201
9/24/2020	AMERICAN OUTLETS	VCMS-COMBO LOCKS	MASTER LOCK 1525 COMBINATION P	\$556.91	\$546.39	14712475	0000007201
9/24/2020	PITNEY BOWES CREDIT CORP	RENTAL PITNEY BOWES MAIL METER	RENTAL PITNEY BOWES MAIL METER	\$324.45	\$324.45	14712476	0000006987
9/24/2020	POSTMASTER VALLEY CENTER	BULK MAIL POSTAGE	BULK MAIL POSTAGE	\$1,000.00	\$1,000.00	14712477	0000007308

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9/24/2020	PROCARE THERAPY	SPED-CONTRACTED SERVICES	INDEPENDENT CONTRACTING AGENCY	\$450.00	\$50.00	14712478	0000007320
9/24/2020	PROCARE THERAPY	SPED-CONTRACTED SERVICES	INDEPENDENT CONTRACTING AGENCY	\$450.00	\$400.00	14712478	0000007320
9/24/2020	RENAISSANCE LEARNING, INC.	VCMS-MY ON APPLICATION	QUOTE 2392910- VCMS SITE MYON	\$5,000.00	\$5,000.00	14712479	0000007249
9/24/2020	ROTO-ROOTER SEWER AND	EMERGENCY DRAIN SERVICE ANNUAL	EMERGENCY DRAIN SERVICE - ANNU	\$250.00	\$250.00	14712480	0000007288
9/24/2020	SANCHEZ, MITCHELL	GROUNDS-2020-21 BOOT/PNT REIMB	PANTS	\$60.00	\$60.00	14712481	0000007025
9/24/2020	SCHOOL STEPS, INC.	SPED-CONTRACTED SERVICES	OPEN PO FOR SCHOOL STEPS, AN I	\$2,400.00	\$2,400.00	14712482	0000007321
9/24/2020	SOUTHWEST SCHOOL & OFFICE	PAUMA DISTANCE LEARNING SUPPLI	PAUMA DISTANCE LEARNING SUPPLI	\$1,002.97	\$387.90	14712483	0000007145
9/24/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$1,002.97	\$8.92	14712483	0000007078
9/24/2020	SOUTHWEST SCHOOL & OFFICE	#9 ENVELOPES FOR BRM	#9 ENVELOPES	\$1,002.97	\$56.42	14712483	0000007304
9/24/2020	SOUTHWEST SCHOOL & OFFICE	LILAC DISTANCE LEARNING SUPPLI	LILAC DISTANCE LEARNING SUPPLI	\$1,002.97	\$432.28	14712483	0000007136
9/24/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$1,002.97	\$42.02	14712483	0000007078
9/24/2020	SOUTHWEST SCHOOL & OFFICE	LILAC-SITE SUPPLIES	LILAC SITE SUPPLIES	\$1,002.97	\$75.43	14712483	0000007078
9/24/2020	TRANSFINDER CORPORATION	TRANSPORTATION-GPS SOFTWARE	SOFTWARE EQUIP UPGRADE	\$7,783.00	\$7,783.00	14712484	0000007300
9/24/2020	U.S. BANK SUPPLY	NIGHT DEPOSIT BAGS	SHIPPING	\$99.36	\$12.57	14712485	0000007253
9/24/2020	U.S. BANK SUPPLY	NIGHT DEPOSIT BAGS	NIGHT DEPOSIT BAG WITH POPUP L	\$99.36	\$86.79	14712485	0000007253
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$3.88	14712486	0000006868
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$18.31	14712486	0000006868
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$23.41	14712486	0000006868
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$237.14	14712486	0000006868
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$95.70	14712486	0000006868
9/24/2020	VALLEY CENTER OIL COMPANY	TRANSPORTATION-PARTS	TRANSPORTATION - PARTS	\$454.21	\$75.77	14712486	0000006868
9/24/2020	VELASQUEZ, ISIDRO JR.	GROUNDS-2020-21 BOOT/PNT REIMB	BOOTS	\$90.00	\$0.00	14712487	0000007023
9/24/2020	VELASQUEZ, ISIDRO JR.	GROUNDS-2020-21 BOOT/PNT REIMB	PANTS	\$90.00	\$90.00	14712487	0000007023
9/28/2020	APPLE INC.	PAYOFF APPLE DEVICES	CASH PURCHASE FOR APPLE QUOTE	\$400,924.65	\$400,924.65	14713212	0000007222

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Date	Account	Num	Description	Memo	Category	Amount
BALANCE 8/31/2020						48,091.26
9/3/2020	MF - Revolvin...	10210	Evan Rogers	M08-Aug2020 ACH Direct Deposit returned by b...	RC-Expense	-104.31
9/3/2020	MF - Revolvin...	10211	Judy Baldassini	M08-Aug2020 ACH Direct Deposit returned by b...	RC-Expense	-999.59
9/14/2020	MF - Revolvin...	10212	BEATRIZ GARNICA	REFUND TECH INSURANCE ID #2012891	RC-Expense	-25.00
9/14/2020	MF - Revolvin...	10213	SUNSHINE PERALTA	REFUND TECH INSURANCE ID #2015236	RC-Expense	-25.00
9/16/2020	MF - Revolvin...	10214	CAMILLA RICKEY	REFUND MEAL BALANCE #2012790	RC-Expense	-28.25
9/16/2020	MF - Revolvin...	10215	LYNORA BROWN	REFUND MEAL BALANCE #2016455	RC-Expense	-38.50
9/16/2020	MF - Revolvin...	10216	JENNIFER L. RHOADES	REFUND MEAL BALANCE #2004563	RC-Expense	-31.00
9/17/2020	MF - Revolvin...	10217	FATMEH AWAD OR RAMI KANJ	LIBRARY REFUND #2012225	RC-Expense	-20.00
9/17/2020	MF - Revolvin...	10218	YESSANIA REYES-TAPIA	LIBRARY REFUND #2018163	RC-Expense	-20.00
9/17/2020	MF - Revolvin...	10219	JAIME OR MAYRA DIEGO	LIBRARY REFUND #2017475	RC-Expense	-6.00
9/22/2020	MF - Revolvin...	10220	AMY TOEDT	REFUND MEAL BALANCE #2018095	RC-Expense	-80.25
9/22/2020	MF - Revolvin...	10221	LISA HERNANDEZ	REFUND MEAL BALANCE #2015459	RC-Expense	-23.50
9/22/2020	MF - Revolvin...	10222	DEBBI ANN MORRISSETTE	REFUND MEAL BALANCE #2008938	RC-Expense	-25.00
9/22/2020	MF - Revolvin...	10223	ALMA VERA	REFUND MEAL BALANCE #2013664	RC-Expense	-23.75
9/23/2020	MF - Revolvin...	DEP	Check Scan Deposit	August, 2020 Reimbursement	RC-Income	2,072.74
9/23/2020	MF - Revolvin...	10224	ROSA ALBA	REFUND MEAL BALANCE #2018079	RC-Expense	-20.00
9/23/2020	MF - Revolvin...	10225	LEIA ARVISO	REFUND MEAL BALANCE #2014300 & 2018404	RC-Expense	-27.00
9/23/2020	MF - Revolvin...	10226	NATHALIA OROZCO	REFUND MEAL BALANCE #2017046	RC-Expense	-16.25
9/23/2020	MF - Revolvin...	10227	LETICIA ROBERTS	REFUND MEAL BALANCE #2016648	RC-Expense	-14.00
9/23/2020	MF - Revolvin...	10228	LINDSAY EMLEY	REFUND MEAL BALANCE #2016606 & #20134...	RC-Expense	-44.25
9/28/2020	MF - Revolvin...	10229	PAMELA HARVEY	REFUND TECH FEES #2017181	RC-Expense	-105.00
9/28/2020	MF - Revolvin...	10230	MR/MRS ARGUELLO	REFUND AP EXAMS #2009398	RC-Expense	-188.00
9/28/2020	MF - Revolvin...	10231	MR/MRS ARIAS	REFUND AP EXAM FEE #2008508	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10232	MR/MRS BACHMAN	REFUND AP EXAM FEE #869223	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10233	MR/MRS BERNET	REFUND AP EXAM FEE #2007758	RC-Expense	-188.00
9/28/2020	MF - Revolvin...	10234	MR/MRS CARVAJAL	REFUND AP TEST FEE #2003815	RC-Expense	-282.00
9/28/2020	MF - Revolvin...	10235	KAREN GUTIERREZ	REFUND AP TEST FEE #2008104	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10236	JULIANNA CLARK-WALSH	REFUND AP TEST FEE #2009262	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10237	MR/MRS COTTON	REFUND AP TEST FEE #2009134	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10238	MR/MRS GODINA	REFUND AP TEST FEE #2009142	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10239	ASHLEY GREEN	REFUND AP TEST FEE #2010188	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10240	DANIEL HERNANDEZ OR MIRIAM GALA...	REFUND AP TEST FEE #2016266	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10241	MR/MRS KISHI	REFUND AP TEST FEE #2004063	RC-Expense	-282.00
9/28/2020	MF - Revolvin...	10242	REBECCA RHODES	REFUND AP TEST FEE #852926	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10243	MR/MRS LOPEZ	REFUND AP TEST FEE #2010717	RC-Expense	-188.00
9/28/2020	MF - Revolvin...	10244	ANGELICA ZUNIGA	REFUND AP TEST FEE #2009352	RC-Expense	-94.00

Register Report for Board - Revolving Cash - Sep 2020

9/1/2020 through 9/30/2020

9/30/2020

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Date	Account	Num	Description	Memo	Category	Amount
9/28/2020	MF - Revolvin...	10245	COREY MAHER OR ERIN HOLTZ	REFUND AP TEST FEE #880175	RC-Expense	-186.00
9/28/2020	MF - Revolvin...	10246	MR/MRS ORTEGA	REFUND AP TEST FEE #880195	RC-Expense	-124.00
9/28/2020	MF - Revolvin...	10247	MR/MRS PENALOZA	REFUND AP TEST FEE #2012323	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10248	MR/MRS SALAZAR	REFUND AP TEST FEE #2009316	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10249	MR/MRS RIZO	REFUND AP TEST FEE #2012470	RC-Expense	-62.00
9/28/2020	MF - Revolvin...	10250	CHARLES RO OR DIANA KIM	REFUND AP TEST FEE #2018064	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10251	MR/MRS MARTINEZ	REFUND AP TEST FEE #2010069	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10252	MR/MRS BOWLING	REFUND AP TEST FEE #2007566	RC-Expense	-188.00
9/28/2020	MF - Revolvin...	10253	REBECCA MEIER	REFUND AP TEST FEE #2008544	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10254	MR/MRS STEHLY	REFUND AP TEST FEE #2016620	RC-Expense	-94.00
9/28/2020	MF - Revolvin...	10255	THEMAPHORN TAMARKIN	REFUND AP TEST FEE #2003418	RC-Expense	-248.00
9/28/2020	MF - Revolvin...	10256	MR/MRS TREVITHICK	REFUND AP TEST FEE #2015413	RC-Expense	-282.00
9/28/2020	MF - Revolvin...	10257	MR/MRS YOUNG	REFUND AP TEST FEE #2009332	RC-Expense	-62.00
9/30/2020	MF - Revolvin...	10258	Jasleen Guevara	September Payroll @70%	RC-Expense	-2,825.00
9/1/2020 - 9/30/2020						-6,020.91

BALANCE 9/30/2020

42,070.35

TOTAL INFLOWS	2,072.74
TOTAL OUTFLOWS	-8,093.65
NET TOTAL	-6,020.91

9/1/2020 through 9/30/2020

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Date	Account	Num	Description	Memo	Category	Amount
BALANCE 8/31/2020						154,503.71
9/16/2020	MF - Mello Roos	1805	Cooperative Strategies	INV 2032120 CFD 91-1	MR-Expense	-1,536.60
9/1/2020 - 9/30/2020						-1,536.60
BALANCE 9/30/2020						152,967.11
TOTAL INFLOWS						0.00
TOTAL OUTFLOWS						-1,536.60
NET TOTAL						-1,536.60

PO Board Report 09/01/20 - 09/30/20

PO No.	PO Date	Vendor	PO Reference	Total
0000007236	9/1/2020	VAUGHN IRRIGATION SVCS., INC.	REPAIRS DUE TO BROKEN PIPES	\$3,000.00
0000007237	9/1/2020	ACADEMIC SUPPLIER	PRIMARY SCHOOL TONER	\$664.82
0000007238	9/1/2020	AMAZON.COM	VCHS-FLIP&FIND REFERENCE HOLDER	\$117.77
0000007239	9/1/2020	CARPENTER'S PLUMBING INC.	DW PLUMBING & BACKFLOW TESTING	\$3,500.00
0000007240	9/1/2020	GLASER-BAILEY AWARDS, INC.	YEARS OF SERVICE PINS	\$883.55
0000007241	9/1/2020	CUSTODIAN PURCH CARD	OPEN PO-MELPCARD CONFERENCES	\$2,000.00
0000007242	9/2/2020	AMAZON.COM	HR-OPEN PO FOR BADGE SUPPLIES	\$500.00
0000007243	9/3/2020	ACADEMIC SUPPLIER	TONER FOR ANNEX OFFICE	\$325.41
0000007244	9/3/2020	ACDC LEADERSHIP AND CONSULTING	VCHS-ONLINE ECONOMICS PRGM	\$350.00
0000007245	9/3/2020	AMAZON.COM	CNS-CUTTING BOARD	\$125.93
0000007246	9/3/2020	LEARNING WITHOUT TEARS	PRIMARY-SUBSCRIPTION	\$557.61
0000007247	9/3/2020	NEWS-2-YOU/SYMBOLSTIX/UNIQUE LEARNING SY	SPED MOD/SEV SUBSCRIP RENEWAL	\$3,925.95
0000007248	9/3/2020	OFFICE DEPOT	SPED OFFICE SUPPLIES	\$100.00
0000007249	9/3/2020	RENAISSANCE LEARNING, INC.	VCMS-MY ON APPLICATION	\$5,000.00
0000007250	9/3/2020	ROTH-DORIA, WENDY	WORKABILITY MATERIALS/SUPPLIES	\$200.00
0000007251	9/3/2020	SIMPLER LIFE EMERGENCY	LILAC-EMERGENCY FOOD/WATER	\$1,513.35
0000007252	9/3/2020	SPELLINGCITY.COM, INC.	PAUMA SCHOOL ONLINE PROGRAM	\$540.00
0000007253	9/3/2020	U.S. BANK SUPPLY	NIGHT DEPOSIT BAGS	\$99.36
0000007254	9/8/2020	AARDVARK CLAY & SUPPLIES	VCHS-CERAMIC SUPPLIES	\$1,050.56
0000007255	9/8/2020	ACHIEVE 3000, INC.	ELEMENTARY-BOOST SCAFFOLDING	\$480.00
0000007256	9/8/2020	AMAZON.COM	SPED-OPEN PO FOR SUPPLIES	\$200.00
0000007257	9/8/2020	AMAZON.COM	VCHS-CERAMICS CLASS MATERIALS	\$0.65
0000007258	9/8/2020	E3 AUDIOMETRICS	SPED-CALIBRATING AUDIOMETERS	\$810.00
0000007259	9/8/2020	BSN SPORTS	ELEMENTARY-PE EQUIP	\$67.50
0000007260	9/8/2020	CIF-STATE DUES	CIF ANNUAL SPORTS DUES	\$3,832.00
0000007261	9/8/2020	KAGEWERKS INC.	VCHS-CHICKEN BOX	\$294.16
0000007262	9/8/2020	OFFICE DEPOT	OAK GLEN DISTANCE LEARNING SUP	\$250.00
0000007263	9/8/2020	OFFICE DEPOT	VC PREP DISTANCE LEARNING SUPP	\$250.00
0000007264	9/8/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	MIDDLE/HIGH COUNSELING	\$17,375.00
0000007264	9/8/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	MIDDLE/HIGH COUNSELING	\$17,375.00
0000007264	9/8/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	MIDDLE/HIGH COUNSELING	\$17,375.00
0000007264	9/8/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	MIDDLE/HIGH COUNSELING	\$17,375.00

PO Board Report 09/01/20 - 09/30/20

PO No.	PO Date	Vendor	PO Reference	Total
0000007265	9/8/2020	SCHOOL SPECIALTY, INC.	ELEMENTARY-YEARLY SUPPLIES	\$1,500.00
0000007266	9/8/2020	SCREENCAST-O-MATIC	ELEM-ONLINE SUBSCRIPTION	\$270.00
0000007267	9/8/2020	LOZANO SMITH, LLP	CONFERENCE:TITLE IX COMPLIANCE	\$525.00
0000007268	9/8/2020	SOUTHWEST SCHOOL & OFFICE	OAK GLEN DISTANCE LEARNING SUP	\$250.00
0000007269	9/8/2020	SOUTHWEST SCHOOL & OFFICE	VC PREP DISTANCE LEARNING SUPP	\$250.00
0000007270	9/8/2020	U.S. BANK SUPPLY		\$12.93
0000007271	9/8/2020	CUSTODIAN PURCH CARD	VC PREP-ZOOM FIELDTRIP	\$49.95
0000007272	9/9/2020	TROXELL COMMUNICATIONS	PRIMARY-LADIBUG FOR ROSWELL	\$474.00
0000007273	9/9/2020	ENTOURAGE YEARBOOKS	OAK GLEN-YEARBOOKS	\$1,894.50
0000007274	9/9/2020	APPLE COMPUTERS INC	APPLE REPAIR ID: D467396474	\$527.25
0000007275	9/9/2020	AMAZON.COM	FACE MASKS FOR SLPs CLEAR MOUT	\$215.54
0000007276	9/9/2020	PALOMAR FAMILY COUNSELING SERVICE INC.	DIS/ERMHS COUNSELING	\$88,000.00
0000007277	9/9/2020	SANDCASP	WORKSHOP SCHOOL PSYCH MAIKO IK	\$80.00
0000007278	9/10/2020	POSTMASTER VALLEY CENTER	BUSINESS REPLY MAIL FEE	\$240.00
0000007279	9/10/2020	POSTMASTER VALLEY CENTER	BUSINESS REPLY MAIL POSTAGE	\$1,000.00
0000007280	9/10/2020	AMAZON.COM	CABLES FOR APPLE DEVICES	\$1,120.00
0000007281	9/10/2020	BELLERS, KRISTIN	SPED DISTANCE EDUCATION MATERI	\$88.00
0000007282	9/10/2020	CLAY-KING	VCHS DISTANCE SUPPLIES CERAMIC	\$613.34
0000007283	9/11/2020	AMAZON.COM	PAUMA-DISTANCE LEARNING SUPPLI	\$200.00
0000007284	9/11/2020	TROXELL COMMUNICATIONS	QTY 30 CHROMEBOOKS CRF FUNDS	\$10,097.63
0000007285	9/11/2020	JENKINS, JOHNNA	REIMB FOR CNS SUPPLIES	\$180.48
0000007286	9/14/2020	FOLLETT EDUCATIONAL	VC PREP-DISTANCE LEARNING BOOK	\$3,360.43
0000007287	9/14/2020	US AIR CONDITIONING	HVAC PARTS SB117	\$5,387.50
0000007287	9/14/2020	US AIR CONDITIONING	HVAC PARTS SB117	\$900.00
0000007288	9/15/2020	ROTO-ROOTER SEWER AND	EMERGENCY DRAIN SERVICE ANNUAL	\$1,000.00
0000007289	9/15/2020	ACADEMIC SUPPLIER	LILAC-TONER	\$208.72
0000007290	9/15/2020	APPLE, INC	REPLACEMENT MACBOOK FOR DAMON	\$1,706.37
0000007291	9/15/2020	CDW-G	OAK GLEN-CABLES FOR COMPUTER	\$35.45
0000007292	9/15/2020	EDGENUITY, INC.	VCHS-30 STUDENT LICENSES	\$14,400.00
0000007293	9/15/2020	GREAT MINDS PBC	ELEM & PRIMARY EUREKA MATH	\$75.00
0000007293	9/15/2020	GREAT MINDS PBC	ELEM & PRIMARY EUREKA MATH	\$299.62
0000007294	9/15/2020	OFFICE DEPOT	VC PREP SITE SUPPLIES	\$500.00

PO Board Report 09/01/20 - 09/30/20

PO No.	PO Date	Vendor	PO Reference	Total
0000007295	9/15/2020	OFFICE DEPOT	OAK GLEN SITE SUPPLIES	\$250.00
0000007296	9/15/2020	OFFICE DEPOT	PARTS-ROCIO'S COMPUTER MONITOR	\$114.20
0000007297	9/15/2020	SCHOOL NURSE SUPPLY, INC	PRIMARY-HEALTH SUPPLIES	\$210.12
0000007298	9/15/2020	SOUTHWEST SCHOOL & OFFICE	OAK GLEN SITE SUPPLIES	\$500.00
0000007299	9/15/2020	SOUTHWEST SCHOOL & OFFICE	VC PREP SITE SUPPLIES	\$500.00
0000007300	9/15/2020	TRANSFINDER CORPORATION	TRANSPORTATION-GPS SOFTWARE	\$7,800.00
0000007301	9/16/2020	AT&T MOBILITY	SERVICE FOR HOTSPOTS	\$167,000.00
0000007302	9/16/2020	T-MOBILE	SERVICE FOR HOTSPOTS	\$70,000.00
0000007303	9/16/2020	NEWS-2-YOU/SYMBOLSTIX/UNIQUE LEARNING SY	SPED-ONLINE SUBSCRIPTIONS	\$833.43
0000007304	9/16/2020	SOUTHWEST SCHOOL & OFFICE	#9 ENVELOPES FOR BRM	\$275.00
0000007305	9/16/2020	CDW-G	PARTS FOR ROCIO'S COMPUTER MON	\$114.20
0000007306	9/16/2020	CRISP IMAGING	OPEN PO FOR SNEEZE BARRIERS	\$18,000.00
0000007307	9/17/2020	CLEAR CONSCIENCE SEALANTS, LLC.	HAND HELD SPRAYERS CRF FUNDS	\$3,076.23
0000007308	9/21/2020	POSTMASTER VALLEY CENTER	BULK MAIL POSTAGE	\$1,000.00
0000007309	9/21/2020	CUSTODIAN PURCH CARD	VCHS-CHICKEN NEST BOX	\$328.00
0000007310	9/21/2020	ACSA - ASSOCIATION OF CA SCHOOL ADMIN	2020-21 ACSA MEMBERSHIP DUES	\$6,493.06
0000007311	9/21/2020	AMAZON.COM	VCHS-CARE ROOM CURTAINS/TRACK	\$448.41
0000007312	9/21/2020	BENCHMARK EDUCATION COMPANY	ELEMENTARY & PRIMARY	\$4,070.26
0000007312	9/21/2020	BENCHMARK EDUCATION COMPANY	ELEMENTARY & PRIMARY	\$1,332.87
0000007313	9/21/2020	CEV Multimedia, Ltd.	VCMS-ONLINE AG PROGRAM CTE \$	\$2,200.00
0000007314	9/21/2020	COMPLETE BOOK & MEDIA SUPPLY	VC PREP-BOOKS	\$139.55
0000007315	9/21/2020	GLASER-BAILEY AWARDS, INC.	PRIMARY-TEACHER NAME PLATE	\$16.16
0000007316	9/21/2020	KELLY PAPER COMPANY	PRIMARY-PALLET OF XEROX PAPER	\$1,142.15
0000007317	9/21/2020	CUSTODIAN PURCH CARD	VCMS ART TEACHER PLATFORM	\$120.00
0000007318	9/21/2020	CUSTODIAN PURCH CARD	VC PREP-RUBBER STAMPS	\$196.91
0000007319	9/21/2020	PEARSON CLINICAL	SPED-TESTING MATERIAL	\$472.56
0000007320	9/21/2020	PROCARE THERAPY	SPED-CONTRACTED SERVICES	\$15,000.00
0000007321	9/21/2020	SCHOOL STEPS, INC.	SPED-CONTRACTED SERVICES	\$29,000.00
0000007322	9/21/2020	W W GRAINGER	VCHS-AUTO/AG MECHANICS GLASSES	\$265.07
0000007323	9/21/2020	WESTERN PSYCHOLOGICAL SERVICES	SPED TESTING MATERIALS	\$438.03
0000007324	9/21/2020	ZOOM VIDEO COMMUNICATIONS INC.	150 DW Zoom Licenses	\$5,621.92
0000007325	9/21/2020	US AIR CONDITIONING	HVAC PARTS ROUTINE	\$1,000.00

PO Board Report 09/01/20 - 09/30/20

PO No.	PO Date	Vendor	PO Reference	Total
0000007326	9/21/2020	CA SCHOOL NUTRITION ASSOC.	CSNA DUES FOR FOODSERVICE EMPL	\$120.00
0000007327	9/22/2020	DEPARTMENT OF HOUSING AND	REGISTRATION FEE FOR PORTABLE	\$33.00
0000007328	9/22/2020	ERIK INDUSTRIES	ELECTRICAL WORK FOR ELEMENTARY	\$500.00
0000007329	9/22/2020	CALIFORNIA FFA ASSOCIATION	DISTANCE LEARNING MODULE	\$110.00
0000007330	9/23/2020	LANCE'S CARPET COMPANY	VCHS-FLOORING RM 400	\$3,867.60
0000007331	9/23/2020	SOUTHWEST SCHOOL & OFFICE	DISTRICT OFFICE SUPPLIES	\$300.00
0000007332	9/25/2020	A-1 IRRIGATION, INC	VCHS-AG & AG MECHANIC SUPPLIES	\$1,500.00
0000007333	9/25/2020	AT&T - EQUIPMENT	128GB iPhone for CNS staff C.M	\$36.99
0000007334	9/25/2020	CLAYTON, NADIA	ANNUAL MILEAGE PO	\$700.00
0000007335	9/25/2020	GREAT MINDS PBC	WORKSHOP EUREKA MATH IN SYNC	\$140.00
0000007336	9/25/2020	HERNANDEZ, AIDA	ANNUAL MILEAGE PO	\$500.00
0000007337	9/25/2020	HOME DEPOT, INC	LILAC-STORAGE BINS	\$77.94
0000007338	9/25/2020	HOME DEPOT, INC	VCHS-AG MECHANICS SUPPLIES	\$1,500.00
0000007339	9/25/2020	HREHA-MEYER, PAIGE	VCHS-OPEN PO SCIENCE SUPPLIES	\$250.00
0000007340	9/25/2020	SAROYAN LUMBER COMPANY, INC.	VCHS-AG MECHANICS SUPPLIES	\$2,000.00
0000007341	9/25/2020	WESTAIR GASES & EQUIPMENT, INC	VCHS-AG MECHANICS SUPPLIES	\$1,500.00
0000007342	9/28/2020	CED,INC.	ELECTRICAL SUPPLIES ELEMENTARY	\$374.84
0000007343	9/28/2020	WORK PARTNERS OHS	N95 MASK FITMENT FOR EMPLOYEES	\$5,000.00
0000007344	9/29/2020	CUSTODIAN PURCH CARD	SWIVL C5 KIT	\$1,404.96
0000007345	9/29/2020	SWIVL	SWIVL C5 KITS QTY 2	\$2,719.61
0000007346	9/29/2020	BSN SPORTS	LILAC PE EQUIPMENT	\$214.01
0000007347	9/29/2020	CANNON SPORTS, INC	LILAC PE EQUIP	\$102.52
0000007348	9/29/2020	W W GRAINGER	VCHS AG MECHANICS OPEN PO	\$1,000.00
0000007349	9/30/2020	CORODATA SHREDDING, INC.	SHREDDING SERVICES	\$600.00
0000007350	9/30/2020	RAINMASTER IRRIGATION SYSTEMS	1 YEAR IRRIGATION CONTROL SYST	\$1,843.45
0000007351	9/30/2020	SUNSHINE HEATING AND AIR	DW HVAC & REFRIGERATION WORK	\$2,000.00

Routine Action Items – Agreements and Contracts

October 8, 2020

- G4a. Renaissance myOn Agreement** – Ratify contract for site license for VCMS used for additional reading support. Cost \$5,000.
- G4b. Independent contract with Cort Day** – agreement to provide professional development in systems support and operation for network systems supervisor. Cost of \$75/hour, not to exceed 20 hours.
- G4c. Softchoice** – Renew Microsoft licensing for all district Microsoft products. Cost \$16,636.
- G4d. Edgenuity Inc.-** Contract for 30 virtual classroom and web administrator licenses for VCHS. Cost \$14,400.

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: October 8, 2020

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: Approve Overnight/Out of County Field Trips

☒ **Action**

☐ **First Reading**

☐ **Information**

☐ **Presentation**

☐ **Public Hearing**

None at this time

G5

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: October 8, 2020

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: Approve Out of State Conferences

☒ **Action**

☐ **First Reading**

☐ **Information**

☐ **Presentation**

☐ **Public Hearing**

None at this time

G6

VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Ron McCowan, Superintendent

☐ **Information**

SUBJECT: Approve Board Member Conferences

☐ **Presentation**

☐ **Public Hearing**

None at this time

Certificated Personnel - October 2020

Employment of Certificated Employees								
#	Last Name	First Name	Site	Position	Salary Range / Step	Effective Date of Hire	Replacement For	Reason
1	Jimenez	Salvador	VCMS	PE Teacher	II/1	10/5/20	David Kilborn	Resignation
2	Thompson	Margo	VCMS	Science Teacher	RIII/S8	10/21/20	New Position	CARES Act
3	Lopez	Tanya	VCMS	English/Social Studies	IV/1	10/21/20	New Position	CARES Act
4	Vaughn	Rebeka	District	Itinerant Education Specialist	RV/S4	10/13/20	New Position	New Position

Changes to Existing Certificated Employees							
#	Last Name	First Name	Site	Change	Previous Position	New Position	Effective Date
1	Beck	Jeff	VCMS/VCHS	Add 6/5 Assignment			8/21/20
2	Horne	Rich	VCMS	Reduced Workload Program	1.0 FTE	.8 FTE	8/21/20
3	Embrey	Kaylin	VCMS	Add 6/5 Assignment			8/21/20
4	Gillis	Timothy	VCMS	Add 6/5 Assignment			8/21/20
5	Bauer	Danielle	VCHS	Adjust effective date for 6/5 Assignment for 1st Semester	8/21/20	Added .2 of Floriculture - CARES Act	9/2/20
6	Vincent	Shirley	VCHS	Adjust effective date for .2 FTE Drama for 1st Semester	8/19/20	Added .2 FTE of Drama/Stagecraft - CARES Act	8/31/20
7	Vincent	Shirley	VCHS	Change Status from Temporary to Probationary Year 1	Temporary Status	Probationary Status	8/21/20
8	Collings	Jeffrey	VCMS	Add 6/5 Assignment			10/26/20
9	Bechtold	Nicole	Oak Glen	Add 6/5 Assignment			8/21/20
10	Fraser	Howard	VC Prep	Temporary Transfer	Oak Glen	Independent Study Teacher	8/21/20
11	Gillis	Heidi	VCMS	Add 6/5 Assignment			10/26/20
12	Holm	Gabrielle	VCMS	Add 6/5 Assignment			10/26/20
13	Bartlett	Harley	VCMS	Add 6/5 Assignment			10/26/20
14	Collins	Jerod	VCMS	Add 6/5 Assignment			10/26/20
15	Curt	Katherine	VCMS	Add 6/5 Assignment			10/26/20
16	Root-Kelly	Barbara	VCMS	Temporary Voluntary Reduction (.8 FTE)	1.0 FTE	.8 FTE	10/26/20
17	Symons	Megan	VCMS	Add 50% of Section to Assignment			10/26/20
18	Sianko	Linda	VCMS	Add 50% of Section to Assignment			10/26/20

Leave of Absence Certificated					
#	Last Name	First Name	Work Site	Position	Leave of Absence Period

Retirement/Resignation of Certificated Employees						
#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation Last
1	Weston	Barbara	Primary	DL Teacher	33	10/9/20

Certificated Reductions in Temporary Positions					
#	Last Name	First Name	Work Site	Position	Effective Date

Employment of Substitute Teachers					
#	Last Name	First Name	Position	Rate of Pay	Effective Date of Hire
1	Gross	Steffanie	Substitute Teacher	\$125/day; \$140 LT	9/22/20
2	McCurry-Appel	Amy	Substitute Teacher	\$125/day; \$140 LT	9/14/20

Classified / Non-Classified Personnel - October 2020

Employment of Classified / Non-Classified Employees								
#	Last Name	First Name	Site	Position	Work Calendar	Hours	Salary Range	Effective Date of Hire
1	Zorrilla	Natalie	VCHS	SCIA	SY	3.55 hrs avg/day	R18/S1	9/22/20
2	White	Tyra	VCHS	SCIA	SY	3.65 hrs avg/day	R18/S1	9/22/20

Retirement of Classified Employees						
#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation (Last Day of Work)
1	Guzman	Gonzalo	M&O/Primary	Custodian PM	15	12/31/20

Resignation/Separation of Classified / Non-Classified Employees						
#	Last Name	First Name	Work Site	Position	Number of years in District	Effective Date of Resignation/ Separation (Last Day of Work)
1	Curt	Andrew	VCHS	IA - Floriculture	4	8/31/20
2	Belland	Mary	VCES	IA-Special Education	19	10/2/20
3	Marika	Mayfield	VCHS/Lilac	CNS Worker I/Duty Supervisor	4	10/8/20
4	Watson	Joshua	Pauma	PM Custodian	3	10/9/20

39 Month Rehire List Classified					
#	Last Name	First Name	Work Site	Position	39-Month Rehire Period

Leave of Absence Classified					
#	Last Name	First Name	Work Site	Position	Leave of Absence Period

Changes to Existing Classified / Non-Classified Employees							
#	Last Name	First Name	Site	Change	Previous Position	New Position	Effective Date
1	Tripp	Judith	Lilac	Substitute to Probation	Substitute Duty Supervisor	Duty Supervisor	10/19/20
2	Parker	Danielle	Lilac	Add a position	PM Duty Supervisor	Add AM Duty Supervisor	10/19/20
3	Ortiz	Maria	Lilac	Add a position	PM Duty Supervisor	Add AM Duty Supervisor	10/19/20
4	Castillo Martinez	Eluvia	Lilac	Add a position	PM Duty Supervisor	Add AM Duty Supervisor	10/19/20

Employment of Classified Substitutes					
#	Last Name	First Name	Position	Rate of Pay	Effective Date of Hire
1	Pell	Georgette	Secretary	R25/S1	9/14/20

Termination of Classified / Non-Classified Employees					
#	Employee ID #	Work Site	Position	Time with District	Effective Date of Termination

2020-21 Enrollment Report

Comprehensive Schools	8/25/20	9/18/20	10/16/20	11/13/20	12/11/20	1/8/21	2/5/21	3/5/21	4/2/21	4/30/21	5/28/21	6/10/21
Lilac School	475	480										
Valley Center Primary	469	491										
Valley Center Elementary	493	493										
Pauma School	186	193										
Valley Center Middle School	787	790										
Valley Center High School	1168	1175										
Comprehensive Schools Enrollment	3578	3622	0	0	0	0	0	0	0	0	0	0
Alternative Schools												
Oak Glen High School	68	70										
Valley Center Prep School	204	190										
Non-Public Schools	16	16										
Alternative Schools Enrollment	288	276	0	0	0	0	0	0	0	0	0	0
Total Enrollment	3866	3898	0	0	0	0	0	0	0	0	0	0
Total YTD Attendance Percentage	N/A	95.44%										
2020 CBEDS Report (10/7/20)	TBD											
2019 CBEDS Report	3957											

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Ron McCowan, Superintendent

☐ **Information**

SUBJECT: Acceptance of Donations

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: Citizens, local community groups, businesses, and teacher/parent clubs occasionally donate money, materials, or equipment to the District. The donations are given to the District to use at its discretion, or the donor may request specific use.

Dr. Bronner's
1800 - 2 ounce individual bottles of lavender hand sanitizer

REPORT/PROPOSAL: As the District receives donations, a list of donated items will be provided for Board review.

FINANCIAL IMPACT: Varies based upon items donated

RECOMMENDATION: It is recommended that the Board accept these donations and send letters of thanks.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Maria Cordero, Director of Special Projects

☐ **Information**

SUBJECT: Williams Legislation Quarterly Report & Findings
For 2020-21 Annual Site Visit

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: Williams vs. the State of California was a lawsuit alleging that the state of California lacked instructional materials & basic resources, had inadequate instruction and unsafe facilities. The lawsuit, filed May 2000, finally reached a settlement in August 2004 resulting in 5 pieces of legislation: Senate Bills 6 & 550 and Assembly Bills 1550, 2727 and 3001. The resulting legislation resulted in numerous new requirements that included a quarterly report on any complaints received by the school district and an annual site visit conducted by the San Diego County Office of Education.

REPORT/PROPOSAL: This year, due to the COVID-19 pandemic, the process is being conducted in two different manners. The first part consists of a site visit and the second part is a review of all needed documentation submitted virtually. The facilities inspection conducted by SDCOE at Pauma School had an overall rating of "Good" with a 98.96% positive rating, an increase from the previous two inspection where the school was scored as 98.66% and 98.51% on the 15 categories in the facilities inspection tool evaluation. A few minor facilities repairs have been completed. The report is attached and at the District Office. There were no Williams Complaints this quarter as indicated by the report submitted.

FINANCIAL IMPACT: Non-applicable – The facilities items are taken care of by our on site maintenance staff.

RECOMMENDATION: Information Only

Report Date	Quarter	IM Receive	IM Resolve	IM Unreso	F Received	F Resolved	F Unresolv	MA Recei	MA Resolv	MA Unreso	Reporter	Report
10/2/20	1	0	0	0	0	0	0	0	0	0	0 Maria Cordero	16162
7/7/20	4	0	0	0	0	0	0	0	0	0	0 Maria Cordero	16129
4/1/20	3	0	0	0	0	0	0	0	0	0	0 Maria Cordero	16071
1/6/20	2	0	0	0	0	0	0	0	0	0	0 Maria Cordero	16029
10/3/19	1	0	0	0	0	0	0	0	0	0	0 Maria Cordero	16004
7/2/19	4	0	0	0	0	0	0	0	0	0	0 Olivia Leschick	15959
4/29/19	3	0	0	0	0	0	0	0	0	0	0	15988
1/10/19	2	0	0	0	0	0	0	0	0	0	0	15875
10/5/18	1	0	0	0	0	0	0	0	0	0	0	15833
7/9/18	4	0	0	0	0	0	0	0	0	0	0	15800
4/2/18	3	0	0	0	0	0	0	0	0	0	0	15741
1/8/18	2	0	0	0	0	0	0	0	0	0	0	15710
10/27/17	1	0	0	0	0	0	0	0	0	0	0	15691
7/20/17	4	0	0	0	0	0	0	0	0	0	0	15638
4/26/17	3	0	0	0	0	0	0	0	0	0	0	15604
1/19/17	2	0	0	0	0	0	0	0	0	0	0	15544
10/24/16	1	0	0	0	0	0	0	0	0	0	0	15516
7/11/16	4	0	0	0	0	0	0	0	0	0	0	15453
4/28/16	3	0	0	0	0	0	0	0	0	0	0	15426
1/4/16	2	0	0	0	0	0	0	0	0	0	0	15351
11/12/15	4	0	0	0	0	0	0	0	0	0	0	15337
11/6/15	4	0	0	0	0	0	0	0	0	0	0	15313
7/15/15	4	0	0	0	0	0	0	0	0	0	0	15256
4/7/15	3	0	0	0	0	0	0	0	0	0	0	15193
11/10/14	4	0	0	0	0	0	0	0	0	0	0	15152
5/19/14	4	0	0	0	0	0	0	0	0	0	0	15078
3/12/14	4	0	0	0	0	0	0	0	0	0	0	15037
7/17/13	4	0	0	0	0	0	0	0	0	0	0	14940
4/4/13	3	0	0	0	0	0	0	0	0	0	0	14907
1/23/13	2	0	0	0	0	0	0	0	0	0	0	14870
10/15/12	1	0	0	0	0	0	0	0	0	0	0	14821
7/16/12	4	0	0	0	0	0	0	0	0	0	0	14774
4/26/12	3	0	0	0	0	0	0	0	0	0	0	14744
1/3/12	2	0	0	0	0	0	0	0	0	0	0	14682
10/5/11	1	0	0	0	0	0	0	0	0	0	0	14635
7/11/11	4	0	0	0	0	0	0	0	0	0	0	14602
4/28/11	3	0	0	0	0	0	0	0	0	0	0	14574
1/4/11	2	0	0	0	0	0	0	0	0	0	0	14499
10/28/10	1	0	0	0	0	0	0	0	0	0	0	14474
6/23/10	4	0	0	0	0	0	0	0	0	0	0	14412
4/19/10	3	0	0	0	0	0	0	0	0	0	0	14393
2/2/10	4	0	0	0	0	0	0	0	0	0	0	14358
11/13/09	4	0	0	0	0	0	0	0	0	0	0	14316
7/6/09	4	0	0	0	0	0	0	0	0	0	0	14257
4/2/09	3	0	0	0	0	0	0	0	0	0	0	14192
1/9/09	2	0	0	0	0	0	0	0	0	0	0	14153
10/3/08	1	0	0	0	0	0	0	0	0	0	0	14121
7/15/08	4	0	0	0	0	0	0	0	0	0	0	14091
3/31/08	4	0	0	0	0	0	0	0	0	0	0	14028
1/10/08	2	0	0	0	0	0	0	0	0	0	0	14000
11/8/07	4	0	0	0	0	0	0	0	0	0	0	13965
6/22/07	4	0	0	0	0	0	0	0	0	0	0	13892
4/9/07	3	0	0	0	0	0	0	0	0	0	0	13866
1/17/07	2	1	1	0	2	2	0	0	0	0	0	13821
9/21/06	4	0	0	0	0	0	0	0	0	0	0	13749
9/21/06	4	0	0	0	0	0	0	0	0	0	0	13750
4/5/06	3	0	0	0	0	0	0	0	0	0	0	13680
1/12/06	2	0	0	0	0	0	0	0	0	0	0	13651
10/24/05	1	0	0	0	0	0	0	0	0	0	0	13616
7/28/05	4	0	0	0	0	0	0	0	0	0	0	13569
4/11/05	3	0	0	0	1	1	0	0	0	0	0	13517

FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
 (REV 05/09)

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Valley Center-Pauma Unified School District		COUNTY San Diego	
SCHOOL SITE Pauma		SCHOOL TYPE (GRADE LEVELS) K-8	NUMBER OF CLASSROOMS ON SITE 12
INSPECTOR'S NAME Ken Fine	INSPECTOR'S TITLE Facility Inspector	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Colleen Heublein	
TIME OF INSPECTION 9:00am 9/10/20	WEATHER CONDITION AT TIME OF INSPECTION Clear and Warm		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
	Number of "✓'s":	28	27	28	28	28	28	27	9	17	28	28	28	27	27	28
	Number of "D's":	0	1	0	0	0	0	1	0	0	0	0	0	1	1	0
	Number of "X's":	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	Number of N/As:	0	0	0	0	0	0	0	19	11	0	0	0	0	0	0
Percent of System in Good Repair Number of "checks"s divided by (Total Areas - "NA"s")		100.00%	96.43%	100.00%	100.00%	100.00%	100.00%	96.43%	100.00%	100.00%	100.00%	100.00%	100.00%	96.43%	96.43%	100.00%
Total Percent per Category (average of above)* Rank (Circle one)		98.81%			100.00%	100.00%		96.43%	100.00%		100.00%		98.21%		98.21%	
GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		Good			Good	Good		Good	Good		Good		Good		Good	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	98.96%	SCHOOL RATING**	Good
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Maria Cordero, Director of Special Projects

☐ **Information**

SUBJECT: Approval of Updated Title IV Plan for 2020-21

☐ **Public Hearing**

BACKGROUND INFORMATION: The Elementary and Secondary Education Act of 1965 (ESEA) under subpart 1 of Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program which was reauthorized. The SSAE program will provide state educational agencies, local educational agencies, and schools a Title IV grant for the 2020-21 school year funding based on the needs of district student population and community.

REPORT/PROPOSAL: Valley Center-Pauma Unified District (VCPUSD) will receive a \$52,051 Title IV Grant which is intended to assist designated schools under three major categories: 1. Provide all students with access to a well-rounded education (enriched curriculum and educational experiences), 2. Improve school conditions for student learning (safe and healthy schools), 3. Improve the use of technology (to improve academic achievement and digital literacy).

- Well rounded educational activities may include science, technology, engineering, and mathematics (STEM), music and arts, foreign language instruction, high school redesign with dual or concurrent enrollment and early college high schools.
- Safe and healthy school activities may include bullying prevention, relationship building, school dropout prevention, suicide prevention, and healthy lifestyle.
- Effective use of technology may include increasing access (a special rule states that no more than 15 % of funds in this area may be spent on devices, equipment, or infrastructure).

The attached Title IV plan requires School Board approval in order to receive the funding. School Sites that fall under the criteria for funding include Title I schools: Primary, VCEL, Pauma, Lilac and Oak Glen schools. 2019-20 Learning Continuity and Attendance plan and was approved by the board in September 22, 2020.

FINANCIAL IMPACT: VCPUSD will receive \$52,051 to be distributed to the Schools listed above.

RECOMMENDATION: Approve the Student Support and Academic Enrichment Title IV Plan for 2020-21 funding.



Valley Center-Pauma Unified District Title IV Plan 2020-2021

The Elementary and Secondary Education Act of 1965 (ESEA) under subpart 1 of Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program was reauthorized. The SSAE program provides state educational agencies, local educational agencies, and schools the flexibility to utilize funding based on the needs of your student population and community.

Valley Center-Pauma Unified District (VCPUSD) will receive a \$55,678 Title IV Grant which is intended to assist designated schools under three major categories:

1. Provide all students with access to a well-rounded education (enriched curriculum and educational experiences).
 2. Improve school conditions for student learning (safe and healthy schools).
 3. Improve the use of technology (to improve academic achievement and digital literacy).
- Well rounded educational activities may include science, technology, engineering, and mathematics (STEM), music and arts, foreign language instruction, high school redesign with dual or concurrent enrollment and early college high schools.
 - Safe and healthy school activities may include bullying prevention, relationship building, school dropout prevention, suicide prevention, healthy lifestyle.
 - Effective use of technology may include increasing access (a special rule states that no more than 15 % of funds in this area may be spent on devices, equipment, or infrastructure.) *Districts received flexibility in exceeding the 15% requirement during COVID19 to purchase devices for students.*
 - In order to maximize the use of the SSAE program resources, SEAs, LEAs, and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs), museums, and community organizations to offer programs and services to students.
 - VCPUSD has taken into consideration how other Federal, State and local funds may be leveraged to support a well-rounded education and will utilize Title IV funds to enhance and supplement LCAP approved activities

During the design and development of application and 2019-20 Federal LCAP addendum, VCPUSD has engaged in consultation with our stakeholders in the area served by our district. Our stakeholders include: Parents, teachers, principals, SSC, DELAC, ELAC, Title VI Indian Ed. Parent advisory, students, Tribal Representative, Title I and Migrant Education Advisory and Personnel. Our district provided a district-wide survey that solicits input. Also information on the Title IV Grant is also being provided in the parent advisories listed above and their input was utilized for the development of the plan and activities.

Federal regulations require that districts must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:

- are among those with the greatest needs, as determined by the LEA; – have the highest numbers of students from low-income families;
- are identified for comprehensive support and improvement under Title I, Part A of the ESEA;

- are implementing targeted support and improvement plans under Title I, Part A of the ESEA; and/or
- are identified as a persistently dangerous public school under section 8532 of the ESEA

Based on the results of the comprehensive needs assessment, districts must use:

- At least 20 percent of funds for activities to support well-rounded educational opportunities;
- At least 20 percent of funds for activities to support safe and healthy students; and
- A portion of funds for activities to support effective use of technology (15% cap on equipment, software and digital content).

Currently, the VCPUSD Title I funded schools are:

- Primary School -Title I
- Pauma School - Title I
- Valley Center Elementary Title I
- Lilac School -Title I
- Oak Glen Continuation –Title I

Additional Targeted Support Schools identified under ESSA School Support and Improvement are:

- Valley Center Elementary School – ATSI
- Lilac School - ATSI
- Valley Center Middle School – ATSI
- Oak Glen Continuation - CSI

Each of these schools have reviewed the requirements, utilized the LCAP needs assessment survey results and are enhancing their allowable activities that coincide and supplement LCAP approved activities. Title I schools and ATSI schools will delineate their expenditure plan in their School Site Plan with the Title IV funds. The distribution of funds in accordance to regulations will include:

- Intervention Program support –assistance for lower achieving students (minimum 20%)
- Safe and Healthy activities – Safe Schools and Wellness activities (minimum 20% of allocation)
- Support for Technology – Supplemental support for technology (less than 15% of allocation), with flexibility per COVID 19

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Maria Cordero, Director of Special Projects

☐ **Information**

SUBJECT: Migrant Education District Service Agreement
For 2020-21 Program Services

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: The Educational Federal Grant for Migrant Students & Families is a program administered by the California Department of Education and the San Diego County Office (SDCOE) Region IX. The San Diego County Office of Education's Memorandum of Understanding Agreement and District Service Agreement delineates the supplemental program services to be provided to eligible Migrant students for the 2020-21 Regular and Summer School Year.

REPORT/PROPOSAL: The Migrant Education Program is federally funded and provides supplemental services to Pre-K through 12th graders who fall under the migrant identification criteria. The services include monitoring of student progress and attendance, intervention, home-based instruction, health referrals, supplemental instructional materials, counseling, monitoring of graduation requirements, drop-out prevention, staff development, parent training and school-to-home communication services. The Migrant Early Readiness program provides tutoring for Migrant preschool children who are not participating in other preschool programs.

FINANCIAL IMPACT: The 2020-21 reimbursement by SDCOE Migrant Education Program to VCPUSD for Migrant Education student services will be \$193,353.00.

RECOMMENDATION: It is recommended that the Board consider approval of the SDCOE Migrant Education Agreement for the 2020-21 Regular and Summer School Year.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Maria Cordero, Director of Special Projects

☐ **Information**

SUBJECT: Approval of School Based Coordinated
Single Site Plans for Student Achievement for
Oak Glen for 2020-21

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: Pursuant to California *Education Code (EC)* Section 52855 and *EC* 64001 a school site council (SSC) is to develop, annually review and update the Single Plan for Student Achievement (SPSA). The individual school plan is required to include the following:

- Content aligned with school goals for improving pupil achievement
- School goals based on performance data
- Budget expenditures that relate to improved performance and consistent with Consolidated Application (Example: materials, staff development, supplemental teachers, etc.)
- Monitor and analyze student performance data
- Input and review from district parent advisories (School Site Councils, DELAC/ELAC, DAC)
- Certify that school plans are consistent with district local improvement plans and LCAP plans required for federal and state funding and accountability
- Recommend Plan to School Board on an annual basis with updates or modifications as necessary
- The School Site Council members have participated in updating their site plans with the principals, teachers and other parent advisories. The plans are available for public review at the district office. We are requesting School Board approval for the updated Single Plans for Student Achievement for Oak Glen for 2020-21 school year.

REPORT/PROPOSAL: The School Site Council members have participated in updating their site plans with the principals, teachers and other parent advisories. The plans are available for public review at the district office. We are requesting School Board approval for the updated Single Plans for Student Achievement for Oak Glen for 2020-21 school year.

FINANCIAL IMPACT: All schools are required to have a plan in order to maintain supplemental state and federal funding.

RECOMMENDATION: Approve the 2020-21 update of the School Based Coordinated Single Site Plans for Student Achievement for the Oak Glen

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Glen High School	37756143731601	September	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement
Oak Glen High School's School Plan for Student Achievement (SPSA) creates measurable goals to

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The California Department of Education creates a state-level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Valley Center Pauma Unified School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Oak Glen High School's SPSA is developed by the school site council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the students attending Oak Glen High School. Our SPSA addresses both the academic gaps and social/emotional challenges our students face as they strive to meet the graduation requirements set by Valley Center Pauma Unified School District, while also preparing our students for careers or post-secondary educational opportunities.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Oak Glen High School and Valley Center Prep utilizes a variety of surveys to gather meaningful information and to assess the thoughts, feelings, and opinions of our valued stakeholders. Our surveys can be both specific and limited, but also widespread and broad in order to increase our knowledge and target intervention.

Surveys distributed and accounted for include:

Parent Stakeholder Survey: collected data regarding student experiences in a distance learning environment

Parent Stakeholder Survey: Bus schedules and transportation

Parent Stakeholder Survey: Internet access

Parent Stakeholder Survey: Nutritional needs

Teacher Stakeholder Survey: Areas of Strength/ Areas of Growth for VCPUSD distance learning environment

Parent Sampling Group by Grade-level: in-person data collection

Informal Site Specific Data Collection: needs assessment and concerns from community stakeholders

Student Stakeholder Survey: Course offerings

Student Stakeholder Survey: School Climate

Student Stakeholder Survey: Exit survey

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At OGHS/VCPrep, regular and systematic classroom observations take place in the form of both formal and informal observations. Observations can take place in the classroom or other designated learning environments. The intention of these observations include, but are not limited to allowing feedback to a teacher from an experienced, knowledgeable observer and to provide context-specific open discussion to improve and support high-level instruction.

Frequency of observations are in accordance with district mandates and union protocol.

Findings from formal and informal observations drive change through highlighting areas of strength, as well as areas in which to focus and improve to best meet the needs of a diverse student body.

In summary, classroom observations at OGHS/VCP have led to the ability of both the individual teacher, but also the staff as a collective unit to learn and reflect on best practices, and to be able to communicate, discuss, focus and ultimately initiate change in practice to best meet the needs of students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Currently all students have been moved via district mandate to a distance learning model utilizing our 1:1 technology program. A critical need was addressed by implementing learning and inter-connectedness tools such as Google Classroom, Google Meet and Zoom to deliver high-quality instruction and collaboration.

Focused Findings from CDE School Dashboard:

ELA findings as reported on CDE School Dashboard

58% proficient in Reading(district average)

Oak Glen High School students 87.1 points below average.

Math findings as reported on CDE School Dashboard

32% proficient in Mathematics (district average)

Oak Glen High School students 190 points below average

ELD findings as reported on CDE School Dashboard

State average 48.3% making progress towards English language proficiency

Oak Glen High School 35.3% making progress towards English language proficiency

CTE findings as reported on CDE School Dashboard:

California average 44.1 % students prepared for college and career.

Oak Glen High School 100 % student not prepared for college and career.

Suspension/Expulsion Rates findings as reported on CDE School Dashboard

California state average 3.4% suspended at least once.

Oak Glen High School average 16.8 % suspended at least once.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Progress Monitoring:

ELA:

SBAC scores show an increase in student achievement by 49.7 % from the 2018 school year (CDE School Dashboard.)

STAR Reading assessment used to gather baseline grade level reading data. Targeted reading intervention for students who are not at grade-level reading level.

Transition to incorporating A-G approved readings and CCSS standards-based grading and rubric system. Evaluation of data from previous SBAC results used to drive and dictate instruction for areas of greatest need.

Math:

SBAC mathematics scores show an increase in student achievement by 11.2 points from the 2018 school year (CDE Dashboard).

Implementation of Agile Minds pilot program for Math Intervention. Data-based course placement for students to maximize support and scaffolding.

Integration of technology into curriculum through carefully selected pilot programs.

ELD:

35.3% of English Learners are making progress towards English language proficiency.

SDAIE practices and language intervention strategies incorporated into curriculum and instruction provided by a support teacher.

Special Populations:

Coordination and collaboration with SPED Coordinator and SPED Teacher from VCHS to provide support for student success.

CTE:

CDE data indicates 100 % of OGHS students are not prepared for college and career.

Proposal to pilot CTE program with integrated internship opportunities for students to access real-world learning and technology skills for the workplace.

Suspension/Expulsion Rates:

Suspension data available from the CDE School Dashboard indicates an increase in suspension rates by 16.8 %.

School-wide review, revise, training, and implementation of revised behavior policies. In addition OGHS will adopt Positive Behavior Intervention Strategies and RTI policies to address the increased suspension rate. Social, emotional, learning needs will be evaluated during the 2029 school year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staffing and New Hires

Teachers with Full Credentials:7

Teachers without Full Credentials:0

Teaching Outside of Subject Area:1

Teacher Misassignments:0

Vacant Teacher Positions:1

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Staffing and New Hires

Teachers with Full Credentials:7

Teachers without Full Credentials:0

Teaching Outside of Subject Area:1

Teacher Mis-assignments:

Vacant Teacher Positions:1

Meaningful Professional Development

District continues to provide meaningful professional development for teachers and instructional aides. Due to our focus on standards based teaching and learning in the four core areas: Language Arts, Mathematics, Social Sciences, and Science; teachers and instructional aides are provided development opportunities as a district, but also site and grade specific training.

Training is also provided in collaboration with the San Diego County Office of Education to develop areas of focus for program improvement.

In addition, site specific professional development is also provided to teachers through teacher agency based on students needs as discovered through data and assessment results.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At Oak Glen, staff development aligns with content standards and assess student performance through intentional organization and development.

Our school site's plan of action has been to select specific high-leverage areas of subject content and drive improvement through targeted intervention and assessment to determine student academic growth and achievement.

Our focus on providing high- quality instruction, and sharing these instructional practices within our professional learning communities and staff development; this allows for strengthening and solidifying best practices, while collectively and collaboratively supporting all staff members- whether on an individual or whole staff level.

Lastly, Oak Glen/VC Prep teachers staff development is in alignment with not only professional needs, but content standards by strategically placing emphasis on data-driven results as determined by both formal and informal student assessment which in turn allows for greater determination of areas of growth and development, as well as areas of need.

Staff Development:

Staff development in alignment with content standards and assessed student performance continues each year with the additional staff development opportunities accessing and utilizing devices, as well as development in connectivity and technology integration for the 21st century classroom.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is provided to teachers through the integration of instructional aides, content and instructional coaches to assist teachers in developing standards based, high quality instruction. In addition, instructional coaches also provide relevant and professional learning and provide resources to support teachers in creating and providing safe, inclusive classroom environments.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher Collaboration:

Adoption of Professional Learning Communities(PLC) in which teachers collaborate with each other focusing on site specific needs or students and community stakeholders.

Teachers are also able to collaborate within the district PLC through teacher directed development choice through our iPD program taught by teachers and instructional aides throughout the district. Regular and frequent grade-level/subject matter calibration meetings in conjunction with content specialists and the comprehensive high school are also scheduled in alignment with standards based interim assessments and rubrics.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CCSS
NGSS
SBAC standards based scoring and rubrics
Grade-level calibration

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards- based instructional materials appropriate to all student groups is as follows:
adopted by the Valley Center Pauma Unified School District.
Student Devices: 1:1
Textbooks 1:1

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Instructional material, including intervention materials provided are district approved materials as detailed on our Local Control and Accountability Plan.
Intervention materials are vetted by content and instructional specialists within our district, and then approved by the VCPUSD school board for use within the classrooms.
Additionally, intervention materials for high school students are in alignment with core courses, but also with the Language Proficiency Assessment Committee assessments and requirements.
In regards to Career/Technical Education Education materials, these materials are also in alignment with CTE standards, assessments, and certifications for college and career readiness preparation.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

ASSETS
PASS
Specially Designed Academic Instruction in English(SDAIE)
Intervention
Student Support Team
Title VI interventions
Circles of Equity

Evidence-based educational practices to raise student achievement

Alignment to standards
Pacing guides
Collaboration in planning and program development with comprehensive high school
Early intervention
Targeted intervention
Data based intervention
Chronic absenteeism intervention
Meaningful feedback
Regular and consistent communication
Benchmark assessments
Assessments
Research based methods: Academic and Behavioral

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Student Support Team
PASS Mentor Program
ASSETS Program
Community Outreach
Palomar Family Counseling Referral Service
Health and Wellness Services
Attendance Notification

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, classified staff, and students in secondary schools are members of the School Site Council. The SSC meets and discusses planning, implementation, and evaluation of ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I allocation for intervention: instructional aides, Renaissance targeted reading program

Fiscal support (EPC)

Fiscal support is provided to Oak Glen/VC Prep through the San Diego County Office of Education in partnership with PASS Americorp.

This EPC primary focus is to provide all students with an After School Education and Safety program in which students are provided with academic support, physical education opportunities, as well as social and emotional strategies and information, as well as arts and culinary appreciation.

This grant is vital to supporting lower-income students with support and mentorship, tutoring, as well as pathways to college, college-going activities, and career readiness.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Oak Glen High School's administration, parents, teachers, and key stakeholder groups such as The PASS AmeriCorps Program, and the School Site Council which has analyzed academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students through a variety of measures and determined targets. The school leadership team analyzed student performance data and WASC Improvement Goals in order to develop aligned SPSA goals. The School Site Council all school site staff discussed and reviewed CAASPP student performance data during the 2018-2019 school year. The CAASPP achievement data is analyzed and areas for student academic growth are targeted which will be the area focus for the 2019-2020 school year. As a result, the following school goals, related actions, and expenditures has been adopted to raise academic performance and support students in meeting state-determined standards and goals. The School Site Council is comprised of parents, students, and staff from Oak Glen High School and VC Prep. (SSC) meet six times per year. Oak Glen High School proposed SSC meeting dates are as follows; 9/2019,11/2019,1/2020,3/2020,4/2020,5/2020. Site-level advisory groups include the School Site Council, English Learner Advisory Committee, student advisory groups, and tribes and tribal organizations present in the community.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Eighty percent of the students at Oak Glen High School are identified as low socioeconomic status. Research continues to link lower SES to lower academic achievement and slower rates of academic progress as compared with higher SES communities. In an effort to better able to support SES students in improving their academic performance. Currently, OGHS does not have a high school counselor for to meet the social and emotional learning needs for students. There is not a dedicated English learner class at Oak Glen High School. Targeted intervention in language arts and mathematics is needed to support students who are struggling in these academic areas.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	14.06%	13.43%	16.22%	9	9	12
African American	3.13%	%	1.35%	2		1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	64.06%	70.15%	67.57%	41	47	50
Pacific Islander	%	%	0%			0
White	17.19%	14.93%	14.86%	11	10	11
Multiple/No Response	%	%	0%			0
Total Enrollment				64	67	74

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		4	
Grade 10	6	12	14
Grade 11	25	19	25
Grade 12	33	32	35
Total Enrollment	64	67	74

Conclusions based on this data:

1. The American Indian student group increased 3.2% to school wide total of 16.22% American Indian students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	9	16	15	14.1%	23.9%	20.3%
Fluent English Proficient (FEP)	27	22	22	42.2%	32.8%	29.7%
Reclassified Fluent English Proficient (RFEP)	1	0	0	7.7%	0.0%	0.0%

Conclusions based on this data:

1. The data indicates during the 18-19 and 19-20 school years, there was an increase in the number of EL students at OGHS.
2. This student population needs an intervention to become English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31	29	28	31	26	27	31	26	27	100	89.7	96.4
All	31	29	28	31	26	27	31	26	27	100	89.7	96.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2438.	2457.	2514.	0.00	0.00	0.00	9.68	3.85	22.22	12.90	15.38	37.04	77.42	80.77	40.74
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	9.68	3.85	22.22	12.90	15.38	37.04	77.42	80.77	40.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.45	0.00	7.41	22.58	30.77	44.44	70.97	69.23	48.15
All Grades	6.45	0.00	7.41	22.58	30.77	44.44	70.97	69.23	48.15

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.23	0.00	14.81	22.58	30.77	51.85	74.19	69.23	33.33
All Grades	3.23	0.00	14.81	22.58	30.77	51.85	74.19	69.23	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	3.85	3.70	51.61	34.62	62.96	48.39	61.54	33.33
All Grades	0.00	3.85	3.70	51.61	34.62	62.96	48.39	61.54	33.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	3.70	35.48	26.92	62.96	64.52	73.08	33.33
All Grades	0.00	0.00	3.70	35.48	26.92	62.96	64.52	73.08	33.33

Conclusions based on this data:

1. CAASPP Results English Language Arts/Literacy suggest growth in the number of students who are at or near the state standard when compared to the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	31	29	28	31	26	26	31	26	25	100	89.7	92.9
All	31	29	28	31	26	26	31	26	25	100	89.7	92.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2435.	2422.	2457.	0.00	0.00	0.00	0.00	0.00	0.00	6.45	3.85	16.00	93.55	96.15	84.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	6.45	3.85	16.00	93.55	96.15	84.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	3.23	0.00	0.00	96.77	100.0	100.0
All Grades	0.00	0.00	0.00	3.23	0.00	0.00	96.77	100.0	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	16.13	15.38	36.00	83.87	84.62	64.00
All Grades	0.00	0.00	0.00	16.13	15.38	36.00	83.87	84.62	64.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	35.48	46.15	44.00	64.52	53.85	56.00
All Grades	0.00	0.00	0.00	35.48	46.15	44.00	64.52	53.85	56.00

Conclusions based on this data:

1. CAASPP Results for Mathematics (All Students) data suggest student growth during 18/19 school year of 16% of the students nearly met the standard. Prior year only 3.85% of students nearly met standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		*
Grade 10	*	*	*	*	*	*	*	7
Grade 11	*	*	*	*	*	*	*	6
Grade 12	*	*	*	*	*	*	*	7
All Grades							*	22

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*	*	*		*	*	*
All Grades	*	18.18	*	18.18	*	40.91		22.73	*	22

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
All Grades	*	18.18	*	50.00		9.09		22.73	*	22

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	*	54.55	*	45.45	*		22

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	77.27		13.64		9.09	*		22

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		0.00	*	45.45	*	54.55	*	22

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	4.55	*	72.73		22.73	*	22

Conclusions based on this data:

1. Baseline data only available for analysis. No 17/18 data available.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
67	77.6	23.9	1.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	23.9
Foster Youth	1	1.5
Homeless	1	1.5
Socioeconomically Disadvantaged	52	77.6
Students with Disabilities	5	7.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	9	13.4
Hispanic	47	70.1
Two or More Races	1	1.5
White	10	14.9

Conclusions based on this data:

- 77% of the student population are classified as socioeconomically disadvantaged. Research indicates that children from low-SES households and communities develop academic skills slower than children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). Improving school systems and early intervention programs may help to reduce some of these risk factors.
- 24% of the student population are English Learners. Guided targeted intervention programs should be implemented to address this student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Red
Mathematics  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

1.

School climate is an important factor that affects student achievement. Suspensions rates have increased from the previous year. Positive behavior intervention support should be evaluated to address the increase in student suspensions.
2.

Schoolwide behavior policies should be reviewed and inequalities addressed.

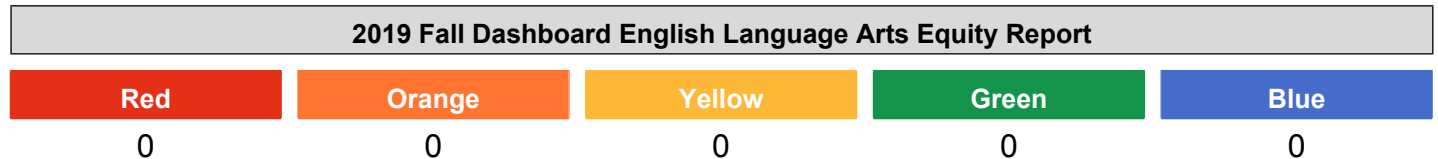
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 87.1 points below standard Increased Significantly +49.7 points 13		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 No Performance Color 0 Students	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

1. The 2019 Fall Dashboard for English Language Arts performance for all students indicates the students are 87.1 points below standard. The dashboard also indicated growth of 49.7 points from the previous year. Language Arts development will continue to be a focus for the coming year.
2. Socioeconomically disadvantaged and EL students need additional language arts academic support.

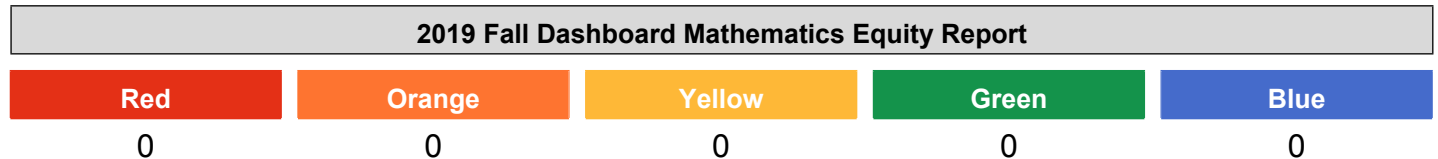
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 190.9 points below standard Increased ++11.2 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 4

Conclusions based on this data:

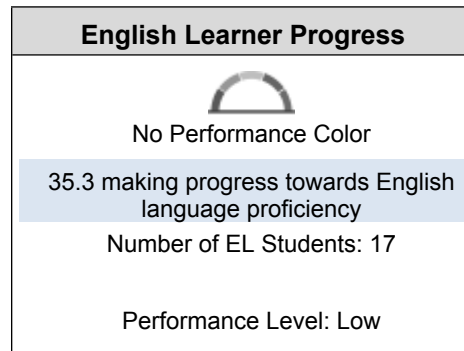
1. The 2019 Fall Dashboard Mathematics performance for all students data indicates students are 190.9 points below standard.
2. Growth = +11.2 points from 2018 scores.
3. Targeted mathematics intervention should be considered for the 20-21 school year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	4	1	5

Conclusions based on this data:

- 35.3% of OGHS EL's are making progress towards English language proficiency. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels are as follows:
Very High = 65% or higher High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%
OGHS EL students have been identified as low performing.
- CDE Dashboard indicates EL statewide learner progress is 48.3% making progress towards English language proficiency. 35.3% making progress towards English language proficiency.
- 2019 Fall Dashboard Student English Language Acquisition Results: 7 students decreased, 4 maintained, i maintained ELPI Level 4, 5 students progressed at least one ELPI Level.

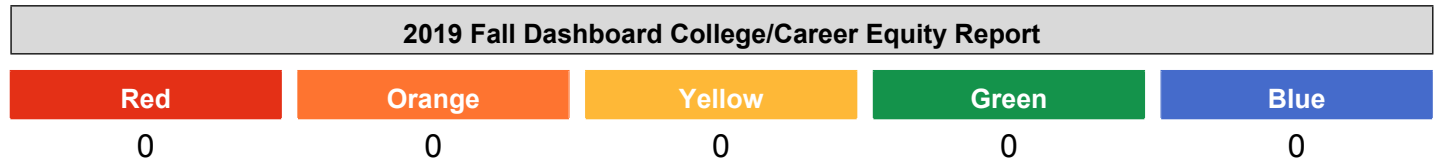
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color 0 Maintained 0 28	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  No Performance Color 0 Maintained 0 24	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Maintained 0 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	0 Prepared	0 Prepared
Approaching Prepared	0 Approaching Prepared	3.6 Approaching Prepared
Not Prepared	100 Not Prepared	96.4 Not Prepared

Conclusions based on this data:

1. 100 % of students are not prepared for college and career.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No Data is available for analysis.

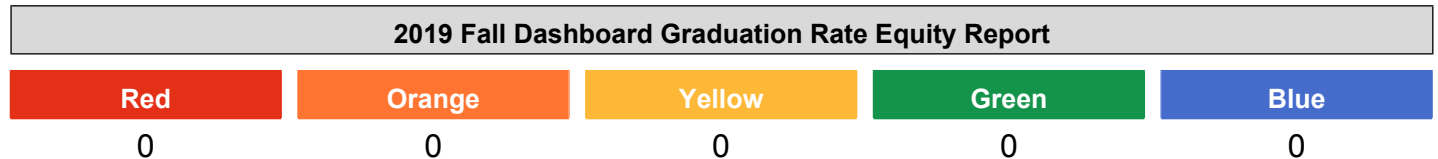
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color 82.1 Increased +7.1 28	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  No Performance Color 79.2 Increased +5.3 24	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 88.9 Increased +15.2 18	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
75	82.1

Conclusions based on this data:

1. The graduation rate increased 7.1% to 82.1% over the 2018 school year.

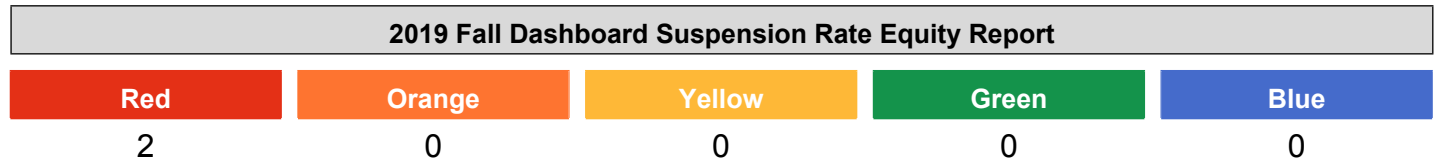
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 16.8 Increased +16.8 119	English Learners  No Performance Color 7.7 Increased +7.7 26	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  No Performance Color Less than 11 Students - Data Not 5	Socioeconomically Disadvantaged  Red 16.9 Increased +16.9 89	Students with Disabilities  No Performance Color 9.1 11

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color 22.2 Increased +22.2 18		
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.9 Increased +16.9 77	 No Performance Color Less than 11 Students - Data 2		 No Performance Color 14.3 Increased +14.3 21

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	16.8

Conclusions based on this data:

1. The 2019 Fall Dashboard Suspension Rate for All Students and Student Groups indicates a 16.8 % rate for student suspensions.
2. No suspension data from the 2017 or 2018 for comparison.
3. American Indian students appear to have a higher suspension rate than Hispanics.n

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 2. Every student receives high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness.

Goal 1

SITE GOAL:

The goal is to raise student Math academic grade-level achievement as measured by CAASPP scores by 10 points for the 2020-2021 school year. In conjunction with completing their mathematics graduation requirements for Valley Center Pauma School District, all students will demonstrate competency in mathematical thinking strategies through completion of math portfolio upon graduation.

Identified Need

The identified needs are based on quantitative or qualitative information, including, but not limited to, data report from the California School Dashboard for 2018-2019 school year, Mathematics is 202.1 points below state standards. Student assessments using STAR data indicate student scores 3-5 grades levels below standard. 75% of students arrive at Oak Glen High School significantly behind in math with 50% not having completed freshman algebra. Math teachers report a wide variety of skills gaps and struggles with numeracy and mathematical thinking strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	190 points below Standard (11th Grade) 3.85% students meeting state standard.	Previous years growth was 11 point increase. An increase 10 points towards meeting Math standard Standard. (11th Grade)
School-Wide Math Graduation Requirements. Math Portfolio Project Rubric	82% of the students meet the graduation standard.	Increased School-Wide Graduation Students complete Math Portfolio Project Rubric Score 3-4
STAR Mathematics Data	STAR math data indicates average students math grade level equivalent: GE= 6.2	Student not performing at math grade level will increase 1-2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		grade levels with intervention measures.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A researched based intervention curriculum designed to rebuild numerical foundations and prepare struggling middle and high school students for algebra. Students build numerical understanding, learn to reason, make connections across operations, and apply their skills to higher-level mathematics. used as an math intervention program.in order to monitor student progress towards goals. Math teachers will assess student learning through formative assessments based on identified academic needs. Teachers and administrators will analyze student data to inform decisions regarding instruction, curriculum, and assessment. A .20 FTE math teacher will added to staff to teach this intervention class. Agile MInds and "Do The Math Now" are two intervention measures the school is evaluating for this intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,200.00	Comprehensive Support and Improvement (CSI)
	Do The Math Now Program
	None Specified
	None Specified
22,700.00	Comprehensive Support and Improvement (CSI)
	.20 FTE Math Intervention Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 11th Grade Math Students

Strategy/Activity

Implement Intensified Algebra 1 course (Agile Minds) as intervention course to help all students who struggle in math to be successful in Algebra I. Placement determined by data from STAR Math Assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000.00

Source(s)

Title I

Agile Minds Algebra

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development for math teacher. Teaching math effectively requires sound instructional methods, a solid grasp of the subject, and expertise with well-designed materials. OGHS math teacher will attend professional development offerings for an opportunity to enhance instructional methods

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Suspension Rates

LEA/LCAP Goal

District LCAP Goal: Every student is actively engaged in learning, feels safe at school and demonstrates good citizenship.

Goal 2

School Goal: Oak Glen High School will promote a safe school climate and culture by focusing on positive behavior intervention systems (PBIS), school pride, and parent engagement. As a result of implementing SWPBIS, we expect a decrease in discipline issues, suspensions, and chronic absenteeism. All staff will have training in PBIS strategies to improve school climate. OGHS will show an increase in graduation rate for all students by 5% and a 5-8% drop in suspension rate students from the previous school year.

Identified Need

Students arrive at Oak Glen High School on average in the middle of their junior year and behind two semesters of credits toward on-time graduation. A wide variety of academic/social/emotional and personal reasons have made success at their previous high schools very difficult. Suspension rates increased 17 % from the 18-19 school year. Students need school-wide support and personalized learning plan which includes a goal to attain their high school diploma on-time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	Average attendance rate for 2019-2020 school year was 85.6%	Average attendance rate goal for 2020-2021 will be 87%
Discipline	There were sixty nine behavior events during the 19/20 school year	The number of behavior events will decrease by 10% during the 20/21 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School culture has undergone a systematic change to be in alignment with district mission and vision. Student support through integration of social and emotional learning opportunities to foster a safe and encouraging environment for student learning including: PASS AmeriCorp, guest presenters (Rachel's Challenge), field trips. A part-time school counselor will be added to staff to address the students social emotional learning needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

42,000.00

Source(s)

Comprehensive Support and Improvement (CSI)

TBD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PASS-AmeriCorps hosts weekly groups for social-emotional skills and support for all students who attend OGHS. The Title I aide will utilize Infinite Campus data to monitor student attendance, grades, and discipline on a recurring basis. A RTI system will provide monitoring, support and establish improvement goals for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000.00

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Administrators, teachers, and students will utilize PBIS, and restorative justice practices to address disciplinary incidents, including referrals for counseling services and completion of reflective learning activities. Implement research-based resources as both a preventative and restorative measure in order to decrease or provide an alternative to suspension as well as identify our support (academic or behavioral) initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	TBD

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

OGHS will provide in school After School Safety Enrichment for Teens(ASSET's) opportunities for students. After-school learning activities include; teacher tutors, science explorations, math learning lab, scholarships and college application workshops, In addition, activities which impact students social/emotional well-being will be addressed. Pauma Tutoring program and other support/mentor programs for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000.00	ASSET's Supplies: science, art, math learning lab, Teacher tutors

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	None Specified
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

CTE Career and College

LEA/LCAP Goal

LCAP Goal 2: Every student receives high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness.

Goal 3

Increase our College and Career readiness rate as set by the California State Board of Education for Dashboard. All qualifying Oak Glen High School students along with students who do not graduate will have enrolled in CTE coursework so they are prepared for a career upon exiting Oak Glen High School.

Identified Need

According to the California Department of Education Dashboard, Oak Glen High School students are 0% prepared for College and Career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard for College and Career Readiness.	0% students are prepared	50% of Oak Glen High School graduates will be College or Career ready.
Senior students enrolled in CTE courses.	0% enrolled during 19/20 school year.	100% senior students enrolled in CTE classes.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade 11 and 12 grade students.

Strategy/Activity

Career and Technical Education (CTE) courses will be offered to prepare students for high demand careers with a depth of learning that builds real-world skills. Each course is part of a comprehensive program of study so that students graduate ready for a job, certification or technical school. Online courseware Edmentum Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	Comprehensive Support and Improvement (CSI) CTE Courseware Edmentum

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	TBD
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Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	Title I
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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

VCP LCAP GOAL: Every student receives high quality instruction leading to academic achievement and physical fitness, successfully preparing them for college and career readiness.

Goal 4

SITE GOAL: The goal is to raise student ELA academic grade level achievement as measured by CAASPP scores in English Language Arts by 15 points for the 2020-21 school year. The School Site Council, staff, teachers and administration has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, OGHS has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling to graduate and reach college/career preparedness. As a site we identify the need to continue to focus on researched based professional development to ensure that all students, including Special Education and English Learner students, receive quality instruction aligned to the new California State Standards.

Identified Need

The identified needs are based on quantitative or qualitative information, including, but not limited to, data report from the California School Dashboard for 2017-2018 school year, English Language Arts is 136.8 points below state standards. In addition, student assessments using STAR Reading data indicate student scores 3-5 grades levels below grade level. Students arrive at Oak Glen, generally deficient in credits and the majority have not passed all prior English classes. A wide variety of gaps in skills are present with many students unable to analyze texts, write a clear thesis, and/or defend their thesis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.School Wide Literary Analysis Rubric 2. Research Process Rubrics		3 or 4 on both rubrics
STAR Reading Assessment	STAR data indicates students are reading at G.E. 4.7.	Increase Reading Grade Level Equivalent (GE) by 2 grade levels.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 11th and 12 grade students.

Strategy/Activity

Language Arts Intervention: A research-based language arts intervention of direct instruction program will be implemented to help students learn and master critical forms of writing, and spell words correctly. The English teacher will focus on developing and incorporating ideas to develop and defend a thesis in grades 11/12 courses. An additional .20 FTE intervention teacher position will be added to help with identification of high school students who are at risk. Language Arts intervention certificated teacher will instruct this intervention class. StudySync for secondary students is the Language Arts program identified to offer targeted instruction for those students who are below grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,541.00	Comprehensive Support and Improvement (CSI)
22,700.00	Comprehensive Support and Improvement (CSI)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

LCAP Goal 2: Every student receives high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness.

Goal 5

Increase our EL student English language proficiency rate as set by the California State Board of Education for Dashboard 35.3% to 38.5 % for all qualifying OGHS EL students.

Identified Need

35.3% of OGHS EL's are making progress towards English language proficiency. ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels are as follows:

Very High = 65% or higher High = 55% to less than 65%

Medium = 45% to less than 55%

Low = 35% to less than 45%

Very Low = Less than 35%

OGHS EL students have been identified as low performing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE Dashboard indicates 35.3% of OGHS EL students are English language proficiency.	CDE Dashboard indicates EL statewide learner progress is 48.3% making progress towards English language proficiency. 35.3% making progress towards English language proficiency.	3-5% Increase in English language proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Add a dedicated EL teacher to offer targeted guided intervention to improve EL students proficiency. Teachers will use EL BrainPop and EDGE ESL curriculum for targeted intervention to offer culturally relevant curriculum and projects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22,701.00	Comprehensive Support and Improvement (CSI)
5,100.00	Comprehensive Support and Improvement (CSI)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

N/A

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

N/A

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,942.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$141,942.00
Title I	\$26,000.00

Subtotal of additional federal funds included for this school: \$167,942.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASSET's	\$50,000.00

Subtotal of state or local funds included for this school: \$50,000.00

Total of federal, state, and/or local funds for this school: \$217,942.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
ASSET's	50,000.00
Comprehensive Support and Improvement (CSI)	141,942.00
Title I	26,000.00

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	ASSET's	50,000.00
	Comprehensive Support and Improvement (CSI)	141,942.00
	Title I	26,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,900.00
Goal 2	112,000.00
Goal 3	15,000.00
Goal 4	28,241.00
Goal 5	27,801.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
John O'Donnell	Principal
Stacie Sanger	Classroom Teacher
Rebecca Rutherford	Classroom Teacher
Nicole Bechtold	Classroom Teacher
Cindy Markuson	Other School Staff
Deanna Oswalt	Parent or Community Member
Jim Cline	Parent or Community Member
Lisa Dessert	Parent or Community Member
Kelly MacDonald	Parent or Community Member
Elizabeth Walters	Parent or Community Member
Jessica Salgado	Parent or Community Member
Myles Macdonald	Secondary Student
Clarice Hatfield	Secondary Student
I. Torres	Secondary Student
Vanessa Norris	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, John O'Donnell, Principal on
SSC Chairperson, Lisa Dessert on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

BIOLA UNIVERSITY, SCHOOL OF EDUCATION AFFILIATION AGREEMENT

This Affiliation Agreement ("Agreement") is made and entered into this day September 22, 2020 by and between BIOLA UNIVERSITY, INC. (hereinafter called "BIOLA") and Valley Center Pauma Unified School District (hereinafter called "DISTRICT").

RECITALS

1. BIOLA has been accredited by the California Commission on Teacher Credentialing to offer: (a) coursework and Student Teaching that can be applied towards multiple subject, single subject, and education specialist instruction (Mild/Moderate) teaching credential requirements; (b) coursework and practicum that meets clinical requirements for the Levels I-V of the Early Childhood permits; (c) a ASHA-approved Master of Science degree in Speech Language Pathology with an embedded CTC-approved Speech Language Pathology credential; and (d) a program leading to the Education Specialist Instruction Intern credential in the area of Mild/Moderate.
2. DISTRICT is willing to provide educational experience and training to students of BIOLA for the programs selected below in accordance with the terms and conditions of this Agreement (as described in the General Terms and Conditions section below) and the applicable exhibit(s) for the selected program(s). BIOLA desires to use DISTRICT as an opportunity for its students to obtain such experience and training as required by their curriculum.

☒ Student Teaching, including Multiple Subject, Single Subject, and Special Education. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit A (Terms and Conditions of Student Teaching Experience), which is incorporated herein by reference.

☒ Early Childhood Practicum. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit B (Terms and Conditions of Early Childhood Practicum Experience), which is incorporated herein by reference.

☒ Speech-Language Pathology and Speech-Language Pathology Assistant. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit C (Terms and Conditions of Speech-Language Pathology Experience), which is incorporated herein by reference.

☒ Education Specialist Intern. If selected, BIOLA and DISTRICT agree to the additional terms and conditions in the attached Exhibit D (Terms and Conditions of Education Specialist Intern Experience), which is incorporated herein by reference.

GENERAL TERMS AND CONDITIONS

1. Term. This Agreement shall commence on September 20, 2020 and shall continue in effect until June 10, 2021, unless extended in writing by mutual consent of the parties. However, participating students shall be permitted to complete all experiences and training that began prior to the termination date, and with respect to such experiences and training, all terms and conditions of this Agreement and the applicable exhibit(s) shall apply until the last such experience and training is completed.
2. Refusal of Assignment. DISTRICT may, at its sole discretion, refuse to accept any student of BIOLA assigned to DISTRICT, and upon request of DISTRICT, BIOLA shall terminate the assignment of any student of BIOLA to DISTRICT.
3. Status of Participants. It is expressly agreed and understood by the parties that the students of BIOLA participating in experiences and training under this Agreement are in attendance for educational purposes only and that such students and any employees or agents of DISTRICT are not considered employees of BIOLA and shall not receive compensation for services, unemployment or employee benefit programs. In addition, such students and any employees or agents of BIOLA shall not be considered employees of DISTRICT for purposes of payment of compensation for services, workers' compensation insurance, unemployment insurance, state disability insurance, employee benefit programs, or any other purpose, except that students participating in the Education Specialist Intern Program shall be employees of DISTRICT throughout the duration of their Education Specialist Intern Program.
4. Responsibilities of BIOLA.
 - 4.1 BIOLA shall designate students for assignment at DISTRICT.
 - 4.2 BIOLA shall be responsible for maintaining academic records of participating students.
 - 4.3 BIOLA shall assign member(s) of its faculty to participating students to assist in the education and training of such students.
 - 4.4 BIOLA shall ensure that participating students shall be free from active tuberculosis and shall provide evidence of tuberculosis screening administered no more than one year prior to the assignment start date at DISTRICT.
5. Responsibilities of DISTRICT.
 - 5.1 DISTRICT shall maintain complete records and reports on participating students' performance and provide an evaluation to BIOLA on forms provided by BIOLA.
 - 5.2 DISTRICT agrees to promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at DISTRICT's

schools or classrooms or involving employees or agents of DISTRICT, to take prompt and effective remedial action when unlawful discrimination or harassment is found to have occurred, and to promptly notify BIOLA of the existence and outcome of any complaint of unlawful discrimination or harassment by, against, or involving any participating student.

6. Insurance. Each party, at their own expense, shall carry the following insurance coverage in connection with and during the term of this Agreement and will furnish copies of insurance certificates upon request:

6.1 Commercial General Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate, including an additional insured endorsement naming the other party as an additional insured.

6.2 Professional Liability Insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.

6.3 Workers' Compensation Insurance as required by law. BIOLA shall provide Workers' Compensation coverage for its participating students.

6.4 Business Auto Liability Insurance in the amount of \$1,000,000.

7. Fingerprint Clearance. In accordance with California Penal Code section 11105.3, participating students will not be placed at DISTRICT with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed by BIOLA and received by DISTRICT. Subsequent arrest records received by DISTRICT will be cause for DISTRICT review of continued student suitability. DISTRICT will be the sole determiner if it is deemed that a student will be removed from the assignment.

8. Indemnification.

8.1 DISTRICT agrees to indemnify, defend and hold BIOLA, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of DISTRICT, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.

8.2 BIOLA agrees to indemnify, defend and hold DISTRICT, its trustees, officers, employees, agents and representatives, free and harmless from all claims, demands, losses, costs, expenses, liabilities and damages, including attorneys' fees and costs, arising from any negligent act or omission or intentional conduct of BIOLA, its trustees, officers, employees, agents and representatives, regarding the subject matter of this Agreement.

9. Attorneys' Fees. If any legal action is necessary to enforce the terms of this Agreement or to settle a dispute concerning this Agreement, the prevailing party shall be entitled to reasonable attorneys' fees and court costs in addition to any other relief to which that party may be entitled.
10. Governing Law. This Agreement will be governed by and construed in accordance with the laws of the State of California. The language of this Agreement shall be construed as a whole according to its fair meaning, and not strictly for or against any of the parties hereto.
11. Waiver/Severability. The parties agree that no waiver by either party of any particular provision or right under this Agreement shall be deemed to be a waiver of any other provision or right herein. The parties further agree that each provision or term of this Agreement is intended to be severable from the others so that if any particular provision or term hereof is or determined to be illegal or invalid for any reason whatsoever, such illegality or invalidity shall not affect the legality or validity of the remaining provisions and terms hereof.
12. Integration. This Agreement and the attached applicable exhibit(s) contain the entire agreement among the parties hereto with respect to the subject matter hereof, and supersedes any prior agreement between the parties. No provision may be modified, waived or discharged unless such waiver, modification or discharge is agreed to in writing and signed by both parties. No agreements or representations, oral or otherwise, express or implied, with respect to the subject matter hereof have been made or relied upon by either party which are not expressly set forth in this Agreement and the applicable exhibit(s).
13. Execution. This Agreement may be executed in counterparts, and a facsimile or duly authorized electronic signature shall have the same force and effect as an original signature penned in ink.
14. Classroom Fieldwork. BIOLA will ensure that participating students have completed the necessary educational prerequisites to be eligible for supervised fieldwork. Specifics of each assignment will be communicated through the BIOLA course professor or student. Students participating in Classroom Fieldwork function as both observer and participant under the supervision of the classroom teacher.

[SIGNATURES ON NEXT PAGE]

BIOLA UNIVERSITY, INC.:

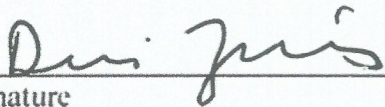

Signature

9/23/2020
Date

Breanna Klett
Printed Name

Director of Purchasing
Title

Valley Center-Pauma Unified School District:


Signature

September 22, 2020
Date

Dennis Zabinsky
Printed Name

Director of Human Resources
Title

EXHIBIT A

TERMS AND CONDITIONS OF STUDENT TEACHING EXPERIENCE

The following terms and conditions shall apply to any student teaching experience, including multiple subject, single subject, and education specialist (mild/moderate) teaching credential requirement:

1. Definitions.

- 1.1 "Student Teaching" as used herein means active participation in the daily duties and functions of classroom teaching in classes implementing state-adopted academic core curriculum. DISTRICT employees providing direct supervision and instruction to student teachers must hold valid teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers. If a student is placed in an English Learner ("EL") classroom, the supervising teacher shall hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
- 1.2 "Session of Student Teaching" as used herein and elsewhere in this Agreement is considered to be a full school day of Student Teaching for one semester or a half-day of Student Teaching for two semesters.

2. Assignments and Rates.

- 2.1 Services shall not exceed twenty-five (25) Student Teaching assignments per semester.
- 2.2 An assignment of a student of BIOLA to Student Teaching in schools or classes of DISTRICT shall be, at the discretion of BIOLA, either for one or two eight-week sessions for multiple subject candidates, for an entire semester or its equivalent for single subject candidates, or for a complete summer session at either level.
- 2.3 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit A at the rate of Twenty-five Dollars (\$25.00) per unit of Student Teaching, per session, for each master teacher.
- 2.4 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.
- 2.5 Within a reasonable time following the close of each Session of Student Teaching, BIOLA shall remit payment for the services rendered during said Session for all Student Teaching supervision provided by DISTRICT.

- 2.6 In the event a student remains in a Session of Student Teaching for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-five Dollars (\$25.00) per additional week.
- 2.7 Notwithstanding any other provisions of this Agreement or Exhibit A, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.
3. Student Teaching Experience. DISTRICT shall provide teaching experience through Student Teaching to schools and classes of DISTRICT not to exceed the number of Student Teaching assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Student Teaching shall be provided in the schools or classes of DISTRICT, and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Student Teaching is terminated by BIOLA for any reason after the student begins Student Teaching, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.3 above as though there had been no termination of the assignment.

EXHIBIT B

TERMS AND CONDITIONS OF EARLY CHILDHOOD PRACTICUM EXPERIENCE

The following terms and conditions shall apply to any early childhood practicum experience:

1. Definitions.

- 1.1 "Supervised Early Childhood Practicum" as used herein means active participation in the daily duties and functions of classrooms that implement state-adopted academic core curriculum and/or developmentally, culturally, and linguistically appropriate practices. DISTRICT employees providing direct supervision to Early Childhood Practicum teacher candidates must hold valid Child Development Permits and/or teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers. If a teacher candidate is placed in an English Learner ("EL") classroom, the supervising teacher will hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
- 1.2 "Session of Supervised Early Childhood Practicum" as used herein and elsewhere in the Agreement is considered to be a three- to six-hour day of Supervised Early Childhood Practicum for a total of seventy-five (75) hours for one semester or a complete summer session.

2. Assignments and Rates.

- 2.1 Services shall not exceed twenty-five (25) Supervised Early Childhood Practicum assignments per semester.
- 2.2 BIOLA shall pay DISTRICT for performance by DISTRICT for all services required to be performed by DISTRICT under this Agreement and Exhibit B at the rate of Twenty-five Dollars (\$25.00) per unit of Supervised Early Childhood Practicum, per session, for each master teacher.
- 2.3 Payments shall be made directly to the master teachers or to DISTRICT, which in turn shall pay the master teachers.
- 2.4 Within a reasonable time following the close of each Session of Supervised Early Childhood Practicum, BIOLA shall remit payment for the services rendered during said Session for all Supervised Early Childhood Practicum provided by DISTRICT.
- 2.5 In the event a student remains in a Session of Supervised Early Childhood Practicum for longer than the stated period, DISTRICT shall receive additional payment at the rate of Twenty-Five Dollars (\$25.00) per additional week.

2.6 Notwithstanding any other provisions of this Agreement or Exhibit B, BIOLA shall not be obligated to pay DISTRICT any amount in excess of the total sum set forth in this section.

3. Supervised Early Childhood Practicum Experience. DISTRICT shall provide teaching experience through Supervised Early Childhood Practicum to schools and classes of DISTRICT not to exceed the number of Supervised Early Childhood Practicum assignments set forth in paragraph 2.1 above. These students of BIOLA shall possess valid Certificates of Clearance or have signed Affidavits for Certificate of Clearance. Supervised Early Childhood Practicum shall be provided in such schools or classes of DISTRICT and under the direct supervision and instruction of employees of DISTRICT, as DISTRICT and BIOLA through their duly authorized representatives may agree upon.
4. Termination. In the event that the assignment of a student of BIOLA to Supervised Early Childhood Practicum is terminated by BIOLA for any reason after the student begins Supervised Early Childhood Practicum, DISTRICT shall receive payment for one assignment at the rate specified in paragraph 2.2 above as though there had been no termination of the assignment.

EXHIBIT C
**TERMS AND CONDITIONS OF SPEECH-LANGUAGE PATHOLOGY AND SPEECH-
LANGUAGE PATHOLOGY ASSISTANT EXPERIENCE**

The following terms and conditions shall apply to any speech-language pathology experience:

1. Purpose.

1.1 BIOLA operates a masters level speech-language pathology program. The degree is offered for those desiring to become licensed, certified speech-language pathologists and earn a California State License in Speech-Language Pathology. Candidates completing the required field work experience are eligible to sit for the licensure exam and apply for state licensure as a speech language pathologist. BIOLA also operates an undergraduate level communication disorders program. Students in this program are eligible to apply for the Speech-Language Pathology Assistant ("SLPA") State License after completing a fieldwork experience.

1.2 The purpose of this Exhibit C is to provide the training required for: (a) students of BIOLA enrolled in the Masters of Science Speech-Language Pathology degree program to be eligible to apply for the California State License in Speech-Language Pathology, and (b) students enrolled in the undergraduate Communication Disorders program to be eligible to apply for the SLPA State License. The parties will mutually benefit by making a clinical training program available to BIOLA students at DISTRICT.

2. Definitions. "Clinical Externship" as used herein and elsewhere in this Agreement means active participation in the daily provision of speech and language intervention services. DISTRICT shall provide a speech-language pathologist ("Clinical Supervisor") who holds an American Speech and Hearing Association ("ASHA") Certificate of Clinical Competence and a California Speech-Language Pathologist license to supervise the Clinical Externship.

3. Assignments and Rates

3.1 Services shall not exceed twenty-five (25) Clinical Externship assignments per semester.

3.2 No compensation will be made to any party for Clinical Externship assignments.

4. Responsibilities of DISTRICT.

4.1 To the extent that the activities performed hereunder are subject to the provisions of the Health Insurance Portability and Accountability Act of 1996 ("HIPAA"), participating students, as trainees, shall be considered as members of DISTRICT's "workforce," as that term is defined by the HIPAA regulations at 45 C.F.R. section 160.103, and shall be subject to DISTRICT's policies respecting confidentiality of

medical information. To ensure that students comply with such policies, DISTRICT shall provide students with substantially the same training that it provides to its regular employees regarding confidentiality of medical information.

- 4.2 DISTRICT shall provide the Clinical Supervisor with sufficient and specific time in the work schedule to carry out the supervision duties of the participating student's Clinical Externship. The supervision duties fulfill the requirements of the accreditation of the graduate program so that the student will meet requirements for state licensure and certification. The minimum requirements for these duties include the following:

- 4.2.1 Allocation of sufficient time to directly observe the supervisee as appropriate. ASHA requires supervisors to provide supervision that is appropriate for the level of the supervisee.
- 4.2.2 Allocation of sufficient time to meet directly with the participating student for purposes of feedback and discussion, which shall occur regularly during the course of supervision.

EXHIBIT D
TERMS AND CONDITIONS OF EDUCATION SPECIALIST INTERN EXPERIENCE

The following terms and conditions shall apply to the education specialist intern experience:

1. Intern Qualification. BIOLA shall verify each of the following, as applicable, for all candidates admitted to this internship program (hereinafter referred to as an "Intern"):
 - 1.1 Intern holds a baccalaureate or higher degree from a regionally accredited institution of postsecondary education (Education Code section 44453).
 - 1.2 Intern has completed all pre-service preparation according to the requirements of the credential program (special education), as applicable (Education Code section 44320(d), CCTC Common Standards 4, 5, 7, 8, 11, 12, and 13).
 - 1.3 Intern has met the subject matter requirement for the subject area(s) in which the Intern is authorized to teach (Education Code section 44325(c)(3)).
 - 1.4 Intern has satisfied Educational Basic Skills Proficiency by passing **one (1)** of the following (Education Code sections 44252 and 44830):
 - 1.4.1 CBEST;
 - 1.4.2 SAT;
 - 1.4.2 ACT; or
 - 1.4.4 AP exam.
2. Intern Supervision. BIOLA shall provide an individual to supervise of each Intern ("Supervisor"); however, DISTRICT shall provide a DISTRICT support person or personnel for each Intern ("Support") (Education Code section 44462) at the time of hire. Every Supervisor shall possess:
 - 2.1 Current knowledge in the subject matter taught;
 - 2.2 An understanding of the context of public schooling;
 - 2.3 The ability to model best professional practices in teaching and learning, scholarship, and service;
 - 2.4 Knowledge of diverse abilities including cultural, language, ethnic, and gender diversity;
 - 2.5 A thorough grasp of the academic standards, frameworks, and accountability systems that drive public school curricula; and

- 2.6 A commitment to provide support and supervision related to needs of English learners.
3. Intern Assignment. DISTRICT shall assign each Intern to assume the functions, which are authorized by such Intern's teaching credential (Education Code section 44454). BIOLA represents that Intern's services meet the instructional or service needs of the participating DISTRICT(s) (Education Code section 44458). Public school districts, county offices, and non-public schools are eligible for the Special Education program (Education Code sections 44321 and 44452).
4. Tenure. DISTRICT understands that no Intern shall acquire tenure while serving with an internship credential. A person who, after completing an authorized teaching internship program, is employed for at least one complete school year in a position requiring certification qualifications by the DISTRICT that employed such person as an Intern during the immediately preceding school year and who is reelected for the subsequent school year to a position requiring certification qualifications shall, at the commencement of the subsequent school year, be eligible for tenure (Education Code section 44466).
5. Other Terms and Conditions.
- 5.1 DISTRICT shall hire each Intern on a part-time or full-time probationary or temporary contract with full pay and benefits.
- 5.2 DISTRICT shall permit each Intern to use accrued leave or unpaid time, if necessary, to attend class at BIOLA during the BIOLA semester, allowing sufficient travel time, when each Intern has notified the DISTRICT of needed release time prior to assignment and with the acknowledgement that said class may begin as early as 4:00 p.m.
- 5.3 DISTRICT shall make every attempt, within the constraints of openings available, to place each Intern in a teaching situation which will maximize first year success (supportive principal, available peer support, class selection, etc.).
- 5.4 DISTRICT and BIOLA will cooperate with the oversight, operation, and evaluation of the program (CCTC Common Standards 3, 4, 7, 8, & 9).
- 5.5 DISTRICT shall appoint, maintain, evaluate, and compensate trained Support at each Intern's work site. In addition, DISTRICT shall define and document the type and frequency of support services to be provided including identification of protected time for Support to work with each Intern within the school day. DISTRICT shall provide BIOLA with documentation of Support provided to Intern.
- 5.6 DISTRICT shall document that Support personnel hold: (1) a valid corresponding Clear or Life Credential, and (2) a minimum of three (3) years of successful teaching experience. In addition, if specified English Learner support is to be

provided, DISTRICT shall document that Support personnel (e.g. mentor, principal, or other) also hold an English Learner Authorization in addition to the other requirements stated herein (CCTC Common Standard 8).

- 5.7 DISTRICT shall provide each Intern with a full range of teaching responsibilities indicative of a full-time teacher.
- 5.8 DISTRICT and BIOLA will cooperate regarding the provision and documentation of the minimum 144 hours of support and supervision, inclusive of 45 hours English Learner support per school year, adjusted as needed, for each Intern who does not have a current English Learner Authorization or passing score on CTET. BIOLA will provide support/mentoring documentation and monitor the process.
- 5.9 DISTRICT shall work with BIOLA to provide evaluations of each Intern as required for credential decisions (CCTC Common Standard 9).
- 5.10 DISTRICT has the option to designate an administrator and/or teacher representative to serve on the Internship Advisory Board which meets once each semester as needed.
- 5.11 BIOLA internship program coordinators shall coordinate meeting of the Internship Advisory Boards(s) (Intern Precondition 8).
- 5.12 BIOLA shall guide the development of the individual plan for mentoring support and professional development of each Intern in consultation with the Intern and the DISTRICT (CCTC Common Standard 6).
- 5.13 DISTRICT certifies that Interns will not displace certificated employees in the DISTRICT (CCTC Precondition). DISTRICT further certifies that when an Intern is hired, there are no available qualified, certificated persons holding the credential.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

TO: MEMBERS OF THE BOARD

FROM: Ron McCowan, Superintendent

SUBJECT: First Reading of New/Revised Board
Policies and/or Administrative Regulations

☐ Action

☒ First Reading

☐ Information

☐ Presentation

BACKGROUND INFORMATION: The attached exhibits have been created by reviewing CSBA policy revisions and recommendations. We have used *italics* to indicate new wording, ~~strike through~~ to indicate words or passages to be deleted. Wording from the existing policy that will remain intact appears in a normal type face.

Revisions to current policy are the result of the need for clarification of existing terminology or recent mandated changes in Education Code.

- a. New Administrative Regulation 5141.22 – Students – Infectious Diseases– *Regulation updated to add section on “Prevention and Mitigation Plan” reflecting general best practices based on COVID-10 guidance. Regulation also adds recommendations for CDE’s Science Safety Handbook.*
- b. New Board Policy 5141.22 – Students – Infectious Diseases – *new policy to reflect new law which requires local health officers to notify and update districts of an outbreak, or imminent outbreak, of a communicable disease. Policy also clarifies that any allowable exclusions apply only to on-campus instruction.*
- c. New Administrative Regulation 5145.71 – Students – Title IX Sexual Harassment Complaint Procedures – *New regulation reflects new federal regulations which establish a Title IX complaint procedure for addressing complaints of sexual harassment.*

REPORT/PROPOSAL: The Governing Board will review the following Board Policies and Administrative Regulations as a first reading:

FINANCIAL IMPACT: N/A

RECOMMENDATION: It is recommended the Board conduct a 1st of the above revised board policies and administrative regulations. These will be brought before the Board for a 2nd reading at the meeting on November 12, 2020 at which time the Board will be asked to consider them for approval.

Valley Center – Pauma Unified School District Administrative Regulation Students

AR 5141.22

Infectious Diseases

Prevention and Mitigation Plan

The Superintendent or designee shall work with state and local health officials to develop and regularly update a plan to prevent and mitigate the spread of infectious diseases. Components of the plan may include, but are not necessarily limited to:

- 1. A communication strategy for informing students, parents/guardians, staff, and the community about the disease(s), including symptoms, complications, transmission, and current recommendations from state and local departments of public health*
- 2. Protocols for assessing when campus closures are necessary and when campus(es) may reopen*
- 3. Alternative means of instruction, schedules, and attendance, including the provision of instruction to students with disabilities, English learners, and foster or homeless youth, in the event of campus closures or partial closures*

*(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6157 - Distance Learning)
(cf. 6158 - Independent Study)
(cf. 6159 - Individualized Education Program)
(cf. 6164.5 - Student Success Teams)
(cf. 6173 - Education for Homeless Youth)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)*

- 4. Guidelines regarding preventative measures such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law*
- 5. Protocols regarding the acquisition and provision of personal protective equipment and other supplies*

6. *Procedures for the cancellation or alteration of extracurricular activities and field trips*

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

7. *Protocols for transportation of students using district vehicles*

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

8. *Information on effective hygiene practices*

9. *Provisions for continuing free and reduced-price meal services*

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

10. *Processes for protecting students who are at higher risk from the disease*

11. *Programs that enhance a positive school climate and foster the emotional well-being of all students*

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

12. *Guidelines for cleaning and sanitization of district facilities and equipment*

(cf. 3510 - Green School Operations)

(cf. 3514.1 - Hazardous Substances)

13. *Protocols for visitors and outside groups that utilize district facilities*

14. *Staff training*

The Superintendent or designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

Adopted November 12, 2020 (Pending Board Approval)

Valley Center – Pauma Unified School District Board Policy Students

BP 5141.22

Infectious Diseases

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing a high-quality education for all students. The Superintendent or designee shall collaborate with local and state health officials to develop and regularly update a comprehensive plan for disease prevention that promotes preventative measures, mitigation, education, communication, and training of students and staff. All measures to limit the spread of infectious diseases shall be nondiscriminatory and ensure that equity is promoted.

*(cf. 0400 - Comprehensive Plans)
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - School Health Services)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs and operations are based on the most up-to-date information.

The district's comprehensive health education program shall provide age-appropriate information about the nature and symptoms of communicable diseases, their transmission, and how to help prevent the spread of contagious diseases.

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.8 - Comprehensive Health Education)*

If the local health officer notifies the district of an outbreak of a communicable disease, or the imminent and proximate threat of a communicable disease outbreak or epidemic that threatens the public's health, the district shall take any action that the health officer deems necessary to control the spread of the disease. The district shall comply with all applicable state and federal privacy laws in regard to any such information received from the local health officer. (Health and Safety Code 120175.5)

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

*(cf. 5141 - Health Care and Emergencies)
(cf. 6145.2 - Athletic Competition)*

Students with Infectious Diseases

The Superintendent or designee shall exclude students from on-campus instruction only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

*(cf. 5112.2 - Exclusions from Attendance)
(cf. 6164.6 - Identification and Education Under Section 504)*

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize exposure to other diseases in the school setting. If necessary, the Superintendent or designee shall inform the local health official of any potential outbreak. The Superintendent or designee shall ensure that student confidentiality and privacy rights are strictly observed in accordance with law.

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)*

Legal Reference:

EDUCATION CODE

48210-48216 Persons excluded

49060-49069.7 Student records

49073-49079 Privacy of pupil records

49403 Cooperation in control of communicable disease and immunization of pupils

49405 Smallpox control

49406 Examination for tuberculosis (employees)

49408 Student emergency information

49602 Counseling and confidentiality of student information

51202 Instruction in personal and public health and safety

CIVIL CODE

56-56.37 Confidentiality of Medical Information Act

1798-1798.78 Information Practices Act

HEALTH AND SAFETY CODE

120175.5 Local health officers and communicable diseases

120230 Exclusion for communicable disease

120325-120380 Immunization against communicable diseases

120875-120895 AIDS information

120975-121023 Mandated blood testing and confidentiality to protect public health

121475-121520 Tuberculosis tests for students

CALIFORNIA CONSTITUTION

Article 1, Section 1 Right to Privacy

CODE OF REGULATIONS, TITLE 8

5193 Bloodborne pathogens

CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Privacy of individually identifiable health information

COURT DECISIONS

Thomas v. Atascadero Unified School District, (1986) 662 F.Supp. 376

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2014

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

School District (K-12) Pandemic Influenza Planning Checklist

WEB SITES

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

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

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Adopted November 12, 2020 (Pending Board Approval)

Valley Center-Pauma Unified School District Administrative Regulation

AR 5145.71

Students

Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30)

- 1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct*
- 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity*
- 3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291*

All other sexual harassment complaints shall be investigated and responded to pursuant to AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

A report of sexual harassment shall be submitted directly to or forwarded to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment.

(cf. 5145.7 - Sexual Harassment)

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the process for filing a formal complaint.

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations in which a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

The Superintendent or designee shall ensure that the Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, even if a formal complaint is not filed, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures which are nondisciplinary, nonpunitive, and do not unreasonably burden the other party. Such measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. The Title IX Coordinator shall consider the complainant's wishes with respect to supportive measures. (34 CFR 106.30, 106.44)

Emergency Removal from School

On an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint that did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal. (34 CFR 106.45)

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

- 1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.*
- 2. Obtains the parties' voluntary, written consent to the informal resolution process*
- 3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student*

Formal Complaint Process

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

- 1. The district's complaint process, including any informal resolution process*
- 2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.*

If, during the course of the investigation, the district investigates allegations about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

- 3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process*
- 4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence*
- 5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process*

During the investigation process, the district shall: (34 CFR 106.45)

1. *Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence*
2. *Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence*
3. *Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney*
4. *Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties*
5. *Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate*
6. *Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report*
7. *Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness*
8. *Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response*
9. *After sending the investigative report to the parties and before reaching a determination regarding responsibility, afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party*

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the district shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

- 1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30*
- 2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process*
- 3. Findings of fact supporting the determination*
- 4. Conclusions regarding the application of the district's code of conduct to the facts*
- 5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant*
- 6. The district's procedures and permissible bases for the complainant and respondent to appeal*

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

- 1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties*
- 2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator*
- 3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome*
- 4. Issue a written decision describing the result of the appeal and the rationale for the result*
- 5. Provide the written decision simultaneously to both parties*

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered. Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall

immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

- 1. Transfer from a class or school as permitted by law*
- 2. Parent/guardian conference*
- 3. Education of the student regarding the impact of the conduct on others*
- 4. Positive behavior support*
- 5. Referral of the student to a student success team*

(cf. 6164.5 - Student Success Teams)

- 6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law*

(cf. 6145 - Extracurricular and Cocurricular Activities)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4117.7/4317.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Record-Keeping

The Superintendent or designee shall maintain for a period of seven years a record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, any appeal or informal resolution and the results therefrom, and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)

The Superintendent or designee shall also maintain for a period of seven years all materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public. (34 CFR 106.45)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.82 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Q&A on Campus Sexual Misconduct, September 2017

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights:

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

Adopted: November 12, 2020 (Pending Board Approval)

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Dennis Zabinsky, Director of Human Resources

☐ **Information**

SUBJECT: Reopening to Hybrid Learning
Memorandum of Understanding with CSEA

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: The Valley Center-Pauma Unified School District ("VCPUSD") and The California School Employees Association and Its Valley Center-Pauma Chapter #795 ("CSEA") recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and classified staff.

REPORT/PROPOSAL:

We recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the epidemic.

FINANCIAL IMPACT: N/A

RECOMMENDATION: Approve the Reopening to Hybrid Learning Memorandum of Understanding with CSEA.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
Valley Center-Pauma Unified School District
And
The California School Employees Association
and Its Valley Center-Pauma Chapter #795 (CSEA)
Reopening to Hybrid Learning**

This Memorandum of Understanding, hereinafter, ("MOU) is entered by and between Valley Center-Pauma Unified School District (hereinafter, "District") and the California School Employees Association and its Valley Center-Pauma Chapter #795 (hereinafter, "CSEA") concerning Reopening to Hybrid Learning.

The District and CSEA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and classified staff. We recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with coronavirus. Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the epidemic.

Transportation

1. A driver is permitted to operate a school bus/van with a face covering so long as such does not interfere with safe operation. Other than when operating a vehicle, the driver must wear a face covering in accordance with district policy. The driver may remove the mask while driving for purposes of safety if they choose.
2. For the purposes of safety, the District shall provide transportation attendants on each TK-5 bus for the first two weeks school is in session in a hybrid model. Transportation Attendants will assist with screening students and loading of the vehicle. The District will make every effort to staff each bus with one bilingual staff person as a bridge of communication to provide equal assistance to our non English speaking parents.
3. When parents register their child for transportation services, they will be required to sign and acknowledge the attached form: Attachment A.
4. Students will be required to wear face masks at all times, including while waiting at the bus stop and during transit.
5. a)Passengers are not permitted in the first row seats to allow six feet minimum distance between the driver and student when operating the bus.

- b) Bus capacity shall not exceed 50% of normal capacity minus the first row seats. Van capacity shall not exceed one passenger per seat.
- c) Students will board the bus from the front door and begin seating from back to the front of the bus and disembark from the front of the bus to the back.
- d) Students shall be seated window/aisle every other row with spots being designated with masking tape with one person per seat.

6. School bus stop student process and procedures:

- Parent is to remain at the bus stop until the student enters the bus.
- Driver will safely park and secure the bus.
- Driver will stand at the entrance to the bus during student loading.
- Driver will do a pre-entry symptom safety screening and a no touch thermometer temperature check.
- Students with temperatures over 100 or not meeting the screening requirements will not be allowed to ride the bus.
- If parent leaves bus stop prior to the student's temperature reading and the reading is over 100, the driver may do the following:
 - a. Radio dispatch for parent contact
 - b. Have student supply phone number for parent contact
 - c. If all attempts have been made to contact a person on the student emergency form, then the student will be placed (with mask) in an isolated seat (as much as possible). Once arriving at the school site, the Health Clerk will meet the bus and escort the student to an isolated area until the parent can be reached.

7. Vehicle windows will remain open as weather permits.

8. Drivers will perform sanitizing wipe down of high touch points following every route run. Training will be provided for proper sanitizing procedures.

9. Most students will not be transported on Mondays. Drivers whose routes finish in time for food distribution will be considered on a rotating voluntary basis to help with meal distribution on Thursday afternoons. Drivers will work the Thursday distribution from 3:30pm-6:00pm. To compensate for the Thursday 2.5 hours, drivers will reduce their Monday hours by 2.5 hours the following week. If the employee works more than eight hours on the distribution Thursday, the employee will receive 1.5X release time for the hours over eight from their Monday's assignment. For example a driver whose route is 6 hours and then works 2.5 hours for food distribution or a total of 8.5 hours on Thursday, would be allowed to take off 2.75 hours on Monday.

10. CNS staff will necessarily need to staff at least 3 persons at the weekly late afternoon meal distributions. CNS will seek volunteers first and supplement with volunteers from other departments.

Additional Hours for Part Time Employees

The district may need help on an irregular basis in the areas of supervision, health screening, cleaning, disinfecting and other tasks to be determined. The extra hours will be irregular and temporary. If this need arises, part-time site personnel may be offered the extra hours of work to be paid at the employee's regular pay rate or at the rate of pay of the job class in which the task is normally assigned, whichever salary range is higher. Employees not enrolled in PERS will not be assigned to work more than 1,000 total hours during the school year. Hours will be tracked by the District. These extra irregular and temporary hours will not count towards accruing non-statutory benefits.

Substitute Coverage for Employee Absences

The District will make every effort to provide qualified substitute coverage for absences where employees will be gone from their worksite for a prolonged period. (ie. COVID quarantine, FFCRA leave)

No staff shall be disciplined due to workload issues in their current position that arise from providing substitute coverage.

Special Education

Occupational Therapists - return in-person on October 12, 2020

- Direct services will be provided to the students in the moderate/severe program, per the IEP
- Special education assessments start in-person, as prioritized by the OT, site team, and in collaboration with the Director of Support Services, when necessary.

Certified Occupational Therapists (COTA) - return in-person on October 13, 2020

- Direct services will be provided to the students in the moderate/severe program, per the IEP

Special Education Instructional Aide/SCIA (one-to-one) - return in-person on October 12, 2020

CSEA is requesting a detailed listing from the District, by employee name, of the return to work dates for all bargaining unit members.

COVID Testing - Discussion item. Parties will continue bargaining COVID testing which may be required by the State.

Classified Childcare - Discussion item. Parties will continue bargaining Classified Childcare. CSEA requests that a google survey be sent out by the District to all employees requesting feedback on childcare needs. In the interest of supporting students, staff will be provided flexibility when feasible with scheduling shift start and end times and breaks in order to accommodate their own school aged child's transportation needs.

Work from Home Request

In order to reduce the potential Covid exposure, the District will continue to accept work from home requests which will be reviewed and approved on an individual basis until students are fully integrated into in person learning five days a week.

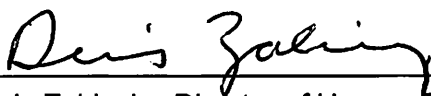
The District, where practicable, will rotate staff reporting to onsite offices to reduce possible COVID closures.

This MOU is being entered solely under the context and circumstances of the COVID-19 epidemic and is a non-precedent setting and at no time CSEA waives rights to EERA. All components of the current Collective Bargaining Agreement not addressed by the terms of this Agreement shall remain in full effect.

Provisions of this MOU will be effective September 30, 2020 to June 30, 2021. The parties agree to meet prior to this MOU's expiration date to further discuss the extension of the provisions of this MOU up to and including impacts and effects related to returning to work in an environment that requires distance and in person learning. The parties will comply with further county, state or federal legislation or orders as they affect the terms and conditions of employment of the bargaining unit employees and will bargain as needed over the effects of such further directives.

EFFECTIVE DATE AND ADMINISTRATIVE SIGNATURES

Provisions of this MOU will be effective upon ratification of both party's internal processes.

 9-30-2020
Dennis Zabinsky, Director of Human Resources, VCPUSD Date

Diane M. Faber, President, CSEA and Its Valley Center-Pauma Chapter #795 Date

Jacquelyne Mosley-Pastrana, Labor Representative, CSEA and Its Valley Center-Pauma Chapter #795 Date

CSEA Ratification Date _____

Attachment A

Dear Parents and Guardians:

As we prepare for the return to on-campus instruction, we look forward to seeing your students again. Because we must operate within the requirements of the COVID-19 health and safety protocols, your student's bus ride will look different. The Valley Center-Pauma Unified School Transportation Department has implemented new procedures that include regular sanitizing and temperature/symptom screening to protect your child and to reduce the spread of the COVID-19 virus. Our transportation staff has been trained on the proper safety protocols to reduce any risk of infection.

To mitigate the risk of transmitting the virus, families must comply with the following procedures that have been adopted by the VCPUSD Transportation Department. Students will only be picked up and dropped off at the bus stop identified and designated in their bussing registration.

At the bus stop

- Please screen children for symptoms before leaving for the bus stop each morning. Keep children home if they have symptoms.
- Parents are required to wait with their students at the bus stop until their child has completed the symptom screening and entered the bus.
- At the bus stop students must line up in a single-file line and space apart at a minimum of an arm's length, facing forward with no group socializing, and be prepared for boarding the bus no less than five minutes prior to the designated pick-up time.
- Students and parents are required to wear face coverings at the bus stops (please bring from home).

Entering the Bus

Temperature checks and COVID-19 screening is mandatory. If your student's temperature is higher than 100 degrees fahrenheit, or he/she displays symptoms of the virus, he/she will not be permitted to ride the bus.

Symptom screening will consist of a temperature check with an infrared no-touch thermometer, visual observations, and questions to determine if the student has experienced any symptoms associated with COVID-19.

1. Do you or a member of your household have a fever?
2. In the past 14 days, have you or anyone in your household come into close contact with someone who has COVID-19?
3. Do you feel ill? Does anyone in your household feel ill?
4. Do you or a member of your household have symptoms of COVID-19?

Face coverings are required for the duration of the bus ride

- Students may be assigned seats starting from the back of the bus to the front based on seating configuration.
- For most of our buses, physical distancing will not be possible.
- Students must face forward and are prohibited from moving seats.
- The bus windows will remain open as much as practicable, weather permitting.

Thank you for your patience as we navigate these challenging times.

With Gratitude,

VCPUSD Transportation Team

Acknowledgement of Protocols/Release of Responsibility

I acknowledge and accept the conditions and requirements listed above. I give my child permission to ride the bus with the knowledge that physical distancing may not be possible on my child's bus route. I hereby release, discharge, and hold harmless the Valley Center-Pauma Unified School District from all liability that may arise from my child contracting a communicable disease while riding the bus.

Student(s) Name(s) and Grade(s) :

Parent/Guardian Signature

Date

Parent Contact Number

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Dennis Zabinsky, Director of Human Resources

☐ **Information**

SUBJECT: 2020-21 Reopening of Schools
in A COVID-19 Environment
Memorandum of Understanding with VCPTA

☐ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: The Valley Center-Pauma Unified School District ("District" or "VCPUSD") and the Valley Center-Pauma Teachers' Association ("VCPTA" or "Association") enter this Memorandum of Understanding (MOU) regarding the reopening of schools to in person instruction for the 2020-2021 school year.

REPORT/PROPOSAL:

This MOU is an addendum to the current collective bargaining agreement and addresses the matter of the in person instructional schedule for the District during the 2020-2021 school year, bargaining unit member expectations, hygiene and health screening expectations, as well as expectations of students and other key areas. The District will continue to consider the guidance of the California Department of Education and the San Diego County Public Health Department and other governmental entities related to pandemic health and safety matters.

FINANCIAL IMPACT: An estimated \$20,000.00.

RECOMMENDATION: Approve the Reopening of Schools in A COVID-19 Environment Memorandum of Understanding with VCPTA.

MEMORANDUM OF UNDERSTANDING BETWEEN
VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT (DISTRICT)
AND
VALLEY CENTER-PAUMA TEACHERS ASSOCIATION (VCPTA)
2020-2021 REOPENING OF SCHOOLS IN A COVID-19 ENVIRONMENT

The Valley Center-Pauma Unified School District ("District" or "VCPUSD") and the Valley Center-Pauma Teachers' Association ("VCPTA" or "Association") enter this Memorandum of Understanding (MOU) regarding the reopening of schools to in person instruction for the 2020-2021 school year.

Unless otherwise stipulated below, all components of the current Collective Bargaining Agreement between the VCPTA and District not addressed by the terms of this MOU shall remain in full effect. The Parties affirm that all provisions of the Educational Employment Relations Act ("EERA") California Government Codes 3540 et seq. apply and remain in effect.

This MOU is an addendum to the current collective bargaining agreement and addresses the matter of the in person instructional schedule for the District during the 2020-2021 school year, bargaining unit member expectations, hygiene and health screening expectations, as well as expectations of students and other key areas. The parties acknowledge that more issues, known and unknown at this time, remain to be addressed regarding the safety of students and staff as schools reopen to in person instruction. The District will continue to consider the guidance of the California Department of Education and the San Diego County Public Health Department and other governmental entities related to pandemic health and safety matters.

Multiple scenarios will be outlined within this MOU with necessary modifications as directed by the District with consideration of the State of California and/or the County of San Diego recommendations, orders, and/or regulations. The instructional scenarios set forth in this MOU are meant to be adaptable and flexible in accordance with the District determination of the guidelines from the State of California and/or the County of San Diego as well as for the needs of students and staff in the District. Adjustments to the instructional schedule after the commencement of the 2020-2021 Hybrid school year shall be determined by the District with mutual agreement of the Association.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools to minimize the health risks associated with COVID-19 infection for all students, staff, and their families while also providing equitable access to education for student

Parties acknowledge that staff and students may need to self-quarantine, become quarantined, and/or the District may need to close a class, learning cohort, or close school(s) on an emergency basis to slow the spread of infection and illness arising from COVID-19 during the 2020-2021 school year. Both Parties agree that Health and Safety is a priority.

Public Health Authorities: The District shall adhere to the most recent public health requirements and orders issued by the Centers for Disease Control and Prevention ("CDC"), California Department of Public Health ("CDPH"), the California Department of Industrial Relations Division of Occupational Safety and Health (Cal/OSHA), and the San Diego County Department of Public Health. The parties agree to meet as soon as possible if any revisions or updates to those laws, orders requirements, or guidelines have a significant impact on the working conditions of unit members.

Requirements for Safe Schools: For a safe return to physical schooling, science-based conditions must be met. We shall only return to in-person/physical schooling under the following conditions:

1. When San Diego County and the California Department of Public Health allow for the reopening of Valley Center-Pauma Unified schools.
2. If unit members are asked to take a COVID-19 test by the District, testing will be done during the work day and the unit member shall not take personal leave for the time necessary to take the test. At this time, COVID testing is a recommendation but not a requirement per the San Diego Public Health Department. VCPUSD has set up a program with CAL Fire to provide free testing for staff every other Monday at the district.
3. The District will implement COVID-19 prevention measures, including fewer contacts, six feet distancing where practicable as defined by CDPH guidance, symptom screening, providing face coverings and Personal Protective Equipment, adequate ventilation, handwashing, cleaning and disinfecting, and proactive school closures.
4. Once the conditions above are present and the District reopens, the District shall follow the County Health Department/SDCOE guidelines to determine when schools shall be closed. Whenever a person (student or adult) in a class or cohort tests positive for COVID-19, that class or cohort shall be closed for at least 14 days. Whenever 5% of the persons (students or adults) in a school test positive for COVID-19, that school shall be closed, and transitioned to a distance learning model, for at least 14 days. In consultation with the local public health department, the district may be closed, and transitioned to distance learning, if 25% or more of schools in the district have closed due to COVID-19 within 14 days.

This MOU is based on the following shared interests of the parties:

1. Protect the safety of all students and staff.
2. Ensure the District is providing equitable access to educational resources, technology, academic support and intervention, and services for all students and families.
3. Ensure flexibility in the instructional schedule to allow for adjustments in the delivery of instruction to students based on mandates or recommendations from governmental entities.
4. Provide the highest quality instruction with the District and Association being dedicated to the mission of empowering every student to graduate prepared for college, career, and life through excellence in learning.
5. Provide as much consistency as possible in the instructional schedules, regardless of the degree to which education and learning occur remotely or in person.
6. Establish and communicate expectations of teachers, counselors, administrators, support staff, students, parents, and the District community.
7. Provide clarity and direction about what teaching and learning look like if/when students are not designated to be in physical attendance on a school day.
8. It is the intent of the District and Association to safely return to a pre-COVID 19 traditional instructional schedule as soon as it is permissible and safe to do so according to the state and county health guidelines.

1. DEFINITIONS

- 1.1. "Classroom" - is any academic, learning, assessment, or instructional space used by students, certificated staff, classified staff, parents, administrators, or other adults on a school site. This applies to both indoor and outdoor learning spaces, and includes libraries, computer or scientific laboratories, study halls, or any other common space on a school site.
- 1.2. "Common Equipment" - is any school equipment or structure that is designed to be used or shared by more than one individual. This includes, but is not limited to, technology, books, computers, recess/playground equipment, physical education equipment, math manipulatives, science lab equipment, pens, pencils, etc.
- 1.3. "Common Space" - is any indoor or outdoor space on a school campus designed or commonly used by more than one group of individuals. This includes, but is not limited to, school offices, nurse stations, quads or outdoor gathering spaces, hallways, bathrooms, etc.
- 1.4. "Face Coverings" - face shields, cloth face coverings, or masks as required by federal, state, and local public health guidance.
- 1.5. "Hand Sanitizer" - this product must contain at least 60% alcohol. Ethyl alcohol is preferred and should be used when there is the potential of unsupervised use by children. Isopropyl alcohol hand sanitizers are more toxic and can be absorbed through

the skin. Hand sanitizers containing methanol are toxic and shall not be used. (see CDC and FDA Advisories.)

- 1.6. "Personal Protective Equipment (PPE)" - this refers to equipment that is used to limit or prohibit the transmission or infection of COVID-19 from person to person. It is also commonly referred to as Essential Protective Equipment or Essential Protective Gear and includes face coverings, masks, N95 respirators, face shields, neck guards, barriers, gloves, goggles, etc.
- 1.7. "Physical Distancing" - also known as social distancing to help decrease the spread of the virus by increasing the space between people to at least six (6) feet and reducing the number of different people with whom a person interacts.
- 1.8. "Workspace" - any location where a unit member can reasonably be expected to be required to perform assigned duties.
- 1.9. "Distance Learning" - instruction in which the student and instructor are in different locations and students are under the general supervision of a certificated employee of the District (Ed Code 43500).
- 1.10. "Virtual" - not in person.
- 1.11. "Office Hours" - opportunity for students to meet virtually with instructor for live interaction on instruction and curriculum.
- 1.12. "Practicable"- able to be done or put into practice with available means; every effort and attempt will be made to put the action into practice.

2. COVID SAFETY

- 2.1. The District shall provide PPE to all unit members and students for every day that unit members or students are required to report to school sites.
 - 2.1.1. PPE will be made available if requested, at no cost to the employee, to all bargaining unit members such as, but not limited to: Face masks, gloves, goggles, face shields, Plexiglass shields, etc.
 - 2.1.2. In-lieu of using District-provided PPE, unit members may bring their own PPE so long as the PPE complies with public health guidelines and provides equivalent protection to the PPE provided by the District.
 - 2.1.3. Unit members shall not be required to bring their own PPE, and no unit member shall be disciplined or evaluated negatively for not bringing their own PPE.
- 2.2. In line with the San Diego County health report that is made available weekly, the district will also publish a weekly health report email to each unit member with a number of confirmed COVID cases broken down by school site.
- 2.3. Face Covering Requirements/Masks:
 - 2.3.1. The District shall require the use of facial coverings ("masks") in accordance with federal, state, and local requirements currently in effect.
 - 2.3.2. Face coverings shall not be required for anyone with a documented medical condition, mental health condition or disability that does not allow them to wear a mask. Student exemptions may be found within a student's IEP or 504 plan. The district will continue to follow the guidance of the CDPH.
 - 2.3.3. For unit members and students who cannot wear a mask according to section 2.3.1, face shields will be provided by the District. Masks and face shields may

not be required for students with medical apparatus which prevents or obstructs the use of the apparatus. Within the special education department N95 face coverings will be provided upon request if the employee works with moderate to severe students whose IEP does not allow them to wear masks. These employees will need to undergo health screening and fitting to ensure the safety of our staff.

- 2.4. Bargaining unit members who are alone in their classroom or office or workspace may remove their face covering.
- 2.5. Additional face coverings will be stocked and available in each classroom in the event a student or staff member loses or damages his/her face covering.
- 2.6. Hand Washing Requirements:
 - 2.6.1. The Parties recognize that frequent hand washing for a minimum of 20 seconds minimizes the spread of COVID-19.
 - 2.6.2. All individuals shall be required to wash their hands or use medically effective hand sanitizer upon entering district sites and every time a person enters a classroom or shared workspace.
 - 2.6.3. The District shall comply with the following hand washing requirements:
 - 2.6.3.1. Every room with a sink shall be stocked with soap and paper towels, and medically effective hand sanitizer.
 - 2.6.3.2. Every classroom shall be provided medically effective hand sanitizer.
 - 2.6.3.3. Non-classroom workspaces and common spaces shall be provided medically effective hand sanitizer.
 - 2.6.3.4. Hand sanitizer or portable hand washing stations shall be provided at various locations at each site. These stations shall be checked regularly and restocked immediately as needed throughout the day.
 - 2.6.3.5. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked regularly and restocked immediately as needed and prior to the beginning of each day that staff or students are on campus.
- 2.7. Protective Shielding:
 - 2.7.1. Unit members not working in classrooms but who must interact with the public (such as, but not limited to, counselors, librarians, etc) shall have a Plexiglass or similar barrier between their workstation and the public.
 - 2.7.2. Any Bargaining Unit members may request a Plexiglass or similar barrier for their workspace, due to professional or personal health concerns.
- 2.8. ADHERENCE TO HEALTH GUIDANCE
 - 2.8.1. Where there is a conflict between the various guidelines or orders, the District shall adhere to the San Diego County Public Health guidelines or orders that reflect the local conditions in order to accurately ascertain local health and safety risks for all unit members, students, and their families.
 - 2.8.2. The Parties agree to meet as soon as possible to negotiate the impact and effects of any revisions or updates to the guidelines in section 3.1.

- 2.8.3. The District shall develop and share with staff a plan to deal with students and others who are not in compliance with the face covering requirements, social distancing, handwashing, ingress and egress procedure and any other procedures pertaining to health guidance prior to October 12th, 2020.

2.9. Physical Distancing:

2.9.1. Classroom/Instructional/Academic Learning Spaces

- 2.9.1.1. The District will ensure physical distancing of six (6) feet between all student workspaces. The District will ensure six (6) feet distance will be provided between all educator and student workspaces, and between all employee workspaces.
- 2.9.1.2. The District shall calculate the maximum capacity of all workspaces while maintaining physical distance requirements.
- 2.9.1.3. Class sizes shall be capped at 2x the determined capacity of the classroom/workspace for the duration of this MOU. COVID classroom capacity will be POSTED at the entrance of each classroom. If a class size exceeds the cap, unit members will be consulted by the principal to work on a solution.

- 2.9.2. The District shall structure all work assignments to minimize as much as possible the number of total contacts for all people at a school or worksite.

2.9.3. One-Way Directions/Movement

- 2.9.3.1. In order to help maintain physical distancing requirements in all common walkways and congregation areas (both outdoor and indoor), the District shall attempt to create unidirectional pathways. These pathways shall be clearly marked to indicate the direction of travel and the six (6) feet physical distance spacing requirements.

2.9.4. Lunch:

- 2.9.4.1. Physical distancing of six (6) feet shall be maintained between students and staff during lunch period.
- 2.9.4.2. Staff lounge capacity will be limited with no gatherings. When more than one person is in the lounge, staff will maintain physical distancing requirements.

2.10. School Ingress and Egress Points:

- 2.10.1. Since students, parents, and staff tend to congregate in large groups at access points before and after school:
- 2.10.2. Site admin will work with site staff to develop ingress and egress points specific to their site to maximize safety.
- 2.10.3. Unit Members shall be assigned a separate ingress and egress point for use when coming to school for in-person learning, as practicable, at each site.
- 2.10.4. Unit member health screenings shall be conducted before the start of the school day by the site administrator or designee.

2.11. Staff Meetings and Gatherings:

- 2.11.1. All meetings shall have an option to be attended virtually. In-person meetings (including but not limited to, staff meetings, 504s, IEPs, SSTs, professional

development, committee meetings, district meetings, staff gatherings, parent meetings, and parent-teacher conferences) may be held when the District can ensure a minimum of six (6) feet of physical distance, and other safety guidelines, between all unit members for the duration of the meeting and for entering/leaving the meeting. A unit member may not be REQUIRED to meet in person, but given the option. All meetings can be held in person and in conjunction with a virtual component.

- 2.11.2. Large in-person gatherings (i.e. school assemblies) are prohibited until health officials determine otherwise.

2.12. Daily Cleaning and Disinfecting:

- 2.12.1. The District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using disinfectants recommended by federal, state, and/or local health officials.

- 2.12.1.1. Trained custodial personnel shall clean designated surfaces at the end of each day with only District provided cleaning solutions.

- 2.12.1.2. Unit members will be provided cleaning solutions for optional cleaning of their workspace.

- 2.12.2. When choosing cleaning products, the District shall consult information on Environmental Protection Agency (EPA)-approved disinfectant labels with claims against emerging viral pathogens. Products with emerging viral pathogens claims are expected to be effective against SARS-CoV-2 based on data for harder to kill viruses. Employees will follow the manufacturer's instructions for use of all cleaning and disinfection products (e.g., concentration, application method, contact time, personal protective equipment, etc.).

2.13. Air Ventilation and Filtration:

- 2.13.1. The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour and open outdoor air dampers as high as possible that indoor and outdoor conditions safely permit. Air filters shall be MERV-13 or higher and changed at the recommended intervals.

2.14. Health Screening, Testing, and Notification:

- 2.14.1. The District Nurse shall:

- 2.14.1.1. Oversee the health screening of all individuals on the school campuses;

- 2.14.1.2. Coordinate with the District and interface with the County Public Health Department in support of contact tracing and other health-related duties;

- 2.14.1.3. Supervise the care (contact) for any individuals who manifest symptoms associated with COVID-19, as practicable;

- 2.14.1.4. Implement quarantine protocols; and

- 2.14.1.5. Oversee the training of all students, staff, parents, and visitors on effective hygiene practices including but not limited to hand washing, physical distancing, and PPE usage.

- 2.14.2. The District will make every effort to avoid using the District Nurse to cover for LVN absences.

- 2.14.3. The District shall ensure that all employees, students and visitors are checked daily for symptoms associated with COVID-19 infection prior to entering school. Temperature checks shall be mandatory for adults entering campus. Unit members who volunteer to check temperatures shall be trained on the protocols for temperature checks and any necessary referrals subsequent to those temperature checks.
- 2.14.4. All students and staff will be trained on these protocols and procedures within a week prior to in-person learning occurring.
- 2.14.5. Staff and students with any symptoms consistent with COVID-19 or who have had close contact with a person who has tested positive for COVID-19 shall be sent home or sent to an isolation room on site pending travel home or to a medical facility.
- 2.14.6. Upon notification that an employee or student has been infected with COVID-19, the District shall support the County Public Health Department with contact tracing. All persons who may have come into "close contact," as defined by local health officials, with the infected individual shall be notified. The District shall notify the Association President, provided that it complies with applicable confidentiality requirements.

3. DAYS AND HOURS

3.1. Refer to Attachment A 10-2-20 Hybrid Schedules

3.2. Reopening Schedule

3.2.1. The following schedule outlines the return of the special education staff (teachers/related service) to in-person work due to the need to provide support/services to students in the moderate/severe program and/or complete special educational assessments, as mandated by law.

3.2.1.1. October 13 - TK-12th grade (applies to the **mod/severe** programs located at the following sites:

3.2.1.1.1. Primary, Elementary, Middle, High

3.2.1.1.2. *The Developmental Preschool program at Primary (mod/severe) will have the option, depending on schedules, to start on October 13th or October 20th (or 1/2 & 1/2). Preschool staff will work with the Director of Support Services & site administration to mutually agree.

3.2.1.2. October 20 - All TK-5th grade students return to in-person hybrid instruction; including all special education programs located at TK-5th grade sites.

3.2.1.3. October 27 - All 6-12 district students return to in-person instruction. The students in the special education Transition Program will return for in person instruction. VC Prep students can begin optional in-person weekly meetings

3.2.1.4. School Psychologists - return in-person on October 12, 2020 in order to accomplish the following tasks and other important in person duties:

- 3.2.1.4.1. Special education assessments start in-person, as prioritized by the school psychologist, site team, and in collaboration with the Director of Support Services, when necessary.
 - 3.2.1.4.2. Behavioral support/consultation provided to staff of moderate/severe classes during the transition to in-person instruction.
- 3.2.1.5. Speech-Language Pathologists - return in-person on October 12, 2020 in order to accomplish the following tasks and other important in person duties:
 - 3.2.1.5.1. Direct services will be provided to the students in the moderate/severe program, per the IEP
 - 3.2.1.5.2. Special education assessments start in-person, as prioritized by the SLP, site team, and in collaboration with the Director of Support Services, when necessary
- 3.2.1.6. Adapted Physical Education Teacher (APE) - return in-person on October 12, 2020
 - 3.2.1.6.1. Direct services will be provided to the students in the moderate/severe program, per the IEP
 - 3.2.1.6.2. Special education assessments start in-person, as prioritized by the APE teacher, site team, and in collaboration with the Director of Support Services, when necessary
- 3.2.1.7. All assessments will be completed following the health guidelines and appropriate PPE will be provided by VCPUSD. When possible, appropriate distancing and outside evaluations will occur. During all other assessments, assessors will use face shields in addition to plexiglass barriers at all times. All test items will be properly sanitized and gloves, sanitizer, and wipes will be next to the assessor throughout testing.
- 3.3. Regardless of the instructional model, distance or blended, the District shall make every effort to avoid increases to unit member workload.
- 3.4. At no time shall a bargaining unit member be required to teach both simultaneously in-person and distance learning as part of their 5/5 regular assignments. A unit member chooses to make themselves available to do this, provided it doesn't substantially increase their workload (i.e. increase number of students over standard class size.)
- 3.5. When school sites physically re-open, unit members who are not virtual employees for the year shall report to work according to the start time outlined in the Hybrid Learning Schedule. (see attached) When a Bargaining Unit member enters a district worksite, they shall have their temperature taken. The Bargaining Unit member shall be responsible for following state, county, and local public health recommendations.
- 3.6. School site protocols will be developed to minimize interaction of bargaining unit members, staff, students, and parents.
- 3.7. All work that can still be done effectively through a virtual setting shall continue to do so. Unit members may continue to work remotely on asynchronous days (currently Monday)

and after the safe dismissal of students on Tuesday through Friday. Virtual Unit Members may continue to work remotely for the duration of this MOU.

3.8. Upon the safe reopening of school sites, the District shall provide at least one week's notice to all unit members to prepare for the return to the classroom with students.

3.9. The District shall follow guidance from federal, state, and local public health officers when there is a confirmed COVID case at a school. Closure decisions should be made in consultation with local health officers. All closed classroom spaces, worksites, rooms, school sites, or other District facilities shall be thoroughly cleaned and disinfected prior to being reopened for in-person learning.

3.10. Attendance

3.10.1. In order to comply with State attendance regulations unit members shall take daily attendance once per assigned period at the secondary level and once per day TK-5. The district will provide a template for all teachers who shall utilize the weekly engagement record to reconcile period attendance on a weekly basis. This attendance reconciliation shall take place as part of the unit member's weekly student engagement analysis. Teachers shall record attendance in Infinite Campus by 3:30 pm each day. A daily automated call will be made to the student's residence to report nonattendance/participation. Complete weekly attendance reports for all periods for each student who participates in distance learning, and complete a weekly engagement record.

3.11. Special Education

3.11.1. Special education staff members are afforded the same contracted hours, including 'prep' time and 'lunch' time as general education staff members; however, their daily schedule requires flexibility within the contracted hours, as it is driven by students' IEP needs (service minutes).

3.11.2. In some cases, because of the unique needs of our students in special education, a student placed in the 'alternative education' learning environment (ex. virtual/IS) will need to be serviced by a Special Education teacher. Due to the specialized credential required to provide the special ed minutes/services outlined on the IEP, an in-person/hybrid special education teacher can volunteer to receive a \$200 stipend per student per semester to provide these services.

3.11.3. For particular positions that require close student contact, such as special education teachers, speech/language therapists, psychologists, and counselors, the District will provide face shields, plexiglass barriers, or medically recommended masks.

3.12. Prior to returning to in person instruction, hybrid teachers will be provided 3 days to prepare for the return of students. In the week prior to a teacher's class returning for in person instruction, teachers will have the M-W to set up and plan for students. Teachers and students will follow their usual Monday schedule during all three days. The schedule for the Thursday and Friday, prior to reopening, will follow the current distance learning schedule. Virtual only teachers will follow their normal weekly schedule.

4. CONNECTIVITY AND DEVICES

- 4.1. The District shall provide access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work.
- 4.2. Bargaining Unit members shall be held harmless for any unintentional damage or regular wear and tear to their district laptop while such laptop is being used for district business. Bargaining Unit members shall not leave the laptop unattended in their car or public space where damage or theft may occur; if such damage or theft occurs, unit members shall file a report with the local law enforcement agency.

5. LEAVES

5.1. Families First Coronavirus Relief Act (FFCRA expires Dec. 31, 2020)

5.1.1. For unit member self-care:

5.1.1.1. A unit member shall use up to 10 days of available federal paid sick leave under the FFCRA if the member (1) is unable to work due to government issued quarantine or isolation order related to COVID-19, (2) has been advised to self-quarantine by a healthcare provider related to COVID-19 and is unable to work, (3) is experiencing symptoms of COVID-19 and is seeking diagnosis and is unable to work. The District may request verification prior to placing a unit member on paid leave. For unit members to care for others:

5.1.1.2. A unit member may use up to 10 days of available federal paid sick leave under the FFCRA if the member is unable to work due to the need to care for:

- 5.1.1.2.1. (1) a minor child due to a COVID-19 related school closure,
- (2) an individual subject to government issued quarantine or isolation order related to COVID-19,
- (3) an individual who has been advised to self-quarantine by a healthcare provider related to COVID-19, or
- (4) an individual who is experiencing symptoms of COVID-19 and is seeking diagnosis.

5.1.2. The District may request verification prior to placing a unit member on paid leave.

5.2. Paid Leave of Absence for Unit Members (Potentially) Exposed to COVID-19 at Work

5.2.1. If a Unit members who may have been or were potentially exposed to the coronavirus on District property and are individually required by the District or a Public Health official to be quarantined because exposure of District property or required to be self-quarantined shall be placed on paid leave, which will not be deducted from the member's sick, personal or extended illness leave.

5.2.2. Hybrid Teacher Working From Home

5.2.2.1. If a unit member must stay home because they may have been or were potentially exposed to the coronavirus on District property and are quarantined, can still work remotely and are not experiencing symptoms of COVID-19, they shall be permitted to do so. A substitute will be provided as required for the remainder of the employee's classes (e.g. at the

secondary level) that are not under quarantine restrictions. This substitute will only serve to provide in-person supervision. The unit member will continue to provide academic instruction through remote means.

- 5.2.2.2. If a unit member must stay home because they are quarantined, they will be provided hotspot access, if needed, to continue to work remotely.

5.3. Sick Leave

- 5.3.1. Bargaining unit members will have access to additional leave through The Families First Coronavirus Response Act (FFCRA).
- 5.3.2. When an employee is absent, or unavailable to students virtually, the employee shall enter their absence in Frontline.
- 5.3.3. Bargaining Unit Members will have discretion to use their full accumulated sick time to fill the gap between their FFCRA $\frac{2}{3}$ pay to their full pay for childcare. Bargaining Unit Members will continue to follow procedures for entering absences.

5.4. Workers Compensation

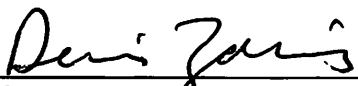
- 5.4.1. The policies and procedures of SB 1159 will be followed and implemented by the District.

5.5. Substitute Plan for Virtual Classes-

- 5.5.1. In anticipation of an absence requiring a substitute, the teacher will add the site's substitute manager to their Google Classroom. The teacher will enter the absence in Frontline and request a substitute. The substitute manager will make the substitute teacher a co-teacher in Google Classroom. The teacher will email lesson plans and an implementation plan to the substitute manager and substitute if known.

6. Conferring

- 6.1. All components of the current Collective Bargaining Agreement between the VCPTA and District not addressed by the terms of this MOU shall remain in full effect.
- 6.2. This agreement is a non-precedent setting.
- 6.3. Given the fast-changing nature of this pandemic, the Parties may amend, delete, or add to this agreement with mutual consent.
- 6.4. The Parties shall also reconvene in order to discuss, or if necessary, bargain the impacts and effects of, the implementation of any changes to this MOU that may be necessitated by updated regulations from the California Department of Education.
- 6.5. This Agreement shall expire in full without precedent on the last day of the 2020-2021 school year, unless extended by mutual written agreement.


FOR THE DISTRICT

10-2-2020
DATE


FOR THE ASSOCIATION

10/2/2020
DATE

TK-5 Hybrid

Monday		Tuesday/Thursday (Blue) Wednesday/Friday (Green)		
		7:30 - 8:00 Teachers in Classroom for Supervision over arriving students.		
8:00am - 8:45 am Morning Meeting with students		8:00 AM - 30 minutes	Morning Meeting Both Blue and Green	• Class Check-in • SEL Lessons
8:45 am -10:00 am Small Group/Intervention/Student Support/Office Hours		8:30 - 75 minutes	Grade Level Coordinated Instructional Block†	• Synchronous • Whole/Small Group
10:00-11:00 Staff Meeting, PLC, P.D.		Staggered Breaks by Site - Duty Free (15 minutes)	Staggered Breaks (10 minutes to take students to restroom and 15 recess break)	• Snack, Exercise
11 am- 3 pm	Provide Asynchronous Learning Activities to students to meet daily required instructional minutes. School Culture, Student Support, and Professional Growth • Minimum of 2 hours to classroom development in curriculum, instruction, and assessment (individually or collaboratively) • School Counselor led lessons • Clubs • SST • Extra Curriculars • Additional time for supporting students with IEPs and 504s • Parent Trainings • District/site provided professional development. • School Site Coordinated Activities • Parent contact • Holding some IEP's	10:10 - 75 minutes	Grade Level Coordinated Instructional Block†	• Synchronous • Whole/Small Group
		10 minutes (rotating bathroom break built within the day)	Break	• Snack, Exercise
		11:35 - 65 minutes	Grade Level Coordinated Instructional Block†	• Synchronous • Whole/small group
		12:40 ~20 minutes	Teachers Supervise Students Grab Lunch and Go home	
		~1:00 - 2:30	Teacher Lunch and Prep time	
		•PE throughout the week on a rotating schedule •Integrated ELD to be included throughout the day †Language Arts (including Designated ELD)/Science/Social Studies/Fine Arts/Mathematics. Instructional blocks need to be coordinated by grade level. •Staff meetings and PD (site or district) must be announced by 8 am on Monday morning and may occur in the 10:00 -11:00 Monday window.		

9-12 Hybrid

Monday		Tuesday & Thursday (Blue)		Wednesday & Friday (Green)	
8:00 - 9:45 am 15 minutes per period check-in (3 minute passing period) in 1-6 order		7:15 Teacher in classroom to supervise arriving students		7:15 Teacher in classroom to supervise arriving students	
9:45-10:45 Staff Meeting, PLC, P.D.		7:45 100 minutes	*1st Period	100 minutes	*2nd Period
School Culture, Student Support, and Professional Growth		9:25 15 minutes + 5 Min passing period	Break	15 minutes + 5 min passing period	Break
11am - 3pm	Provide Asynchronous Learning Activities to students to meet daily required instructional minutes. School Culture, Student Support, and Professional Growth • <i>Minimum of 2 hours for classroom development in curriculum, instruction, and assessment (individually or collaboratively)</i> • School Counselor led lessons • Clubs • SST • Extra Curriculars • Additional time for supporting students with IEPs and 504s • Parent Trainings • District/site provided professional development. • School Site Coordinated Activities • Parent contact • Holding some IEP's	9:45 105 minutes	*3rd Period	105 minutes	*4th Period
		11:30 30 mins + 5 min passing period	Lunch	30 mins + 5 min passing period	Lunch
		12:05 100 minutes	*5th Period	100 minutes	*6th Period
		*Synchronous time with @ home students is the first 15 minutes of class (green students on a blue day, blue students on a green day). • Staff meetings and PD (site or district) must be announced by 8 am on Monday morning and may occur in the 9:45 -10:45 Monday window. • School wide assemblies to occur will alter this schedule. Schedule will be published well in advance of assembly days.			

Grades 6-8 Hybrid

Monday		Tuesday & Thursday (Blue)		Wednesday & Friday (Green)	
8:00 - 9:45 am 15 minutes per period check-in (3 minute passing period) in 1-6 order		7:45 Teacher in classroom to supervise arriving students		7:45 Teacher in classroom to supervise arriving students	
9:45-10:45 Staff Meeting, PLC, P.D.		8:15 100 minutes	*1st Period	100 minutes	*2nd Period
School Culture, Student Support, and Professional Growth		9:55 15 minutes + 5 Min passing period	Break	15 minutes + 5 min passing period	Break
11am - 3pm	Provide Asynchronous Learning Activities to students to meet daily required instructional minutes. School Culture, Student Support, and Professional Growth • Minimum of 2 hours for classroom development in curriculum, instruction, and assessment (individually or collaboratively) • School Counselor led lessons • Clubs • SST • Extra Curriculars • Additional time for supporting students with IEPs and 504s • Parent Trainings • District/site provided professional development. • School Site Coordinated Activities • Parent contact • Holding some IEP's	10:15 105 minutes	*3rd Period	105 minutes	*4th Period
		12:00 30 mins + 5 min passing period	Lunch	30 mins + 5 min passing period	Lunch
		12:35 100 minutes	*5th Period	100 minutes	*6th Period
		*Synchronous time with @ home students is the first 15 minutes of class (green students on a blue day, blue students on a green day). • Staff meetings and PD (site or district) must be announced by 8 am on Monday morning and may occur in the 9:45 -10:45 Monday window. • School wide assemblies to occur will alter this schedule. Schedule will be published well in advance of assembly days.			

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☐ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Jon Petersen, Chief Business Officer

☒ **Information**

SUBJECT: Presentation Regarding Proposed Solar
Photovoltaic Systems – Power Purchase Agreement

☒ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: In recent years the Valley Center-Pauma Unified School District upgraded its energy efficiency and now wishes to obtain the best value it can for generated energy. The district wants to optimize the rates it pays for electricity through the purchase of energy generated from solar photovoltaic systems installed on selected district sites at a lower cost than it currently pays. The district requested proposals from qualified firms to finance, design, install, operate, and maintain PV systems on selected district sites.

REPORT/PROPOSAL: The district received proposals from four different firms in response to its RFP. In consultation with its consultant, a district management team completed its evaluation of the proposals and selected ForeFront Power as the finalist. Executives from ForeFront Power will make a presentation to the board regarding their proposal to build and finance solar PV systems through a Power Purchase Agreement at Valley Center High School, Valley Center Middle School, Valley Center Elementary School, and Valley Center Primary School.

FINANCIAL IMPACT: None at this time

RECOMMENDATION: It is recommended that the Board listen to the presentation and provide feedback and/or direction to the district administration.

❖ VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT ❖

MEETING DATE: October 8, 2020

☒ **Action**

TO: MEMBERS OF THE BOARD

☐ **First Reading**

FROM: Jon Petersen, Chief Business Officer

☐ **Information**

SUBJECT: Approve Resolution 2020-2021-06, Giving Notice
of the Intent to Grant an Easement to SDG&E

☒ **Presentation**

☐ **Public Hearing**

BACKGROUND INFORMATION: As part of its efforts to mitigate the risks of wildfire, San Diego Gas & Electric is making robust efforts to fire harden the power grid, especially to critical infrastructure that provide essential services such as schools. To that end, SDG&E is extending its fire hardening project along the Cole Grade Road corridor. Critical power lines will be placed underground along Cole Grade Road from Valley Center Road to the high school. This project will allow power lines to be placed underground that serve the interconnection points at Valley Center Elementary School, the District Office complex, Valley Center Primary School, and Valley Center High School. Once the fire hardening project is complete, these district facilities should not be affected by Public Safety Power Shutoffs (PSPS).

REPORT/PROPOSAL: Because there are multiple interconnection points and more than one customer for the underground work to be performed at 28751 Cole Grade Road (Valley Center Elementary School and the District Office complex), it will be necessary to grant SDG&E an easement in order for them to perform their work. The purpose of the easement is for maintenance and operation of underground facilities and appurtenances for the transmission and distribution of electricity and communication facilities, and appurtenances. This resolution states the district's intent to grant an easement to SDG&E. At the subsequent board meeting on November 12, 2020, the board will conduct a public hearing and consider approving a second board resolution that would authorize the dedication of the easement. After that approval, the superintendent or his designee will execute and record the actual Grant of Easement document at the county government.

FINANCIAL IMPACT: None

RECOMMENDATION: It is recommended the Board approve Resolution 2020-2021-06, giving notice of the intent to grant an easement to San Diego Gas & Electric.

**VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2020-2021-06**

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
VALLEY CENTER-PAUMA UNIFIED SCHOOL DISTRICT**

**GIVING NOTICE OF INTENT TO GRANT EASEMENT
TO SAN DIEGO GAS & ELECTRIC COMPANY**

WHEREAS, the San Diego Gas & Electric Company (“SDG&E”) has requested that the Valley Center-Pauma Unified School District (“District”) dedicate an easement (“Easement”) to SDG&E located upon a portion of the District’s property at 28751 Cole Grade Road, Valley Center, CA 92082. The purpose of the easement is for maintenance and operation of underground facilities and appurtenances for the transmission and distribution of electricity and communication facilities, and appurtenances. A legal description and a map depicting the location of the Easement are attached hereto as Exhibits “A-1, A-2, & A-3” (“Exhibits”) and incorporated herein; and

WHEREAS, the School District desires to provide a non-exclusive easement and right-of-way to SDG&E with regard to maintenance and operation of underground facilities and appurtenances for the transmission and distribution of electricity and communication facilities, and appurtenances for the right to construct, re-construct, remove and replace, renew and inspect, maintain, repair, improve and otherwise use the property described in the Exhibits for these purposes; and

WHEREAS, the School District and surrounding community will benefit from the dedication of the Easement to SDG&E by allowing SDG&E to operate and maintain the underground facilities and appurtenances which provides electrical services to the facilities located at 28751 Cole Grade Road; and

WHEREAS, pursuant to Education Code section 17556, the governing board of a school district may convey, for easement purposes associated with public utilities, any real property belonging to the school district upon such terms and conditions as the parties thereto may agree; and

WHEREAS, pursuant to Education Code section 17557, the School District’s Governing Board must, prior to dedicating an easement, adopt a resolution declaring its intention to dedicate such easement in a regular open meeting by two-thirds (2/3) vote of all of its members; and

WHEREAS, pursuant to Education Code section 17557, the School District’s Governing Board must fix a time at its regular place of meeting for a public hearing upon the question making the dedication of an easement; and

WHEREAS, pursuant to Education Code section 17558, the School District is required to post copies of this Resolution, signed by the board, in three (3) public places within the School District’s boundaries not less than ten (10) days before the public hearing, and publish notice once, not less than five (5) days before the public hearing in a newspaper of general circulation published in the district, if there is one, or, if there is no such newspaper published in the district, then in a newspaper published in the county which has a general circulation in the district; and

WHEREAS, the actual Grant of Easement document, which needs to be executed and recorded after the fixed date of November 12, 2020, for the Public Hearing and subsequent approval of the second required Board Resolution Authorizing the Dedication of the Easement, is attached hereto directly following this Resolution.

NOW, THEREFORE, BE IT RESOLVED THAT

Section 1. That the above recitals are all true and correct.

Section 2. That the School District's Board declares its intent to dedicate the Easement to SDG&E upon the terms and conditions set forth in the recitals.

Section 3. That the Board establishes November 12, 2020, for a public hearing on the question of the School District's intent to dedicate the Easement to SDG&E.

Section 4. The School District staff shall post this resolution in three (3) public places within the School District's boundaries and publish notice of the adoption of this resolution in compliance with Education Code section 17558.

APPROVED, PASSED AND ADOPTED by the Board of Education of the Valley Center-Pauma Unified School District this 8th day of October, 2020.

AYES: NOES:
ABSTAIN: ABSENT:

President of the Board of Education
Valley Center-Pauma Unified School District

STATE OF CALIFORNIA)

) ss.

COUNTY OF SAN DIEGO)

I, _____, Clerk of the Board of Education of the Valley Center-Pauma Unified School District of San Diego County, California, hereby certify that the above and foregoing Resolution was duly and regularly adopted by the said Board at a regular meeting thereof held on the 8th day of October, 2020, and passed by a _____ vote of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this day of October 8, 2020.

Clerk of the Board of Education
Valley Center-Pauma Unified School District

APN 188-240-01
VALLEY CENTER-PAUMA
UNIFIED SCHOOL DISTRICT

SEC 7 T11S R1W

72'

COLE GRADE ROAD

APN 188-240-18
VALLEY CENTER-PAUMA
UNIFIED SCHOOL DISTRICT

APN 188-240-87
COUNTY OF SAN DIEGO

APN 760-182-02
CAMPBELL JAMES

APN 188-240-82
VALLEY CENTER
COMMUNITY SERVICES
DISTRICT

"UTILITY FACILITIES"

APN 188-240-50
VALLEY CENTER-PAUMA UNIFIED SCHOOL
DISTRICT
GRANT DEED INFO:
F/P NO. 0003155
REC. 01-18-1974

N

188
24

EXHIBIT "A"

SHT 1 OF 1

SAN DIEGO GAS & ELECTRIC SAN DIEGO, CALIFORNIA C908 ROW ACQUISITION PAUMA UNIFIED SCHOOL DISTRICT 188-240-50 VALLEY CENTER				ORIGINATOR:	OK TO INSTALL:	PROJECT NO.		
				SURVEYED BY:	R/W OK:	-010		
				DRAWN BY:	DATE:	CONST. NO.		
				DATE:	THOS. BROS.	0000000		
				SCALE:	NONE	DRAWING NO.		
NO.	SUPPLEMENTS					DATE:	BY	APP'D

Strategic Undergrounding

Overview

As part of its ongoing efforts to reduce wildfire risk and the impact of Public Safety Power Shutoffs (PSPS) during extreme weather conditions, San Diego Gas & Electric® (SDG&E®) will undertake several projects to underground powerlines. Once completed, the undergrounding work will enable community facilities to remain powered during PSPS events.



Julian Undergrounding Project

Did you know?

- SDG&E has invested about \$2 billion in a variety of initiatives and technologies over the past decade to help prevent catastrophic wildfires.
- SDG&E currently owns and operates 190 weather stations measuring up to the minute weather conditions throughout our service territory.
- As part of our enhanced fire safety measures, SDG&E has converted over 24,000 wood poles to steel poles.

Strategic undergrounding of overhead power lines is one element of a multipronged approach to reducing wildfire risk. Over the past decade, SDG&E has implemented, and continues to improve, its comprehensive wildfire risk mitigation program. This includes significant investments to replace wood poles with fire-resistant steel poles; building a sophisticated weather monitoring network and fire and weather forecast models; updating operating protocols; and building partnerships to enhance the region's overall ability to respond to wildfires.

SDG&E's 2020 Wildfire Mitigation Plan outlines a suite of programs and initiatives that the company will undertake to continue to advance wildfire safety. One of those initiatives is strategic undergrounding of overhead power lines. Burying power lines removes the risk of these lines sparking fires during adverse weather events, but more importantly, buried lines can remain energized during Public Safety PSPS events, reducing the impact of power outages to fire prone communities.

About the project

The Strategic Undergrounding Program will provide heightened wildfire resiliency and electric reliability by undergrounding distribution lines near key community facilities.

There will be multiple construction locations and activities taking place simultaneously, with work hours, traffic control, and noise restrictions for each area dictated by the appropriate local jurisdiction. The existing overhead power lines will not be removed, as they will continue to power the remaining customers that are currently served by those overhead lines.

For additional Strategic Undergrounding information visit <https://www.sdge.com/undergrounding-overhead-powerlines>.

» Project benefits

- Increased resiliency and reliability of the electric system serving key community facilities in and around your area.
- Key community facilities can remain energized during a Public Safety Power Shutoff.

Construction details

While SDG&E's goal is to complete the project as quickly as possible to minimize impact on the community, rainstorms, and other unforeseen weather conditions could affect the construction schedule.

Construction crews will be working Monday through Saturday, 7:00 a.m. to 5:30 p.m. Motorists and residents can expect intermittent traffic along the construction routes during construction hours.

We will continue to work closely with local communities to ensure construction activities are as least disruptive as possible. SDG&E anticipates that traffic delays may occur due to occasional lane reductions, temporary restrictions or lane closures required during construction.

COVID-19

We take very seriously our responsibility to continue our operations and critical projects to ensure customers have safe and reliable energy services during this challenging time.

For more information

If you have questions or concerns, please contact SDG&E's Regional Public Affairs Manager, Todd Voorhees, at tvoorhees@sdge.com or by telephone at **(844) 765-6388**.

Recording Requested by
San Diego Gas & Electric Company

When recorded, mail to:

San Diego Gas & Electric Company
P O Box 129831, MS/CPA06
San Diego, CA 92123-9831
Attn: Real Estate Records - SD1170

SPACE ABOVE FOR RECORDER'S USE

Project No.: 3-308270

Const. No.: 3-308229

A.P.N.: 188-240-50 & 188-240-18

SR No. : 454287

Transfer Tax None

SAN DIEGO GAS & ELECTRIC COMPANY

RW

EASEMENT

VALLEY CENTER - PAUMA UNIFIED SCHOOL DISTRICT, a Governmental Agency (Grantor), grants to SAN DIEGO GAS & ELECTRIC COMPANY, a corporation (Grantee), an easement and right of way in, upon, over, under and across the lands hereinafter described, to erect, construct, change the size of, improve, reconstruct, relocate, repair, maintain and use facilities consisting of:

1. Underground facilities and appurtenances for the transmission and distribution of electricity.
2. Communication facilities, and appurtenances.

The above facilities will be installed at such locations and elevations upon, along, over and under the hereinafter described easement as Grantee may now or hereafter deem convenient or necessary. Grantee also has the right of ingress and egress, to, from and along this easement in, upon, over and across the hereinafter described lands. Grantee further has the right, but not the duty to clear and keep this easement clear from explosives, buildings, structures, and materials.

The property in which this easement and right of way is hereby granted is situated in the County of San Diego, State of California described as follows:

LEGAL DESCRIPTION OF PARCEL TO BE INSERTED HERE

The easement in the aforesaid property shall be a strip of land, including all of the area lying between the exterior sidelines, which sidelines shall be three (3) feet, measured at right angles, on each exterior side of each and every facility installed, the approximate location being shown and delineated as "UTILITY FACILITIES" on the Exhibit "A", attached hereto and made a part hereof.

In order to provide adequate working space for Grantee, Grantor shall not erect, place or construct, nor permit to be erected, placed or constructed any building or other structure, park any vehicle, deposit

any materials, plant any trees and/or shrubs or change ground elevation within eight (8) feet of the front of the door or hinged opening of any above ground facility installed within this easement.

Grantor grants to Grantee the right to erect and maintain on Grantor's property immediately adjacent to this easement retaining walls and/or protective barricades as may be necessary for Grantee's purposes.

Grantor shall not erect, place, or construct, nor permit to be erected, placed, or constructed, any building or other structure, plant any tree, drill, or dig any well, within this easement.

Grantor shall not increase or decrease the ground surface elevations within this easement after installation of Grantee's facilities, without prior written consent of Grantee, which consent shall not unreasonably be withheld.

Grantee shall have the right but not the duty, to trim or remove trees and brush along or adjacent to this easement and remove roots from within this easement whenever Grantee deems it necessary. Said right shall not relieve Grantor of the duty as owner to trim or remove trees and brush to prevent danger or hazard to property or persons.

CONDUITS CARRY HIGH VOLTAGE ELECTRICAL CONDUCTORS, therefore Grantor shall not make or allow any excavation or fill to be made within this easement WITHOUT FIRST NOTIFYING SAN DIEGO GAS & ELECTRIC COMPANY BY CALLING (619) 696-2000 and OBTAINING PERMISSION.

The legal description for this easement was prepared by San Diego Gas & Electric Company pursuant to Section 8730 of the Business and Professions Code, State of California.

This easement shall be binding upon and inure to the benefit of successors, heirs, executors, administrators, permittees, licensees, agents or assigns of Grantor and Grantee.

IN WITNESS WHEREOF, Grantor executed this instrument this _____ day of _____, 20_____.

VALLEY CENTER - PAUMA UNIFIED SCHOOL
DISTRICT, a Governmental Agency

By: _____

Name: _____

Title: _____

Prepared: PParr

Checked: _____

Date: 9/28/20

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA

COUNTY OF _____

On _____, before me _____,
(name, title of officer)

personally appeared _____,

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(Signature of Notary Public)

(Notary Seal)