

# **EXHIBIT A**

**April 14, 2021**

I. Purchase Orders	\$	520,979.28
II. Commercial Warrants	\$	1,994,298.49
III. Revolving Cash Fund Business I (March 31, 2021)	\$	597.09
IV. Revolving Cash Fund Business II (March 31, 2021)	\$	3.00
V. Purchasing Card Expenses February 2021	\$	3,324.28

## PO BOARD REPORT

**February 1, 2021 - February 28, 2021**

PO No.	PO Date	Supplier	PO Ref	Total by Account
0000008895	2/1/2021	EVERGREEN NURSERY	Plants and Grounds Supplies	\$1,631.25
0000008896	2/1/2021	ULINE	CNS/Jon H/Employee Ponchos	\$469.80
0000008897	2/2/2021	Learning A-Z	OW Castaneda	\$118.00
0000008898	2/2/2021	OFFICE DEPOT	BIZ - Office Depot	\$130.81
0000008899	2/2/2021	MONOPRICE, INC.	Kimball Sch./G. Marable	\$75.03
0000008900	2/2/2021	OFFICE DEPOT	Kimball Office	\$35.12
0000008901	2/2/2021	AMAZON.COM	SpEd Office OT Students	\$208.88
0000008902	2/2/2021	FUN AND FUNCTION	SpEd Office OT Students	\$274.01
0000008903	2/2/2021	PEARSON ASSESSMENT	Guberek SLP:Pearson Speech Kit	\$419.23
0000008904	2/2/2021	MONOPRICE, INC.	Ira Harbison Office	\$225.08
0000008905	2/2/2021	RGC General Engineering, Inc.	Basketball Court Repairs - IH	\$8,500.00
0000008906	2/2/2021	Riverside Insights	Riverside WCJ	\$809.43
0000008907	2/2/2021	CDW	SpEd Dept	\$219.82
0000008908	2/2/2021	LAKESHORE LEARNING MATERIALS	OW Vital - for both TK classes	\$1,311.21
0000008909	2/2/2021	Scholastic, Inc.	OW-Whitmore	\$352.56
0000008910	2/2/2021	LAKESHORE LEARNING MATERIALS	OW Rodgers -for Kinder classes	\$746.41
0000008911	2/2/2021	LAKESHORE LEARNING MATERIALS	OW Megahed -for 2nd Gr classes	\$623.57
0000008912	2/3/2021	LAKESHORE LEARNING MATERIALS	OW Cho - For Gr 3 classes	\$109.15
0000008913	2/3/2021	LAKESHORE LEARNING MATERIALS	OW Sanchez - Fr Gr 4 team	\$179.90
0000008914	2/3/2021	GOLD STAR FOODS	CNS/GOLD STAR/OPEN	\$400,000.00
0000008915	2/3/2021	AMAZON.COM	OW Megahed - For Gr 2 team	\$128.81
0000008916	2/3/2021	Zonar Connected	Zonar Annual Fee	\$5,929.26
0000008917	2/3/2021	AMAZON.COM	OW Carrillo - For Gr 1 team	\$1,054.13
0000008918	2/3/2021	Scholastic Book Clubs	OW Felker - For Gr 6 team	\$213.73
0000008919	2/3/2021	Scholastic Book Clubs	OW Curiel - For Gr 1 team	\$82.43
0000008920	2/3/2021	Scholastic Book Clubs	OW Lopez - For Gr 2 team	\$210.77
0000008921	2/3/2021	Scholastic Book Clubs	OW Reyes - For Gr 3 team	\$144.84
0000008922	2/3/2021	OFFICE DEPOT	Sp.Ed Office Supplies	\$72.84
0000008923	2/3/2021	CANCEL		\$0.00
0000008924	2/4/2021	HUNTER'S NURSERY, INC.	Plants and Grounds Supplies	\$2,175.00
0000008925	2/4/2021	STANDARD ELECTRONICS	OW Fire Alarm Reset	\$190.00

0000008926	2/8/2021	NATIONAL CITY TROPHY	Quote 6855 SpEd Office	\$51.12
0000008927	2/8/2021	OFFICE DEPOT	CN Nurse Concepcion	\$19.56
0000008928	2/9/2021	COUNTY OF SAN DIEGO	Unified Program Facility Prog.	\$1,132.00
0000008929	2/9/2021	DIALCOM SYSTEMS GROUP, INC.	Olivewood - Alarm Troubleshoot	\$718.75
0000008930	2/9/2021	COUNTY OF SAN DIEGO	CNS/Rancho Kitchen/Dept.Env.	\$291.00
0000008931	2/9/2021	P&R PAPER SUPPLY COMPANY INC	DISTRICT/PPE GLOVES	\$3,500.12
0000008932	2/9/2021	School Life a division of ImageStuff.Com	LA Student Rewards	\$1,004.92
0000008933	2/9/2021	LAKESHORE LEARNING MATERIALS	OW Reyes - For Gr 3 classes	\$197.79
0000008934	2/9/2021	AMAZON.COM	OW Felker - For Gr 6 team	\$234.70
0000008935	2/9/2021	OFFICE DEPOT	LA-Melasese	\$84.80
0000008936	2/10/2021	ALL AMERICAN PLASTIC & PACKAGING	CNS/Jon Hansen/TshirtBags Meal	\$198.80
0000008937	2/10/2021	WAXIE SANITARY SUPPLY	February 2021 Cust. Suppl.	\$21,535.25
0000008938	2/10/2021	Global Industrial	CNS/Jon H/Hand Truck Kimball	\$216.41
0000008939	2/10/2021	STAPLES BUSINESS ADVANTAGE	Sp.Ed.Dept.Office Supplies	\$38.03
0000008940	2/10/2021	DIFFERENT ROADS TO LEARNING	SpEd Dept Diff. Learn Protocol	\$3,419.59
0000008941	2/10/2021	Learning A-Z	OW Guzman Megahed for Gr 1 & 2	\$708.00
0000008942	2/10/2021	AMAZON.COM	LP-AMAZON SONIA RUAN	\$141.36
0000008943	2/10/2021	MONOPRICE, INC.	LA-ForElizabethAustin'sNewMAC	\$75.03
0000008944	2/10/2021	STAPLES BUSINESS ADVANTAGE	CN- Office Supplies	\$149.84
0000008945	2/10/2021	Quadient Finance USA	BIZ - Postage	\$8,000.00
0000008946	2/10/2021	School Specialty	Las Palmas-Maura Vega	\$327.84
0000008947	2/10/2021	BUS PARTS WAREHOUSE	Trans. Dept. Bus Parts	\$112.42
0000008948	2/10/2021	Scholastic Book Clubs	Invoice	\$15.74
0000008949	2/11/2021	DOOR-MAN	Aluminum Doors	\$604.65
0000008950	2/11/2021	ULINE	Bench Mounting Hardware	\$574.54
0000008951	2/16/2021	OFFICE DEPOT	STOCK GS1383- GS2628	\$3,120.46
0000008952	2/16/2021	SOUTHWEST SCHOOL&OFFICE SUPPLY	Stock GS3055 TAPE TRANSPARENT	\$375.19
0000008953	2/16/2021	SOUTHWEST SCHOOL&OFFICE SUPPLY	STCK GS0782 WHITEBRD CLEANER	\$154.21
0000008954	2/17/2021	School Specialty	Stock crayons GS0880	\$2,424.17
0000008955	2/17/2021	SOUTHWEST SCHOOL&OFFICE SUPPLY	Stock GS2600 scissors 5" point	\$3,704.90
0000008956	2/19/2021	ECONOMY RESTAURANT EQUIPMENT	CNS/Jon Hansen/Chest Freezer	\$1,509.83
0000008957	2/19/2021	SOUTHLAND TECHNOLOGY	Trans. Dept.(Candy)	\$1,484.69
0000008958	2/23/2021	WESTAIR GASES & EQUIPMENT	Maintenance Supplies - Open	\$1,087.50
0000008959	2/23/2021	DIXIELINE LUMBER & HOME CENTER	Maintenance Supplies - Open	\$2,718.75

0000008960	2/23/2021	SHERWIN-WILLIAMS - STORE 8171	Painting Supplies and Material	\$1,631.25
0000008961	2/24/2021	GNP Branded Gear	District/Children's Disp Masks	\$5,616.30
0000008962	2/25/2021	CABE SD SOUTH COUNTY CHAPTER	CABE Parent Registration-L.A.	\$100.00
0000008963	2/25/2021	PELLET.COM	OW Reyes - for Gr 3 team	\$121.00
0000008964	2/25/2021	MERCEDES BENZ OF SAN DIEGO	CNS/Sprinter Van/Repair	\$645.53
0000008965	2/26/2021	PAR INC	SpEd Dept SAED2 Kit	\$352.59
0000008966	2/26/2021	STAR Autism Support	SpEd Dept. STAR Autism Suppo	\$1,580.73
0000008967	2/26/2021	APPLE COMPUTER	LA-ElizabethAustin-MAClaptop	\$2,068.16
0000008968	2/26/2021	PEARSON ASSESSMENT	LP-TRU SPORTS GEAR	\$224.55
0000008969	2/26/2021	Placer County Office of Education	TPO- JO- 2021 Spring CA PBIS	\$160.00
0000008970	2/26/2021	Studies Weekly	OW Castaneda	\$1,608.09
0000008971	2/26/2021	Placer County Office of Education	PBIS Coalition Registration	\$80.00
0000008972	2/26/2021	AMAZON.COM	LA-Melanese-Ofc	\$485.61
0000008973	2/26/2021	HEINEMANN EDUCATIONAL BOOKS	I.H. Mr. Schall, Room 27	\$1,388.73
0000008974	2/26/2021	TECHNOLOGY INTEGRATION GROUP	TIG-Xirrus/CambiumPowerInjecto	\$4,605.89
0000008975	2/26/2021	Bjorem Speech Publications	BJOREM Speech for Linda LP	\$70.50
0000008976	2/26/2021	OFFICE DEPOT	Admin. Dept.-Vanessa C.	\$337.07
0000008977	2/26/2021	CANCEL		\$0.00
0000008978	2/26/2021	LAKESHORE LEARNING MATERIALS	OW McKinney - for Gr 5 team	\$885.08
0000008979	2/26/2021	PRO-ED, INC.	Pro-Ed DAYC-2 Protocols	\$52.25
0000008980	2/26/2021	OFFICE DEPOT	Special Ed InkSpecial Ed Ink	\$743.13
0000008981	2/26/2021	APPLE COMPUTER	MacBook Pro for Ravyn Reid	\$1,524.41
0000008982	2/26/2021	TFH SPECIAL NEEDS TOYS	Special Needs Toys for OT Lid	\$646.33
0000008983	2/26/2021	PARKHOUSE TIRE - SAN DIEGO	Parkhouse 4	\$161.67
0000008984	2/28/2021	Scholastic Book Clubs	OW Medigovich	\$337.82
0000008985	2/28/2021	Scholastic Book Clubs	OW Vazquez	\$264.85
0000008986	2/28/2021	LAKESHORE LEARNING MATERIALS	OW-MA Gr 4 team	\$997.08
0000008987	2/28/2021	Scholastic Book Clubs	OW Felker	\$251.82
0000008988	2/28/2021	Scholastic Book Clubs	OW Kmet	\$231.15
0000008989	2/28/2021	AMAZON.COM	LP-Digital Scale	\$32.61
0000008990	2/28/2021	LAKESHORE LEARNING MATERIALS	OW Jazo - for Kinder team	\$854.60
0000008991	2/28/2021	AMAZON.COM	OW De Anda	\$251.28
0000008992	2/28/2021	Apple Inc.	20-21AppleDeviceRepairs-LCEdSe	\$3,500.00
0000008993	2/28/2021	OFFICE DEPOT	Sp.Ed Ink Cartridges	\$990.84

0000008994	2/28/2021	KELLY PAPER	PRODLL-KP-021921	\$840.77
0000008995	2/28/2021	CAROLINA BIOLOGICAL SUPPLY	Owl Pellets IH C. Quiroga	\$167.20
0000008996	2/28/2021	Block and Company, Inc.	VanessaC/Supplies/Admin	\$525.00
0000008997	2/28/2021	AMAZON.COM	LP-Amazon Name Tags/Badges	\$72.36
<b>TOTAL FOR PERIOD</b>				<b>\$520,979.28</b>

## **Explanation of Columns for Commercial Warrants**

**Column A** is the Vendor Name.

**Column B** is the Warrant Number. When the number repeats, this signifies that warrant contains multiple invoices or multiple budget codes for items within the warrant. It does not mean this amount was paid each line.

**Column C** is the Warrant Amount. Please note when the warrant number repeats the amount is only paid once.

**Column D** is the Invoice Number. This may also repeat, but is only paid once. This is replicated when multiple budget codes are used for items within the warrant.

**Column E** is the Invoice Amount. This number may be replicated if the purchase order has multiple items purchased, however the amount is only paid once.

**Column F** is the Purchase Order Number.

**Column G** is the Distribution Amount. When added together, this will equal the warrant amount listed (or repeated) in column C.

**Column H-M** are the Budget Code charged for the line.

**Column N-O** are not used by the National School District in the budget code, however other districts in the county may use these fields within the county Peoplesoft system.

**A B C D E F G H I J K L M N O**

**02300: National School District**

**2021-02-25**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000049 - Fermina Lopez	14754335	136.19	FL Mileage Aug 2020 - Jan 2021	136.19		136.19	1200	5210000	0001	2700	5200500	000		
0000000077 - Terrie Logan	14754336	93.04	TL011121	93.04		93.04	0100	3215000	5001	2100	4300000	022		
AL0250 - ALL AMERICAN PLASTIC & PACKAGING	14754337	198.80	1220393	198.80	0000008936	198.80	0100	0000019	1110	1000	4300000	000		
AM0100 - AMAZON.COM	14754338	47.76	586693546799	47.76	0000008901	47.76	0100	3215000	5001	2100	4300000	022		
AP0053 - APPLE COMPUTER	14754339	747.32	AE24754302	597.00	0000008887	597.00	0100	3010100	1110	1000	4400380	300		
AP0053 - APPLE COMPUTER	14754339	747.32	AE27708888	52.50	0000008887	52.50	0100	3010100	1110	1000	4400380	300		
AP0053 - APPLE COMPUTER	14754339	747.32	AE25066174	97.82	0000008889	97.82	0100	6500500	5750	1110	4400380	022		
BU0175 - BUS PARTS WAREHOUSE	14754340	112.42	IN133315	112.42	0000008947	112.42	0100	0982000	0000	3600	4300000	038		
CO1317 - CDW	14754341	12,591.18	7982590	219.82	0000008907	219.82	0100	3215000	5001	2100	4300000	022		
CO1317 - CDW	14754341	12,591.18	8085046	10,230.46	0000008801	24.33	0100	0000019	0000	7700	4400380	055		
CO1317 - CDW	14754341	12,591.18	8085046	10,230.46	0000008801	30.00	0100	0000019	0000	7700	4400380	055		
CO1317 - CDW	14754341	12,591.18	8085046	10,230.46	0000008801	10,176.13	0100	0000019	0000	7700	4400380	055		
CO1317 - CDW	14754341	12,591.18	8151083	2,140.90	0000008801	725.38	0100	0000019	0000	7700	4400380	055		
CO1317 - CDW	14754341	12,591.18	8151083	2,140.90	0000008801	1,415.52	0100	0000019	0000	7700	4400380	055		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14754342	490.11	09-0242622	4.69	0000008516	4.69	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14754342	490.11	09-0242875	130.91	0000008516	130.91	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14754342	490.11	09-0242737	354.51	0000008516	354.51	0100	8150100	0000	8100	4300000	057		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14754343	1,509.83	CC181132	1,509.83	0000008956	120.00	1300	5310000	0000	3700	4300000	000		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14754343	1,509.83	CC181132	1,509.83	0000008956	1,389.83	1300	5310000	0000	3700	4300000	000		
EW0100 - Ewing Irrigation Products, Inc.	14754344	165.46	13464229	165.46	0000008648	165.46	0100	8150100	0000	8100	4300000	057		
FU1510 - FUN AND FUNCTION	14754345	306.76	489061	306.76	0000008902	73.04	0100	3215000	5001	2100	4300000	022		
FU1510 - FUN AND FUNCTION	14754345	306.76	489061	306.76	0000008902	233.72	0100	3215000	5001	2100	4300000	022		
KO161 - Konica Minolta Premier Finance	14754346	938.48	5013876887	938.48	0000008110	237.08	0100	1100699	1110	1000	5600200	666		
KO161 - Konica Minolta Premier Finance	14754346	938.48	5013876887	938.48	0000008110	701.40	0100	1100699	1110	1000	5600200	666		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	ADJ 2878060220	-494.87		-494.87	0100	9010999	1110	1000	4300000	300		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	13.03	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	18.48	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	21.74	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	21.74	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	21.74	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	3699140221	1,311.22	0000008908	32.61	0100	3010100	1110	1000	4300000	700		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	43.49	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	43.49	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	46.75	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	54.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	54.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	54.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	54.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	54.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	65.23	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	65.23	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	92.44	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	97.86	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	107.12	0100	3010100	1110	1000	4300000	700		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	108.73	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	125.06	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	36991402 21	1,311.22	00000089 08	162.05	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597502 21	746.40	00000089 10	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597502 21	746.40	00000089 10	195.72	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597502 21	746.40	00000089 10	260.97	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597502 21	746.40	00000089 10	282.72	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597602 21	623.57	00000089 11	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597602 21	623.57	00000089 11	130.47	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597602 21	623.57	00000089 11	486.11	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597802 21	109.15	00000089 12	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597802 21	109.15	00000089 12	17.36	0100	3010100	1110	1000	4300000	700		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597802 21	109.15	00000089 12	84.80	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597702 21	179.90	00000089 13	6.99	0100	3010100	1110	1000	4200000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14754347	2,475.37	37597702 21	179.90	00000089 13	172.91	0100	3010100	1110	1000	4200000	700		
ME0501 - Metro Refrigeration	14754348	188.81	19849-1	188.81	00000080 63	188.81	1300	5310000	0000	3700	5600000	000		
MO1000 - MONOPRICE, INC.	14754349	297.17	21258494	75.03	00000088 99	75.03	0100	0000100	1110	1000	4300000	400		
MO1000 - MONOPRICE, INC.	14754349	297.17	21256400	222.14	00000089 04	222.14	0100	3010100	1110	1000	4300000	300		
NA0925 - NATIONAL CITY TROPHY	14754350	51.11	73252	51.11	00000089 26	4.35	0100	6500000	5001	2100	4300000	022		
NA0925 - NATIONAL CITY TROPHY	14754350	51.11	73252	51.11	00000089 26	6.53	0100	6500000	5001	2100	4300000	022		
NA0925 - NATIONAL CITY TROPHY	14754350	51.11	73252	51.11	00000089 26	40.23	0100	6500000	5001	2100	4300000	022		
OP0130 - OPTIMUM FLOORCARE	14754351	1,094.74	473609	429.69	00000082 89	59.95	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14754351	1,094.74	473609	429.69	00000082 89	369.74	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14754351	1,094.74	473610	665.05	00000082 89	59.95	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14754351	1,094.74	473610	665.05	00000082 89	246.22	0100	0000644	0000	8100	4300000	056		
OP0130 - OPTIMUM FLOORCARE	14754351	1,094.74	473610	665.05	00000087 54	358.88	0100	0000644	0000	8100	4300000	056		
PE0071 - PEARSON ASSESSMENT	14754352	890.65	13433302	480.00	00000088 69	480.00	0100	3215000	5001	2100	4300000	022		
PE0071 - PEARSON ASSESSMENT	14754352	890.65	13658663	410.65	00000089 03	410.65	0100	3215000	5001	2100	4300000	022		
PI0625 - PIPS C/O KEENAN - SETECH	14754353	92,141.25	MT500 242640	92,141.25		92,141.25	0100	0000000			9910360			
PR0100 - P&R PAPER SUPPLY COMPANY INC	14754354	3,500.12	20269982-00	3,500.12	00000089 31	299.06	0100	0000019	1110	1000	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY	14754354	3,500.12	20269982-00	3,500.12	00000089 31	457.29	0100	0000019	1110	1000	4300000	000		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
INC														
PR0100 - P&R PAPER SUPPLY COMPANY INC	14754354	3,500.12	20269982-00	3,500.12	0000008931	914.59	0100	0000019	1110	1000	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14754354	3,500.12	20269982-00	3,500.12	0000008931	914.59	0100	0000019	1110	1000	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14754354	3,500.12	20269982-00	3,500.12	0000008931	914.59	0100	0000019	1110	1000	4300000	000		
SC0304 - SCHOLASTIC BOOK CLUBS	14754355	181.50	37322097	181.50	0000008918	0.01	0100	3010100	1110	1000	4200000	700		
SC0304 - SCHOLASTIC BOOK CLUBS	14754355	181.50	37322097	181.50	0000008918	22.50	0100	3010100	1110	1000	4200000	700		
SC0304 - SCHOLASTIC BOOK CLUBS	14754355	181.50	37322097	181.50	0000008918	69.00	0100	3010100	1110	1000	4200000	700		
SC0304 - SCHOLASTIC BOOK CLUBS	14754355	181.50	37322097	181.50	0000008918	89.99	0100	3010100	1110	1000	4200000	700		
SC0850 - SCHOOL SERVICES OF CALIFORNIA,	14754356	1,920.00	W112392-IN	960.00	0000008720	960.00	0100	0000623	0000	7200	5200000	000		
SC0850 - SCHOOL SERVICES OF CALIFORNIA,	14754356	1,920.00	W112391-IN	240.00	0000008841	240.00	0100	0000623	0000	7200	5200000	000		
SC0850 - SCHOOL SERVICES OF CALIFORNIA,	14754356	1,920.00	W112390-IN	720.00	0000008879	720.00	0100	0000623	0000	7200	5200000	000		
SE0250 - 701 NATIONAL CITY BLVD FUND	14754357	28,137.71	041421	28,137.71		28,137.71	6200	0000000	0000	8700	5600400	062		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14754358	256.20	7066-7	187.80	0000008265	187.80	0100	8150100	0000	8100	4300000	057		
SH0300 - SHERWIN-WILLIAMS - STORE 8171	14754358	256.20	7129-3	68.40	0000008265	68.40	0100	8150100	0000	8100	4300000	057		
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	0.00	0100	0000019	1110	1000	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	20.00	0100	0000019	1110	1000	4400380	222		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	326.25	0100	0000019	1110	1000	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	740.00	0100	0000019	1110	1000	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	935.25	0100	0000019	1110	1000	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14754359	8,752.78	SI-83447	8,752.78	0000008435	6,731.28	0100	0000019	1110	1000	4400380	222		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14754360	5.33	5390452	1.31	0000008271	0.65	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14754360	5.33	5390452	1.31	0000008271	0.66	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14754360	5.33	5390453	4.02	0000008272	2.01	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14754360	5.33	5390453	4.02	0000008272	2.01	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14754361	662.03	436283709	662.03		19.72	0100	1100699	1110	1000	5600200	225		
TO0115 - TOSHIBA FINANCIAL SERVICES	14754361	662.03	436283709	662.03	0000008280	212.03	0100	1100699	1110	1000	5600200	225		
TO0115 - TOSHIBA FINANCIAL SERVICES	14754361	662.03	436283709	662.03	0000008336	430.28	0100	1100699	1110	1000	5600200	333		
UL0080 - ULINE	14754362	486.31	129995823	486.31	0000008896	486.31	0100	0000019	1110	1000	4300000	000		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	1,818.93	0100	0000665	0000	8100	5500500	000		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.44	0100	0000665	0000	8100	5500500	111		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.44	0100	0000665	0000	8100	5500500	222		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.44	0100	0000665	0000	8100	5500500	225		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	166.27	0100	0000665	0000	8100	5500500	333		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.91	0100	0000665	0000	8100	5500500	444		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.91	0100	0000665	0000	8100	5500500	555		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.91	0100	0000665	0000	8100	5500500	666		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.91	0100	0000665	0000	8100	5500500	777		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	212.04	0100	0000665	0000	8100	5500500	888		
UN0900 - UNIFIRST CORPORATION	14754363	3,467.11	8610 Jan 2021	3,467.11	0000008610	158.91	0100	0000665	0000	8100	5500500	999		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14754364	215.76	A281362	215.76	0000008813	215.76	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14754365	552.40	11189790	61.28	0000008266	61.28	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14754365	552.40	11189804	491.12		206.63	0100	8150100	0000	8100	4300000	057		
WE1100 - WESTAIR GASES & EQUIPMENT	14754365	552.40	11189804	491.12	0000008266	284.49	0100	8150100	0000	8100	4300000	057		
XE0100 - XEROX CORPORATION	14754366	267.87	012663246	267.87	0000007980	89.28	0100	0000421	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14754366	267.87	012663246	267.87	0000007980	89.31	0100	0980000	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14754366	267.87	012663246	267.87	0000007980	89.28	0100	0000616	0000	7100	5600200	010		

Business Unit Total: \$162,881.57

<b>0100</b>	<b>\$ 132,909.03</b>
<b>1200</b>	<b>\$ 136.19</b>
<b>1300</b>	<b>\$ 1,698.64</b>
<b>6200</b>	<b>\$ 28,137.71</b>
<b>TOTAL:</b>	<b>\$ 162,881.57</b>

**02300: National School District**

**2021-03-01**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
BO0800 - BOYS & GIRLS CLUB	14755404	52,599.91	2020-21-6A	27,379.42		21,355.95	6200	3220000	1110	1000	5800100	062		
BO0800 - BOYS & GIRLS CLUB	14755404	52,599.91	2020-21-6A	27,379.42	0000008166	6,023.47	6200	6010000	1110	1000	5800100	062		
BO0800 - BOYS & GIRLS CLUB	14755404	52,599.91	2020-21-7A	25,220.49	0000008166	25,220.49	6200	6010000	1110	1000	5800100	062		
CO1317 - CDW	14755405	17,090.58	3326219	2,644.39	0000008549	2,644.39	0100	0000019	1110	1000	4300000	111		
CO1317 - CDW	14755405	17,090.58	3275416	2,154.69	0000008550	2,154.69	0100	0000019	1110	1000	4300000	222		
CO1317 - CDW	14755405	17,090.58	3326217	1,322.19	0000008553	1,322.19	0100	0000019	1110	1000	4300000	333		
CO1317 - CDW	14755405	17,090.58	3326215	2,399.54	0000008555	636.61	0100	0000019	1110	1000	4300000	555		
CO1317 - CDW	14755405	17,090.58	3326215	2,399.54	0000008555	1,762.93	0100	0000019	1110	1000	4300000	555		
CO1317 - CDW	14755405	17,090.58	3326214	1,909.83	0000008556	1,909.83	0100	0000019	1110	1000	4300000	666		
CO1317 - CDW	14755405	17,090.58	3326226	2,105.72	0000008558	2,105.72	0100	0000019	1110	1000	4300000	777		
CO1317 - CDW	14755405	17,090.58	3326223	1,126.31	0000008559	1,126.31	0100	0000019	1110	1000	4300000	888		
CO1317 - CDW	14755405	17,090.58	3326225	2,105.72	0000008560	2,105.72	0100	0000019	1110	1000	4300000	999		
CO1317 - CDW	14755405	17,090.58	3326224	1,322.19	0000008561	1,322.19	0100	0000019	1110	1000	4300000	225		
EW0100 - Ewing Irrigation Products, Inc.	14755406	1,450.63	13511778	1,450.63	0000008648	1,450.63	0100	8150100	0000	8100	4300000	057		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14755407	9,112.50	CT3415188491	9,112.50		9,112.50	0100	0000129	0000	7100	5800700	010		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14755408	10,397.00	CT3415189085	10,397.00		10,397.00	0100	0000129	0000	7100	5800700	010		
FR0200 - FRUTH GROUP	14755409	567.30	445910	105.78	0000008024	9.89	0100	0980000	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14755409	567.30	445910	105.78	0000008024	42.99	0100	0980000	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14755409	567.30	445910	105.78	0000008024	9.90	0100	3010100	1110	1000	4400000	900		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
FR0200 - FRUTH GROUP	14755409	567.30	445910	105.78	000008024	43.00	0100	3010100	1110	1000	4400000	900		
FR0200 - FRUTH GROUP	14755409	567.30	445912	153.84	000008127	153.84	0100	1100699	1110	1000	5600200	111		
FR0200 - FRUTH GROUP	14755409	567.30	445913	153.84	000008128	153.84	0100	1100699	1110	1000	5600200	555		
FR0200 - FRUTH GROUP	14755409	567.30	445911	153.84	000008138	65.79	0100	0980000	1110	1000	5600200	600		
FR0200 - FRUTH GROUP	14755409	567.30	445911	153.84	000008138	88.05	0100	0980000	1110	1000	5600200	600		
GL0100 - Global Industrial	14755410	216.41	117309801	216.41	000008938	216.41	1300	5310000	0000	3700	4300000	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124133	182.29	000008177	12.42	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124133	182.29	000008177	169.87	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124134	182.29	000008177	12.42	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124134	182.29	000008177	169.87	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124135	739.34	000008177	298.70	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124135	739.34	000008177	440.64	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124136	533.41	000008177	236.81	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14755411	1,637.33	SS100124136	533.41	000008177	296.60	0100	0983000	5001	3600	4400000	038		
KO161 - Konica Minolta Premier Finance	14755412	125.04	5013925698	125.04	000008891	57.69	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14755412	125.04	5013925698	125.04	000008891	67.35	0100	1100699	1110	1000	5600200	555		
LE0400 - Learning A-Z	14755413	708.00	3426704	708.00	000008941	708.00	0100	0980000	1110	1000	4300300	700		
OF0075 - OFFICE DEPOT	14755414	434.95	156524012001	434.95	000008064	434.95	1300	5310000	0000	3700	4300000	000		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OF0075 - OFFICE DEPOT	14755415	2,819.52	155851854001	839.46	0000008789	209.87	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	155851854001	839.46		629.59	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	152490420001	1,999.09	0000008838	999.54	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	152490420001	1,999.09	0000008838	999.55	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	152494224001	334.91	0000008838	334.91	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	152494227001	419.73	0000008838	419.73	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	154509455001	7.06	0000008898	7.06	0100	0000623	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14755415	2,819.52	154513012001	102.01	0000008898	102.01	0100	0000623	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14755415	2,819.52	154513017001	21.74	0000008898	21.74	0100	0000623	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14755415	2,819.52	155739984001	36.20	0000008900	36.20	0100	0000460	0000	2700	4300000	400		
OF0075 - OFFICE DEPOT	14755415	2,819.52	156931575001	39.88	0000008922	18.98	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	156931575001	39.88	0000008922	20.90	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	154803130001	18.98	0000008927	18.98	0100	0000500	0000	3140	4300000	022		
OF0075 - OFFICE DEPOT	14755415	2,819.52	ADJ 15524663 2001	-999.54		-999.54	0100	0000019	5001	1190	4300000	022		
SO0100 - SC Commerical, LLC.	14755416	869.58	1818769-IN	869.58	0000008892	869.58	0100	0000660	0000	8100	4300560	057		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14755417	530.05	PIN/V0783181	375.84	0000008952	375.84	0100	0000626	0000	7200	4300990	000		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14755417	530.05	PIN/V0783183	154.21	0000008953	154.21	0100	0000626	0000	7200	4300990	000		
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14755418	554.63	RI794051	554.63	0000008791	277.31	0100	0000019	1110	1000	4300000	000		
SO2900 - SOUTHWEST	14755418	554.63	RI794051	554.63	0000008791	277.32	0100	0000019	1110	1000	4300000	000		

Report ID: APX2030

PeopleSoft Accounts Payable  
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Run Date 3/1/2021  
Run Time 8:08:01 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
MOBILE STORAGE, INC														
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14755419	86.49	5392697	86.49		86.49	0100	0000737	8100	5000	5600200	021		
UL0080 - ULINE	14755420	574.54	13027299 2	574.54	00000089 50	30.79	0100	8150100	0000	8100	4300000	057		
UL0080 - ULINE	14755420	574.54	13027299 2	574.54	00000089 50	543.75	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$99,774.46

0100	\$ 46,523.19
1300	\$ 651.36
6200	\$ 52,599.91
<b>TOTAL:</b>	<b>\$ 99,774.46</b>

**02300: National School District**

**2021-03-03**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
000000127 - Lida Ramos	14756241	20.60	LR022321	20.60		20.60	0100	6500500	5760	1130	4300000	022		
AC0450 - ACCI Roofing Services	14756242	89,181.00	CT3734 3	89,181.00		89,181.00	4000	0000000	0000	8500	6200000	000		
AP0053 - APPLE COMPUTER	14756243	1,130.66	AE252363 83	149.00	00000088 89	149.00	0100	6500500	5750	1110	4400380	022		
AP0053 - APPLE COMPUTER	14756243	1,130.66	AE281420 90	981.66	00000088 89	4.00	0100	6500500	5750	1110	4400380	022		
AP0053 - APPLE COMPUTER	14756243	1,130.66	AE281420 90	981.66	00000088 89	977.66	0100	6500500	5750	1110	4400380	022		
CA0054 - CABE SD SOUTH COUNTY CHAPTER	14756244	600.00	Invoice #1 Dated: 2/10/21	500.00	00000088 65	500.00	0100	3010100	1110	1000	5200000	400		
CA0054 - CABE SD SOUTH COUNTY CHAPTER	14756244	600.00	Inv #2 Dated: 2/10/21	100.00	00000088 06	100.00	0100	3010100	1110	1000	5200000	500		
CO1317 - CDW	14756245	429.74	6732078	429.74	00000086 53	71.62	0100	0000019	0001	1000	4300000	028		
CO1317 - CDW	14756245	429.74	6732078	429.74	00000086 53	358.12	0100	0000019	0001	1000	4300000	028		
CR0400 - Creative Images	14756246	2,000.00	CT3567 200904	2,000.00		2,000.00	0100	0000615	0000	7100	5800000	010		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		2,957.00	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	111		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		45.00	0100	0000665	0000	8100	5500400	222		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		45.00	0100	0000665	0000	8100	5500400	225		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	333		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3	3,302.00		30.00	0100	0000665	0000	8100	5500400	444		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CORPORATION			102934 022821											
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	555		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	666		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	777		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		30.00	0100	0000665	0000	8100	5500400	888		
ED0300 - EDCO DISPOSAL CORPORATION	14756247	3,302.00	MT401-2 17-F3 102934 022821	3,302.00		45.00	0100	0000665	0000	8100	5500400	999		
J10400 - LogMeln Communications, Inc.	14756248	11,230.51	CT3365 IN7100256 381	11,230.51		11,230.51	0100	0000665	0000	8100	5900100	000		
KO161 - Konica Minolta Premier Finance	14756249	180.05	43676889 9	180.05	00000081 24	30.00	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14756249	180.05	43676889 9	180.05	00000081 24	150.05	0100	1100699	1110	1000	5600200	777		
KO161 - Konica Minolta Premier Finance	14756250	362.40	50139628 93	184.04	00000083 09	61.35	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14756250	362.40	50139628 93	184.04	00000083 09	122.69	0100	1100699	1110	1000	5600200	555		
KO161 - Konica Minolta Premier Finance	14756250	362.40	50139634 22	178.36	00000088 90	78.42	0100	0000623	0000	7200	5600200	000		
KO161 - Konica Minolta Premier Finance	14756250	362.40	50139634 22	178.36	00000088 90	99.94	0100	0000623	0000	7200	5600200	000		
MO1420 - More Direct	14756251	297.29	6802908	297.29	00000088 66	297.29	0100	6500000	5001	2100	4300000	022		
NA0076 - NAPA AUTO PARTS	14756252	543.99	3930- 321752	165.06	00000088 14	165.06	0100	0000660	0000	8100	4300000	057		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
NA0076 - NAPA AUTO PARTS	14756252	543.99	3930-321754	38.76	0000008814	38.76	0100	0000660	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14756252	543.99	3930-322529	107.14	0000008814	107.14	0100	0000660	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14756252	543.99	3930-323731	233.03	0000008814	233.03	0100	0000660	0000	8100	4300000	057		
NI0200 - Miriam Nenner Enterprises	14756253	2,000.00	CT378676-29782	2,000.00		2,000.00	0100	0980360	8100	5000	5800000	020		
OF0075 - OFFICE DEPOT	14756254	4,606.33	153793053001	990.84		990.84	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14756254	4,606.33	158621753001	2,640.00	0000008951	2,640.00	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14756254	4,606.33	158953203001	75.30	0000008064	75.30	1300	5310000	0000	3700	4300000	000		
OF0075 - OFFICE DEPOT	14756254	4,606.33	158257372001	419.73		419.73	0100	0000019	5001	1190	4300000	022		
OF0075 - OFFICE DEPOT	14756254	4,606.33	158622629001	480.46	0000008951	480.46	0100	0000626	0000	7200	4300990	000		
PA0200 - PACIFIC LAWN MOWER WORKS	14756255	208.28	69460	25.61	0000008350	25.61	0100	8150100	0000	8100	4300000	057		
PA0200 - PACIFIC LAWN MOWER WORKS	14756255	208.28	69829	182.67	0000008350	182.67	0100	8150100	0000	8100	4300000	057		
RR0200 - R&R Controls, Inc.	14756256	340.00	24398	340.00	0000008530	340.00	0100	8150100	0000	8100	4300000	057		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		7,808.01	0100	0000665	0000	8100	5500100	000		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		5,364.43	0100	0000665	0000	8100	5500100	111		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		4,484.92	0100	0000665	0000	8100	5500100	333		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		5,392.67	0100	0000665	0000	8100	5500100	555		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		3,305.80	0100	0000665	0000	8100	5500100	666		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107022321	34,296.49		2,868.42	0100	0000665	0000	8100	5500100	888		
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	27485644107	34,296.49		5,072.24	0100	0000665	0000	8100	5500100	999		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
			022321											
SA1200 - SAN DIEGO GAS & ELECTRIC	14756257	34,296.49	2748564 410 7 022321	34,296.49		0.00	0100	9010377	0001	8100	5500100	000		
TM0100 - T-Mobile for Government	14756258	14,937.68	96906219 5 Due: 3/13/21	14,937.68	00000082 50	14,937.68	0100	0000019	1110	1000	5900000	020		
TO0112 - TOSHIBA FINANCIAL SERVICES	14756259	511.13	50139986 89	511.13	00000081 39	85.18	0100	1100699	1110	1000	5600200	999		
TO0112 - TOSHIBA FINANCIAL SERVICES	14756259	511.13	50139986 89	511.13	00000081 39	425.95	0100	1100699	1110	1000	5600200	999		
TO0115 - TOSHIBA FINANCIAL SERVICES	14756260	315.70	43689936 3	153.39	00000081 41	153.39	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14756260	315.70	43676104 3	162.31	00000087 57	81.15	0100	0000660	0000	8100	5600200	057		
TO0115 - TOSHIBA FINANCIAL SERVICES	14756260	315.70	43676104 3	162.31	00000087 57	81.16	0100	0000660	0000	8100	5600200	057		
US0230 - US BANK EQUIPMENT FINANCE	14756261	840.56	43651785 8	840.56	00000081 64	840.56	6200	0000000	0000	2700	5600200	062		
VA0050 - VALLEY INDUSTRIAL SPECIALTIES	14756262	344.24	A281596	344.24	00000088 13	344.24	0100	8150100	0000	8100	4300000	057		
WA1175 - WAXIE SANITARY SUPPLY	14756263	817.09	79679856	817.09		817.09	0100	7420000	0000	8100	4300000	028		
XE0120 - XEROX FINANCIAL SERVICES	14756264	837.38	2503499	837.38	00000081 87	93.05	0100	0000625	0000	7200	5600200	020		
XE0120 - XEROX FINANCIAL SERVICES	14756264	837.38	2503499	837.38	00000081 87	744.33	0100	0000625	0000	7200	5600200	020		

Business Unit Total: \$169,333.12

0100	\$ 79,236.26
1300	\$ 75.30
4000	\$ 89,181.00
6200	\$ 840.56
<b>TOTAL:</b>	<b>\$ 169,333.12</b>

**02300: National School District**

**2021-03-08**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000067 - Jennifer Reynolds	14757444	106.00	JR020421	106.00		15.00	0100	0000440	0000	2420	4200500	200		
0000000067 - Jennifer Reynolds	14757444	106.00	JR020421	106.00		91.00	0100	0100200	1110	1000	4300000	200		
0000000160 - Teresa Cardenas	14757445	123.19	TC21721-1	21.34		21.34	0100	0000100	1110	1000	4300000	200		
0000000160 - Teresa Cardenas	14757445	123.19	TC21721-2	19.68		19.68	0100	0000100	1110	1000	4300000	200		
0000000160 - Teresa Cardenas	14757445	123.19	TC21721-3	57.72		57.72	0100	0000100	1110	1000	4300000	200		
0000000160 - Teresa Cardenas	14757445	123.19	TC21721-4	24.45		24.45	0100	0000100	1110	1000	4300000	200		
AP0053 - APPLE COMPUTER	14757446	5,554.99	AE25789077	5,554.99	0000008887	12.00	0100	3010100	1110	1000	4400380	300		
AP0053 - APPLE COMPUTER	14757446	5,554.99	AE25789077	5,554.99	0000008887	5,542.99	0100	3010100	1110	1000	4400380	300		
AP0056 - Apple Inc.	14757447	1,078.00	AE25111308 - AE25111498	1,078.00	0000008992	1,078.00	0100	7420000	1110	1000	5600050	020		
BA0700 - Banyan Tree Educational Services	14757448	1,497.20	CT378012632	709.20		709.20	0100	6500000	5770	1110	5800000	022		
BA0700 - Banyan Tree Educational Services	14757448	1,497.20	CT378012678	788.00		788.00	0100	6500000	5770	1110	5800000	022		
CO1317 - CDW	14757449	55,500.00	8591423	55,500.00	0000008734	45.00	0100	0000019	1110	1000	4400380	020		
CO1317 - CDW	14757449	55,500.00	8591423	55,500.00	0000008734	55,455.00	0100	0000019	1110	1000	4400380	020		
DE0220 - KING BUSINESS SERVICES, INC.	14757450	691.10	158744	598.60	0000008847	598.60	0100	0000660	0000	8100	5600150	057		
DE0220 - KING BUSINESS SERVICES, INC.	14757450	691.10	159113	92.50	0000008847	92.50	0100	0000660	0000	8100	5600150	057		
GN0100 - GNP Branded Gear	14757451	5,178.80	75213-1	5,178.80	0000008961	178.80	0100	0000019	1110	1000	4300000	000		
GN0100 - GNP Branded Gear	14757451	5,178.80	75213-1	5,178.80	0000008961	5,000.00	0100	0000019	1110	1000	4300000	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14757452	364.58	SS100124247	182.29	0000008178	12.42	0100	0982000	0000	3600	5600100	038		



PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HA1525 - HAWTHORNE POWER SYSTEMS	14757452	364.58	SS100124 247	182.29	00000081 78	169.87	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14757452	364.58	SS100124 248	182.29	00000081 78	12.42	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14757452	364.58	SS100124 248	182.29	00000081 78	169.87	0100	0982000	0000	3600	5600100	038		
ME0200 - MeBe San Dlego, LLC.	14757453	600.00	CT3787 3290186	600.00		600.00	0100	6500000	5001	3150	5800000	022		
MO1000 - MONOPRICE, INC.	14757454	75.03	21308061	75.03	00000089 43	75.03	0100	3010100	1110	1000	4300000	600		
OF0075 - OFFICE DEPOT	14757455	84.80	15853142 7001	84.80	00000089 35	84.80	0100	3010100	1110	1000	4300000	600		
OR0500 - ORKIN EXTERMINATING INC	14757456	418.00	NATLSDC NS0221	418.00	00000080 65	418.00	1300	5310000	0000	3700	5600000	000		
PA1120 - PARKHOUSE TIRE - SAN DIEGO	14757457	161.67	30103335 8	161.67		12.42	0100	0983000	5001	3600	4300000	038		
PA1120 - PARKHOUSE TIRE - SAN DIEGO	14757457	161.67	30103335 8	161.67	00000089 83	149.25	0100	0983000	5001	3600	4300000	038		
SA0280 - SAMBASAFETY	14757458	45.83	INV00566 836	45.83		45.83	0100	0982000	0000	3600	5600100	038		
SC0304 - Scholastic Book Clubs	14757459	324.62	47546524	76.13	00000089 19	0.01	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47546524	76.13	00000089 19	76.12	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47557787	17.40	00000089 20	17.40	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47557788	79.93	00000089 20	79.93	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47557789	17.40	00000089 20	17.40	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545156	18.48	00000089 21	5.98	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545156	18.48	00000089 21	12.50	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545157	80.48	00000089 21	38.61	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545157	80.48	00000089 21	41.87	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545158	4.90	00000089 21	4.90	0100	3010100	1110	1000	4200000	700		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0304 - Scholastic Book Clubs	14757459	324.62	47545159	29.90	0000008921	0.01	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14757459	324.62	47545159	29.90	0000008921	29.89	0100	3010100	1110	1000	4200000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	4.48	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	4.48	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	5.60	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	6.68	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	7.78	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	7.84	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	7.84	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.07	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.09	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.09	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.09	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.09	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	10.09	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	11.21	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	12.33	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	12.33	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	15.14	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	16.82	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	17.16	0100	3010100	1110	1000	4300000	700		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	17.16	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	18.12	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	18.18	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	19.18	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	20.19	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	20.19	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	20.19	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	20.19	0100	3010100	1110	1000	4300000	700		
SC0327 - Scholastic, Inc.	14757460	363.80	27225579	363.80	0000008909	20.19	0100	3010100	1110	1000	4300000	700		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83475	1,117.32	0000008514	0.00	0100	0000019	0000	2420	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83475	1,117.32	0000008514	5.00	0100	0000019	0000	2420	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83475	1,117.32	0000008514	303.41	0100	0000019	0000	2420	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83475	1,117.32	0000008514	808.91	0100	0000019	0000	2420	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	0.00	0100	0000019	1110	1000	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	15.00	0100	0000019	1110	1000	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	244.69	0100	0000019	1110	1000	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	555.00	0100	0000019	1110	1000	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	714.49	0100	0000019	1110	1000	4400380	666		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83483	6,577.63	0000008453	5,048.45	0100	0000019	1110	1000	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	0.00	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	45.00	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	326.25	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	1,665.00	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	2,104.31	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83482	19,285.94	0000008454	15,145.38	0100	0000019	1110	1000	4400380	777		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	0.00	0100	0000019	1110	1000	4400380	999		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	35.00	0100	0000019	1110	1000	4400380	999		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	570.94	0100	0000019	1110	1000	4400380	999		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	1,295.00	0100	0000019	1110	1000	4400380	999		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	1,636.69	0100	0000019	1110	1000	4400380	999		
SO1330 - SOUTHLAND TECHNOLOGY	14757461	42,298.25	SI-83480	15,317.36	0000008455	11,779.73	0100	0000019	1110	1000	4400380	999		
ST0585 - STAPLES BUSINESS ADVANTAGE	14757462	97.39	3470476962	97.39	0000008944	12.93	0100	0000460	0000	2700	4300000	100		
ST0585 - STAPLES BUSINESS ADVANTAGE	14757462	97.39	3470476962	97.39	0000008944	14.59	0100	0000460	0000	2700	4300000	100		
ST0585 - STAPLES BUSINESS ADVANTAGE	14757462	97.39	3470476962	97.39	0000008944	21.20	0100	0000460	0000	2700	4300000	100		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ST0585 - STAPLES BUSINESS ADVANTAGE	14757462	97.39	3470476962	97.39	0000008944	22.28	0100	0000460	0000	2700	4300000	100		
ST0585 - STAPLES BUSINESS ADVANTAGE	14757462	97.39	3470476962	97.39	0000008944	26.39	0100	0000460	0000	2700	4300000	100		
TM0100 - T-Mobile for Government	14757463	2,288.00	969880122 Due: 3/13/21	2,288.00	0000008250	2,288.00	0100	0000019	1110	1000	5900000	020		
TO0115 - TOSHIBA FINANCIAL SERVICES	14757464	378.59	437221450	378.59	0000008143	189.29	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14757464	378.59	437221450	378.59	0000008145	189.30	0100	1100699	1110	1000	5600200	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		48.35	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		48.35	0100	9065100	1110	1000	5100000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		48.35	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	444		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	888		
YM0021 - YMCA OF SAN DIEGO COUNTY	14757465	457.11	CT3045528	457.11		44.58	0100	9065100	1110	1000	5100000	999		
ZI0100 - Zingprint	14757466	277.05	31171	277.05	0000008826	59.26	0100	0000618	0000	7100	4400380	012		
ZI0100 - Zingprint	14757466	277.05	31171	277.05	0000008826	40.00	0100	0000618	0000	7100	4400380	013		
ZI0100 - Zingprint	14757466	277.05	31171	277.05	0000008826	59.26	0100	0000618	0000	7100	4400380	013		
ZI0100 - Zingprint	14757466	277.05	31171	277.05	0000008826	59.27	0100	0000618	0000	7100	5200000	005		
ZI0100 - Zingprint	14757466	277.05	31171	277.05	0000008826	59.26	0100	0000618	0000	7100	5200000	007		

Report ID: APX2030

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Page No. 60  
Run Date 3/8/2021  
Run Time 8:03:59 AM

Business Unit Total: \$117,964.00

0100	\$ 117,546.00
1300	\$ 418.00
<b>TOTAL:</b>	<b>\$ 117,964.00</b>

**02300: National School District**

**2021-03-11**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
000000013 - Lorena Dambois	14758559	12.60	LD030221	12.60		12.60	1200	5210000	0001	1000	4300000	000		
000000059 - Amanda Flamion	14758560	54.19	AF Mileage 11/5/20 - 2/22/21	54.19		54.19	1300	5310000	0000	3700	5200500	000		
000000087 - Tricia Hernandez	14758561	79.76	TH030121	79.76		79.76	1200	5210000	0001	1000	4300000	000		
000000293 - Kara Casares	14758562	199.85	KC030421	199.85		199.85	1200	5210000	0001	1000	4300000	000		
000000521 - Gilberto Aceves	14758563	124.55	GA Payroll AOR Feb 2021	124.55		124.55	0100	8150100	0000	8100	2200000	057		
000000545 - Xochitl Rae Hunter	14758564	150.36	XRH Payroll AOR 02/28/21	150.36		150.36	0100	0000460	0000	2700	2400000	000		
000000546 - Alicia Ilse Del Razo	14758565	817.82	ADR Payroll AOR Feb 2021	817.82		817.82	1300	5310000	0000	3700	2200000	222		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	6.96	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	7.74	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	13.14	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	14.07	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	88.36	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	107.79	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	116.49	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	315.88	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	367.42	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	367.42	0100	0000019	0000	8100	5600000	057		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	380.95	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	394.31	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	806.49	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	1,872.85	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	1,971.53	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	2,316.42	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	6,368.66	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	10,108.53	0100	0000019	0000	8100	5600000	057		
AI0400 - Air Filter Supply, Inc.	14758566	61,271.86	I463836	61,271.86	0000008816	35,646.85	0100	0000019	0000	8100	5600000	057		
AM0100 - AMAZON.COM	14758567	319.22	564345586453	319.22	0000008716	9.65	0100	0000019	0000	7200	4300000	020		
AM0100 - AMAZON.COM	14758567	319.22	564345586453	319.22	0000008716	51.37	0100	0000019	0000	7200	4300000	020		
AM0100 - AMAZON.COM	14758567	319.22	564345586453	319.22	0000008716	94.17	0100	0000019	0000	7200	4300000	020		
AM0100 - AMAZON.COM	14758567	319.22	564345586453	319.22	0000008716	164.03	0100	0000019	0000	7200	4300000	020		
AP0056 - Apple Inc.	14758568	315.85	AE30720698	315.85	0000008992	315.85	0100	7420000	1110	1000	5600050	020		
AS0140 - ASELTINE SCHOOL	14758569	8,058.72	CT3636 Feb 2021	8,058.72		8,058.72	0100	6500000	5770	1180	5800500	022		
AT0500 - AT&T INFORMATION SYSTEMS	14758570	76.82	MT201 00001611 7911	76.82		76.82	0100	0000665	0000	8100	5900100	000		
BC0100 - BCK Programs, LLC.	14758571	1,000.00	CT3783 1167	1,000.00		1,000.00	0100	0980000	1110	1000	5800100	900		
BO0800 - BOYS & GIRLS CLUB	14758572	6,367.25	2020-8957-ICS	6,367.25	0000008165	6,367.25	6200	6030000	0000	8700	5600400	062		
CA0054 - CABE SD SOUTH COUNTY CHAPTER	14758573	50.00	Inv #1 Date 02/10/21	50.00		50.00	0100	3010100	1110	1000	5200000	400		
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14758574	511.65	1069-1002506	50.03	0000008526	50.03	0100	8150100	0000	8100	4300000	057		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
CA1414 - CALIFORNIA ELECTRIC SUPPLY	14758574	511.65	1069-1002409	461.62	0000008526	461.62	0100	8150100	0000	8100	4300000	057		
CH0800 - RADY CHILDREN'S HOSPITAL	14758575	5,612.28	CT3451 N0040	5,612.28		5,612.28	1200	5210000	0001	3140	5800000	000		
CO3700 - COX COMMUNICATIONS	14758576	181.73	001 3110 05744620 2 030121	181.73	0000008168	181.73	6200	0000460	0000	2700	5900100	062		
CU0412 - CURRIER & HUDSON	14758577	105.00	CT3414 020821	105.00		105.00	0100	0000129	0000	7100	5800700	010		
DE0100 - DEAF COMMUNITY SERVICES OF S.D.	14758578	150.00	CT1281 66307	150.00		150.00	0100	6500000	5770	1110	5800100	022		
DI0273 - Discount Tire	14758579	592.53	2492188	592.53	0000008532	106.93	0100	0000660	0000	8100	4300000	057		
DI0273 - Discount Tire	14758579	592.53	2492188	592.53		160.75	0100	0000660	0000	8100	4300000	057		
DI0273 - Discount Tire	14758579	592.53	2492188	592.53	0000008532	324.85	0100	0000660	0000	8100	4300000	057		
DO0400 - DOOR-MAN	14758580	569.74	129956	569.74	0000008949	170.77	0100	8150100	0000	8100	5600150	057		
DO0400 - DOOR-MAN	14758580	569.74	129956	569.74	0000008949	398.97	0100	8150100	0000	8100	5600150	057		
ED0300 - EDCO DISPOSAL CORPORATION	14758581	711.36	MT401-1 17-F3 102933 022821	711.36		711.36	0100	0000665	0000	8100	5500400	000		
ED0300 - EDCO DISPOSAL CORPORATION	14758582	173.83	17-FR 288860 022821	173.83	0000008161	173.83	6200	0000000	0000	8100	5500400	062		
FO0301 - FOLLETT LIBRARY RESOURCES	14758583	592.69	2544544A	592.69	0000008766	592.69	0100	0000019	1110	1000	4300000	020		
GR0200 - GRAINGER	14758584	421.75	98213285 7	421.75	0000008348	421.75	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	5911691	27.85	0000008815	27.85	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	3240396	769.44	0000008815	769.44	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	2240439	573.70	0000008815	573.70	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	3241221	218.64	0000008815	218.64	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	9233389	132.91	0000008815	132.91	0100	8150100	0000	8100	4300000	057		

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**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
HO0350 - THE HOME DEPOT	14758585	2,226.62	7233553	243.45	0000008815	243.45	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	2233930	174.06	0000008815	174.06	0100	8150100	0000	8100	4300000	057		
HO0350 - THE HOME DEPOT	14758585	2,226.62	2282542	86.57	0000008815	86.57	0100	8150100	0000	8100	4300000	057		
HU0500 - HUNTER'S NURSERY, INC.	14758586	465.74	33914	465.74	0000008924	465.74	0100	8150100	0000	8100	4300000	057		
KD0100 - K&D Network Solutions	14758587	2,631.00	ICS 2/21/21	2,631.00		2,631.00	6200	3220000	1110	1000	5600050	062		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14758588	700.60	9007564059	700.60		329.87	1200	9024977	7110	2700	5600200	028		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14758588	700.60	9007564059	700.60	0000008824	370.73	1200	9024977	7110	2700	5600200	028		
LE0125 - LEADERSHIP ASSOC. OF NSD	14758589	705.00	AT001814 & 002488	705.00		705.00	0100	0000623	0000	7200	5800000	000		
ME0300 - MERCEDES BENZ OF SAN DIEGO	14758590	643.53	SVCS205268	643.53	0000008964	255.03	1300	5310000	0000	3700	5600150	000		
ME0300 - MERCEDES BENZ OF SAN DIEGO	14758590	643.53	SVCS205268	643.53	0000008964	388.50	1300	5310000	0000	3700	5600150	000		
ME1000 - HANDY METAL MART	14758591	24.80	502509	24.80	0000007499	24.80	0100	8150100	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14758592	63.80	3930-325993	63.80	0000008814	63.80	0100	0000660	0000	8100	4300000	057		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	3.23	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	12.70	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	20.80	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	22.87	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	48.52	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	56.35	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160834143001	261.76	0000008976	97.29	0100	0000615	0000	7100	4300000	010		
OF0075 - OFFICE DEPOT	14758593	1,027.93	160839066001	23.04	0000008976	23.04	0100	0000615	0000	7100	4300000	010		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OF0075 - OFFICE DEPOT	14758593	1,027.93	16104808 3001	743.13	00000089 80	743.13	0100	6500000	5001	2100	4300000	022		
OR0500 - ORKIN EXTERMINATING INC	14758594	2,217.05	NATLS022 1	2,217.05	00000081 48	2,217.05	0100	0000660	0000	8100	5500600	057		
PE0071 - PEARSON ASSESSMENT	14758595	224.55	13910292	224.55	00000089 68	12.70	0100	3215000	5001	2100	4300000	022		
PE0071 - PEARSON ASSESSMENT	14758595	224.55	13910292	224.55	00000089 68	211.85	0100	3215000	5001	2100	4300000	022		
PE0111 - PELLET. COM	14758596	121.00	03210020	121.00	00000089 63	16.00	0100	3010100	1110	1000	4300000	700		
PE0111 - PELLET. COM	14758596	121.00	03210020	121.00	00000089 63	105.00	0100	3010100	1110	1000	4300000	700		
PE1290 - PERRY FORD OF NATIONAL CITY	14758597	371.10	5148512	371.10	00000083 51	371.10	0100	0000660	0000	8100	4300000	057		
RA0400 - RAYNE WATER SYSTEMS	14758598	212.50	MT310 029671 030321	142.50		142.50	0100	0000665	0000	8100	5600100	000		
RA0400 - RAYNE WATER SYSTEMS	14758598	212.50	MT312 208477 030321	70.00		70.00	0100	0000460	0000	2700	5600100	400		
RA0500 - Rackspace US, Inc,	14758599	764.69	CT3712 B1- 51565032	764.69		764.69	0100	9010999	0000	2420	5800000	020		
SC0820 - SCHOOLS EXCESS LIABILITY FUND	14758600	46,648.03	AB218_37 68221	46,648.03		46,648.03	0100	0000667	0000	7200	5450100	000		
SC0875 - School Specialty	14758601	2,424.17	20812700 6704	2,424.17	00000089 54	2,424.17	0100	0000626	0000	7200	4300990	000		
SO0100 - SC Commerical, LLC.	14758602	586.94	1823039- IN	586.94	00000088 92	586.94	0100	0000660	0000	8100	4300560	057		
SO1000 - SBCS Corp.	14758603	8,590.00	SBCS NCCFRC 02/21	8,590.00		8,590.00	0100	0000737	8100	5000	5800100	021		
SO1000 - SBCS Corp.	14758604	23,169.44	SBCS Pre4All Feb 2021	23,169.44		22,934.35	1200	5210000	0001	1000	5800100	000		
SO1000 - SBCS Corp.	14758604	23,169.44	SBCS Pre4All Feb 2021	23,169.44		235.09	1200	9024977	7110	1000	5800100	028		
SO1227 - So-Cal Truck Stop	14758605	1,604.03	MT831 Feb 2021	1,604.03		1,604.03	0100	0983000	5001	3600	4300560	038		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83514	2,106.63	00000084 38	0.00	0100	0000019	1110	1000	4400380	333		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83514	2,106.63	0000008438	5.00	0100	0000019	1110	1000	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83514	2,106.63	0000008438	185.00	0100	0000019	1110	1000	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83514	2,106.63	0000008438	233.81	0100	0000019	1110	1000	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83514	2,106.63	0000008438	1,682.82	0100	0000019	1110	1000	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83513	1,872.82	0000008471	5.00	0100	3010100	1110	1000	4400380	215		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83513	1,872.82	0000008471	185.00	0100	3010100	1110	1000	4400380	215		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83513	1,872.82	0000008471	1,682.82	0100	3010100	1110	1000	4400380	215		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83512	14,746.42	0000008473	0.00	0100	0000019	1110	1000	4400380	022		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83512	14,746.42	0000008473	35.00	0100	0000019	1110	1000	4400380	022		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83512	14,746.42	0000008473	1,295.00	0100	0000019	1110	1000	4400380	022		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83512	14,746.42	0000008473	1,636.69	0100	0000019	1110	1000	4400380	022		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83512	14,746.42	0000008473	11,779.73	0100	0000019	1110	1000	4400380	022		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83537	2,106.63	0000008528	0.00	0100	0000019	8100	5000	4400380	021		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83537	2,106.63	0000008528	5.00	0100	0000019	8100	5000	4400380	021		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83537	2,106.63	0000008528	185.00	0100	0000019	8100	5000	4400380	021		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83537	2,106.63	0000008528	233.81	0100	0000019	8100	5000	4400380	021		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83537	2,106.63	0000008528	1,682.82	0100	0000019	8100	5000	4400380	021		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83515	4,213.26	0000008529	0.00	0100	0000019	4760	1000	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83515	4,213.26	0000008529	10.00	0100	0000019	4760	1000	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83515	4,213.26	0000008529	370.00	0100	0000019	4760	1000	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83515	4,213.26	0000008529	467.63	0100	0000019	4760	1000	4400380	020		
SO1330 - SOUTHLAND TECHNOLOGY	14758606	25,045.76	SI-83515	4,213.26	0000008529	3,365.63	0100	0000019	4760	1000	4400380	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785534	336.47	0000008853	336.47	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786966	216.11	0000008853	216.11	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782199	810.41	0000008853	810.41	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782202	653.32	0000008854	653.32	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785537	281.50	0000008854	3.26	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785537	281.50	0000008854	278.24	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786969	174.22	0000008854	174.22	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782201	625.42	0000008855	625.42	0100	0000019	1110	1000	4300000	020		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SUPPLY														
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785 536	239.41	00000088 55	239.41	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 968	166.78	00000088 55	166.78	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 198	552.02	00000088 56	552.02	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 965	147.20	00000088 56	147.20	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 200	836.83	00000088 57	836.83	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785 535	368.83	00000088 57	368.83	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 967	223.16	00000088 57	223.16	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 197	770.77	00000088 58	770.77	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0785 533	317.06	00000088 58	317.06	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 964	205.54	00000088 58	205.54	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 196	797.19	00000088 59	797.19	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST	14758607	10,398.81	PINV0786 963	212.58	00000088 59	212.58	0100	0000019	1110	1000	4300000	020		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SCHOOL&OFFICE SUPPLY														
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 193	640.10	0000088 60	640.10	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 960	170.69	0000088 60	170.69	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 195	725.25	0000088 61	725.25	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 962	193.40	0000088 61	193.40	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0782 194	579.91	0000088 62	579.91	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14758607	10,398.81	PINV0786 961	154.64	0000088 62	154.64	0100	0000019	1110	1000	4300000	020		
TO0115 - TOSHIBA FINANCIAL SERVICES	14758609	130.86	43758054 1	130.86	0000087 94	65.43	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14758609	130.86	43758054 1	130.86	0000087 94	65.43	0100	0000737	8100	5000	5600200	021		
TR0400 - Tru Sports Gear	14758610	946.12	2	946.12		946.12	0100	0980000	1110	1000	4300000	500		
UN0500 - UNION-TRIBUNE PUBLISHING	14758611	3,945.60	01741591 5	3,945.60	0000085 86	468.04	0100	0000623	0000	7200	5800845	000		
UN0500 - UNION-TRIBUNE PUBLISHING	14758611	3,945.60	01741591 5	3,945.60	0000085 86	3,477.56	0100	0000623	0000	7200	5800845	000		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000086 10	1,446.28	0100	0000665	0000	8100	5500500	000		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000086 10	126.36	0100	0000665	0000	8100	5500500	111		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000086 10	126.36	0100	0000665	0000	8100	5500500	222		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	126.36	0100	0000665	0000	8100	5500500	225		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	132.20	0100	0000665	0000	8100	5500500	333		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	126.36	0100	0000665	0000	8100	5500500	444		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	232.87	0100	0000665	0000	8100	5500500	555		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	126.36	0100	0000665	0000	8100	5500500	666		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	126.36	0100	0000665	0000	8100	5500500	777		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	168.60	0100	0000665	0000	8100	5500500	888		
UN0900 - UNIFIRST CORPORATION	14758612	2,864.47	8610 Feb 2021	2,864.47	0000008610	126.36	0100	0000665	0000	8100	5500500	999		
XE0100 - XEROX CORPORATION	14758613	312.58	012784351	312.58	0000007981	78.88	0100	0980000	1110	1000	5600200	700		
XE0100 - XEROX CORPORATION	14758613	312.58	012784351	312.58	0000007981	233.70	0100	0980000	1110	1000	5600200	700		

Business Unit Total: \$227,588.13

<b>0100</b>	<b>\$ 186,944.25</b>
<b>1200</b>	<b>\$ 29,774.53</b>
<b>1300</b>	<b>\$ 1,515.54</b>
<b>6200</b>	<b>\$ 9,353.81</b>
<b>TOTAL:</b>	<b>\$ 227,588.13</b>



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Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
0000000424	Rosa Lopez	14759752		\$65.20		0100	3215000	5001	2100	4300000	022
<b>0000000424</b>	<b>Rosa Lopez</b>	<b>14759752</b>	<b>\$65.20</b>								
0000000502	Andrea DeAnda	14759753		\$120.59		0100	3215000	5001	2100	4300000	022
<b>0000000502</b>	<b>Andrea DeAnda</b>	<b>14759753</b>	<b>\$120.59</b>								
CA1414	CALIFORNIA ELECTRIC SUPPLY	14759754		\$420.86		0100	8150100	0000	8100	4300000	057
<b>CA1414</b>	<b>CALIFORNIA ELECTRIC SUPPLY</b>	<b>14759754</b>	<b>\$420.86</b>								
CL0700	Anixter, Inc.	14759755		\$14.70		0100	0000660	0000	8100	4300000	057
<b>CL0700</b>	<b>Anixter, Inc.</b>	<b>14759755</b>	<b>\$14.70</b>								
DI0020	DIAMOND JACK ENTERPRISES INC	14759756		\$88.00		1300	5310000	0000	3700	4700000	000
<b>DI0020</b>	<b>DIAMOND JACK ENTERPRISES INC</b>	<b>14759756</b>	<b>\$88.00</b>								
DI0600	DIXIELINE LUMBER & HOME CENTER	14759757		\$19.55		0100	8150100	0000	8100	4300000	057
				\$205.98		0100	8150100	0000	8100	4300000	057
				\$57.07		0100	8150100	0000	8100	4300000	057
				\$234.90		0100	8150100	0000	8100	4300000	057
				\$32.36		0100	8150100	0000	8100	4300000	057
				\$66.47		0100	8150100	0000	8100	4300000	057
				\$14.77		0100	8150100	0000	8100	4300000	057
				\$54.40		0100	8150100	0000	8100	4300000	057
				\$135.51		0100	8150100	0000	8100	4300000	057
<b>DI0600</b>	<b>DIXIELINE LUMBER &amp; HOME CENTE</b>	<b>14759757</b>	<b>\$821.01</b>								
EW0100	Ewing Irrigation Products, Inc.	14759758		\$2,501.25		0100	8150100	0000	8100	4300000	057
				\$200.00		0100	8150100	0000	8100	4300000	057
<b>EW0100</b>	<b>Ewing Irrigation Products, Inc.</b>	<b>14759758</b>	<b>\$2,701.25</b>								
GO0301	GOLD STAR FOODS	14759759									

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Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
				\$144,357.74		1300	5310000	0000	3700	4700000	000
<b>GO0301</b>	<b>GOLD STAR FOODS</b>	<b>14759759</b>	<b>\$144,357.74</b>								
HA1525	HAWTHORNE POWER SYSTEMS	14759760		\$12.42		0100	0982000	0000	3600	5600100	038
				\$169.87		0100	0982000	0000	3600	5600100	038
				\$12.42		0100	0983000	5001	3600	4400000	038
				\$169.87		0100	0983000	5001	3600	4400000	038
<b>HA1525</b>	<b>HAWTHORNE POWER SYSTEMS</b>	<b>14759760</b>	<b>\$364.58</b>								
HO0230	HOLLANDIA DAIRY	14759761		\$36,843.01		1300	5310000	0000	3700	4700000	000
<b>HO0230</b>	<b>HOLLANDIA DAIRY</b>	<b>14759761</b>	<b>\$36,843.01</b>								
KO161	Konica Minolta Premier Finance	14759762		\$41.60		0100	1100699	1110	1000	5600200	888
				\$124.79		0100	1100699	1110	1000	5600200	888
<b>KO161</b>	<b>Konica Minolta Premier Finance</b>	<b>14759762</b>	<b>\$166.39</b>								
LA0500	LAKESHORE LEARNING MATERIALS	14759763		\$93.50		0100	0980000	1110	1000	4300000	700
				\$11.83		0100	0980000	1110	1000	4300000	700
				\$43.46		0100	0980000	1110	1000	4300000	700
				\$21.74		0100	0980000	1110	1000	4300000	700
				\$6.99		0100	0980000	1110	1000	4300000	700
				\$19.55		0100	0980000	1110	1000	4300000	700
<b>LA0500</b>	<b>LAKESHORE LEARNING MATERIALS</b>	<b>14759763</b>	<b>\$197.07</b>								
MI1151	National School District	14759764		\$20.65		0100	0000460	0000	2700	4300000	900
				\$68.14		0100	0000460	0000	2700	4300000	300
				\$78.04		0100	0000616	0000	7100	4300000	010
				\$25.00		0100	0000618	0000	7100	5200000	012
				\$25.00		0100	0000618	0000	7100	5200000	008
				\$25.00		0100	0000618	0000	7100	5200000	007
				\$25.00		0100	0000618	0000	7100	5200000	005
				\$109.91		0100	0000624	0000	2100	4300300	020
				\$43.49		0100	0980000	1110	1000	4300000	900
				\$48.87		0100	3010100	1110	1000	4200000	900

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Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
				\$11.70		0100	3010100	1110	1000	4200000	300
				\$179.88		0100	7420000	0000	7200	4300300	020
				\$911.27		0100	7420000	1110	1000	4300000	020
				\$39.40		0100	8150100	0000	8100	4300000	057
				\$49.03		1200	5210000	0001	2700	4300000	000
				\$2.20		1200	6105100	0001	2700	4300000	000
				\$1,661.70		1300	5310000	0000	3700	4400000	000
<b>MI1151</b>	<b>National School District</b>	<b>14759764</b>	<b>\$3,324.28</b>								
PE1290	PERRY FORD OF NATIONAL CITY	14759765		\$94.28		0100	0000660	0000	8100	4300000	057
				\$25.15		0100	0000660	0000	8100	4300000	057
<b>PE1290</b>	<b>PERRY FORD OF NATIONAL CITY</b>	<b>14759765</b>	<b>\$119.43</b>								
PI0625	PIPS C/O KEENAN - SETECH	14759766		\$92,141.25		0100	0000000			9910360	
<b>PI0625</b>	<b>PIPS C/O KEENAN - SETECH</b>	<b>14759766</b>	<b>\$92,141.25</b>								
PR0100	P&R PAPER SUPPLY COMPANY INC	14759767		\$315.03		1300	5310000	0000	3700	4300000	000
				\$691.50		1300	5310000	0000	3700	4300000	000
				\$46.10		1300	5310000	0000	3700	4300000	000
				\$308.82		1300	5310000	0000	3700	4300000	000
				\$691.50		1300	5310000	0000	3700	4300000	000
<b>PR0100</b>	<b>P&amp;R PAPER SUPPLY COMPANY INC</b>	<b>14759767</b>	<b>\$2,052.95</b>								
RR0200	R&R Controls, Inc.	14759768		\$491.00		0100	8150100	0000	8100	4300000	057
<b>RR0200</b>	<b>R&amp;R Controls, Inc.</b>	<b>14759768</b>	<b>\$491.00</b>								
SA1200	SAN DIEGO GAS & ELECTRIC	14759769		\$5,679.84		0100	0000665	0000	8100	5500100	222
				\$3,985.42		0100	0000665	0000	8100	5500100	225
				\$5,055.91		0100	0000665	0000	8100	5500100	444
				\$1,319.61		0100	9010377	0001	8100	5500100	000
<b>SA1200</b>	<b>SAN DIEGO GAS &amp; ELECTRIC</b>	<b>14759769</b>	<b>\$16,040.78</b>								
SA1200	SAN DIEGO GAS & ELECTRIC	14759770		\$605.21		0100	0000665	0000	8100	5500100	777

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Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
SA1200	SAN DIEGO GAS & ELECTRIC	14759770	\$605.21								
SA1200	SAN DIEGO GAS & ELECTRIC	14759771		\$500.18		0100	0000665	0000	8100	5500100	777
SA1200	SAN DIEGO GAS & ELECTRIC	14759771	\$500.18								
SH0300	SHERWIN-WILLIAMS - STORE 8171	14759772		\$228.37		0100	8150100	0000	8100	4300000	057
				\$29.04		0100	8150100	0000	8100	4300000	057
SH0300	SHERWIN-WILLIAMS - STORE 8171	14759772	\$257.41								
SW0300	Swing Education, Inc.	14759773		\$199.00		0100	0980000	1110	1000	5800000	500
				\$0.00		0100	7420000	1110	1000	5800000	222
				\$597.00		0100	7420000	1110	1000	5800000	888
				\$597.00		0100	7420000	1110	1000	5800000	777
				\$597.00		0100	7420000	1110	1000	5800000	666
				\$597.00		0100	7420000	1110	1000	5800000	555
				\$0.00		0100	7420000	1110	1000	5800000	999
				\$0.00		0100	7420000	1110	1000	5800000	333
				\$398.00		0100	7420000	1110	1000	5800000	333
				\$1,791.00		0100	7420000	1110	1000	5800000	111
				\$1,592.00		0100	7420000	1110	1000	5800000	999
				\$0.00		0100	7420000	1110	1000	5800000	444
				\$0.00		0100	7420000	1110	1000	5800000	225
				\$398.00		0100	7420000	1110	1000	5800000	444
				\$597.00		0100	7420000	1110	1000	5800000	222
				\$597.00		0100	7420000	1110	1000	5800000	666
				\$1,592.00		0100	7420000	1110	1000	5800000	555
				\$1,393.00		0100	7420000	1110	1000	5800000	666
				\$1,393.00		0100	7420000	1110	1000	5800000	777
				\$1,791.00		0100	7420000	1110	1000	5800000	111
				\$0.00		0100	7420000	1110	1000	5800000	222
				\$0.00		0100	7420000	1110	1000	5800000	333
				\$0.00		0100	7420000	1110	1000	5800000	444
				\$597.00		0100	7420000	1110	1000	5800000	555
				\$2,985.00		0100	7420000	1110	1000	5800000	111

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Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
				\$3,980.00		0100	7420000	1110	1000	5800000	111
				\$0.00		0100	7420000	1110	1000	5800000	888
				\$597.00		0100	7420000	1110	1000	5800000	777
				\$0.00		0100	7420000	1110	1000	5800000	888
				\$0.00		0100	7420000	1110	1000	5800000	999
				\$0.00		0100	7420000	1110	1000	5800000	225
				\$398.00		0100	7420000	1110	1000	5800000	888
				\$398.00		0100	7420000	1110	1000	5800000	999
				\$1,990.00		0100	7420000	1110	1000	5800000	777
				\$3,781.00		0100	7420000	1110	1000	5800000	777
				\$597.00		0100	7420000	1110	1000	5800000	222
				\$796.00		0100	7420000	1110	1000	5800000	333
				\$597.00		0100	7420000	1110	1000	5800000	444
				\$1,493.00		0100	7420000	1110	1000	5800000	555
				\$398.00		0100	7420000	1110	1000	5800000	225
				\$1,791.00		0100	7420000	1110	1000	5800000	666
				\$5,075.00		0100	7420000	1110	1000	5800000	555
				\$597.00		0100	7420000	1110	1000	5800000	333
				\$995.00		0100	7420000	1110	1000	5800000	222
				\$3,383.00		0100	7420000	1110	1000	5800000	111
				\$1,194.00		0100	7420000	1110	1000	5800000	444
				\$597.00		0100	7420000	1110	1000	5800000	225
				\$2,587.00		0100	7420000	1110	1000	5800000	999
				\$1,194.00		0100	7420000	1110	1000	5800000	888
				\$5,374.00		0100	7420000	1110	1000	5800000	666
				\$995.00		0100	7420000	1110	1000	5800000	225
<b>SW0300</b>	<b>Swing Education, Inc.</b>	<b>14759773</b>	<b>\$56,518.00</b>								
TO0115	TOSHIBA FINANCIAL SERVICES	14759774									
				\$65.43		0100	0000737	8100	5000	5600200	021
				\$65.43		0100	0000737	8100	5000	5600200	021
<b>TO0115</b>	<b>TOSHIBA FINANCIAL SERVICES</b>	<b>14759774</b>	<b>\$130.86</b>								
VO0150	VOLUNTEERS OF AMERICA SW CALIF	14759775									
				\$15,346.87		6200	5310000	0000	3700	4700000	062
				\$20,184.48		6200	5310000	0000	3700	4700000	062

COMMERCIAL WARRANT REGISTER

National

Warrant Date 3/15/2021  
2300

Vendor Number	Vendor Name	Warrant Number	Warrant Amount	Invoice Amount	Invoice Number	Fund	Resource	Goal	Function	Object	Site
VO0150	VOLUNTEERS OF AMERICA SW CALI	14759775	\$35,531.35								
WA1175	WAXIE SANITARY SUPPLY	14759776		\$932.80		6200	7420000	0000	3140	4300000	062
WA1175	WAXIE SANITARY SUPPLY	14759776	\$932.80								
WE1100	WESTAIR GASES & EQUIPMENT	14759777		\$45.84		0100	8150100	0000	8100	4300000	057
WE1100	WESTAIR GASES & EQUIPMENT	14759777	\$45.84								

District Total:

\$394,851.74

0100	\$ 173,332.96
1200	\$ 51.23
1300	\$ 185,003.40
6200	\$ 36,464.15
<b>TOTAL:</b>	<b>\$ 394,851.74</b>

**02300: National School District**

**2021-03-16**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO0100 - SC Commerical, LLC.	14760434	572.83	1827982- IN	572.83	00000088 92	572.83	0100	0000660	0000	8100	4300560	057		

Business Unit Total: \$572.83

<b>0100</b>	<b>\$ 572.83</b>
<b>TOTAL:</b>	<b>\$ 572.83</b>

**02300: National School District**

**2021-03-18**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000293 - Kara Casares	14760811	609.36	KC031121	609.36		609.36	1200	6105100	0001	1000	4300000	000		
0000000427 - Ana Garcia	14760812	86.17	AG031021	86.17		86.17	1200	6105100	0001	1000	4300000	000		
AC0450 - ACCI Roofing Services	14760813	13,730.00	CT3734 4	13,730.00		13,730.00	4000	0000000	0000	8500	6200000	000		
AT0500 - AT&T INFORMATION SYSTEMS	14760814	755.82	MT201 00001611 7910	755.82		755.82	0100	0000665	0000	8100	5900100	000		
C&0100 - C&C Glass	14760815	1,320.00	1-126372	1,320.00		540.00	0100	8150100	0000	8100	4300000	057		
C&0100 - C&C Glass	14760815	1,320.00	1-126372	1,320.00	00000088 44	780.00	0100	8150100	0000	8100	4300000	057		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 5L5S6004 1	134,046.39	00000087 33	55.00	0100	0000019	0000	3700	6400000	000		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 5L5S6004 1	134,046.39	00000087 33	350.00	0100	0000019	0000	3700	6400000	000		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 5L5S6004 1	134,046.39	00000087 33	133,641.39	0100	0000019	0000	3700	6400000	000		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 6L5S6000 2	134,046.39	00000087 33	55.00	0100	0000019	0000	3700	6400000	000		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 6L5S6000 2	134,046.39	00000087 33	350.00	0100	0000019	0000	3700	6400000	000		
CM0070 - C&M MOTORS INC	14760816	268,092.78	5PVNJ8JT 6L5S6000 2	134,046.39	00000087 33	133,641.39	0100	0000019	0000	3700	6400000	000		
CR0400 - Creative Images	14760817	2,000.00	CT3567 200904	2,000.00		2,000.00	0100	0000615	0000	7100	5800000	010		
EC0101 - ECONOMY RESTAURANT EQUIPMENT	14760818	313.20	CC181469	313.20	00000090 27	313.20	1300	5310000	0000	3700	4400000	000		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14760819	9,097.50	CT3415 189788	9,097.50		9,097.50	0100	0000129	0000	7100	5800700	010		
FA0110 - FAGEN FRIEDMAN & FULFROST, LLP	14760820	22,634.50	CT3415 157831	22,634.50		22,634.50	0100	0000129	0000	7100	5800700	010		
FI0550 - FISHER WIRELESS	14760821	349.86	072338	349.86	00000081 71	349.86	0100	0982000	0000	3600	5900200	038		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SERVICES INC														
HE0060 - HEINEMANN EDUCATIONAL BOOKS	14760822	1,527.60	7299395	1,527.60	0000008973	477.30	0100	0980000	1110	1000	4300000	300		
HE0060 - HEINEMANN EDUCATIONAL BOOKS	14760822	1,527.60	7299395	1,527.60	0000008973	525.15	0100	0980000	1110	1000	4300000	300		
HE0060 - HEINEMANN EDUCATIONAL BOOKS	14760822	1,527.60	7299395	1,527.60	0000008973	525.15	0100	0980000	1110	1000	4300000	300		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		213.40	6200	3215000	1110	1000	4200000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		35.22	6200	7388000	1110	1000	4200000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		304.71	6200	7388000	0000	2700	4300000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		40.60	6200	0000000	0000	8100	4300000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		191.63	6200	7388000	1110	1000	4300000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		68.88	6200	7420000	1110	1000	4300000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		814.68	6200	7388000	1110	1000	4300300	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		1,640.58	6200	7420000	1110	1000	4300300	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		1,417.27	6200	0000000	0000	3140	4400000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		511.20	6200	7388000	1110	1000	4400380	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		309.55	6200	7420000	1110	1000	4400380	062		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		1,140.00	6200	0000460	0000	2700	5300000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		1,250.82	6200	0000460	0000	2700	5450100	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		128.34	6200	7420000	0000	8100	5500300	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		145.21	6200	0981110	0000	8100	5600150	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		106.58	6200	0000460	0000	2700	5600200	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		391.00	6200	0000460	0000	2700	5800000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		787.50	6200	0000100	1110	1000	5800000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		1,500.00	6200	4035000	1110	1000	5800000	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		56.05	6200	0000460	0000	2700	5800700	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		3,300.00	6200	0000460	0000	7191	5800800	062		
IN0500 - INTEGRITY CHARTER SCHOOL	14760823	14,450.42	ICS CR 1/1/21-3/15/21	14,450.42		97.20	6200	7388000	0000	2700	5900300	062		
IX0100 - IXL.COM	14760824	1,485.00	S399705	1,485.00	0000009013	-165.00	0100	6500000	5001	2100	4300300	022		
IX0100 - IXL.COM	14760824	1,485.00	S399705	1,485.00	0000009013	1,650.00	0100	6500000	5001	2100	4300300	022		
KO0160 - KONICA MINOLTA BUSINESS SOLUTI	14760825	2,669.78	271832437	2,669.78	0000008249	2,669.78	0100	0000625	0000	7200	5600200	020		
KO161 - Konica Minolta Premier Finance	14760826	320.83	5014174671	320.83	0000008069	320.83	0100	1100699	1110	1000	5600200	111		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	4477020321	853.99	0000008990	6.99	0100	3010100	1110	1000	4300000	700		

Report ID: APX2030

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

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 Run Time 8:25:41 AM

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funcnt	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	97.84	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	130.47	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	130.47	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	162.04	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	163.09	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14760827	853.99	44770203 21	853.99	00000089 90	163.09	0100	3010100	1110	1000	4300000	700		
MA1600 - MANAGED HEALTH NETWORK	14760828	2,325.00	CT3769 PRM-057024.	465.00		465.00	0100	0000623	0000	7200	5800000	000		
MA1600 - MANAGED HEALTH NETWORK	14760828	2,325.00	CT3769 PRM-057845	465.00		465.00	0100	0000623	0000	7200	5800000	000		
MA1600 - MANAGED HEALTH NETWORK	14760828	2,325.00	CT3769 PRM-058743	465.00		465.00	0100	0000623	0000	7200	5800000	000		
MA1600 - MANAGED HEALTH NETWORK	14760828	2,325.00	CT3769 PRM-059567	465.00		465.00	0100	0000623	0000	7200	5800000	000		
MA1600 - MANAGED HEALTH NETWORK	14760828	2,325.00	CT3769 PRM-060454	465.00		465.00	0100	0000623	0000	7200	5800000	000		
MO1420 - More Direct	14760829	317.93	6812477	317.93	00000085 69	317.93	0100	0000500	0000	3140	4400380	022		
NA0925 - NATIONAL CITY TROPHY	14760830	77.21	73269	77.21	00000090 10	77.21	0100	0000615	0000	7100	4300000	010		
OD0110 - Oddly Enough	14760831	325.00	21-0221	325.00	00000090 09	25.00	0100	3010100	1110	1000	4200000	900		
OD0110 - Oddly Enough	14760831	325.00	21-0221	325.00	00000090 09	300.00	0100	3010100	1110	1000	4200000	900		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
OF0075 - OFFICE DEPOT	14760832	1,145.53	16117620 5001	990.84	00000089 93	990.84	0100	6500000	5001	2100	4300000	022		
OF0075 - OFFICE DEPOT	14760832	1,145.53	16177977 5001	154.69	00000090 41	154.69	0100	0000626	0000	7200	4300990	000		
PR0900 - PRO-ED, INC.	14760833	51.81	2874249	51.81	00000089 79	4.40	0100	3215000	5001	2100	4300000	022		
PR0900 - PRO-ED, INC.	14760833	51.81	2874249	51.81	00000089 79	47.41	0100	3215000	5001	2100	4300000	022		
SC0304 - Scholastic Book Clubs	14760834	14.47	16972993 68 10/12/2020	14.47	00000089 48	14.47	0100	0000100	1110	1000	4200000	100		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.51	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-20004185 0	1,029.27	00000089 32	73.52	0100	0980000	1110	1000	4300000	600		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-200041850	1,029.27	0000008932	73.52	0100	0980000	1110	1000	4300000	600		
SC0900 - School Life a division of ImageStuff. Com	14760835	1,029.27	INV-200041850	1,029.27	0000008932	73.52	0100	0980000	1110	1000	4300000	600		
SL0110 - SLP Now, LLC	14760836	249.00	INV-0655	249.00	0000009008	249.00	0100	3010100	1110	1000	4300300	700		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83602	1,117.32	0000008660	0.00	0100	0000019	0000	3140	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83602	1,117.32	0000008660	5.00	0100	0000019	0000	3140	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83602	1,117.32	0000008660	303.41	0100	0000019	0000	3140	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83602	1,117.32	0000008660	808.91	0100	0000019	0000	3140	4400380	222		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83604	1,117.32	0000008661	0.00	0100	0000019	0000	3140	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83604	1,117.32	0000008661	5.00	0100	0000019	0000	3140	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83604	1,117.32	0000008661	303.41	0100	0000019	0000	3140	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83604	1,117.32	0000008661	808.91	0100	0000019	0000	3140	4400380	333		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83603	1,117.32	0000008662	0.00	0100	0000019	0000	3140	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83603	1,117.32	0000008662	5.00	0100	0000019	0000	3140	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83603	1,117.32	0000008662	303.41	0100	0000019	0000	3140	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83603	1,117.32	0000008662	808.91	0100	0000019	0000	3140	4400380	666		
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83601	308.41	0000008666	5.00	0100	0000019	1110	1000	4400380	222		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SO1330 - SOUTHLAND TECHNOLOGY	14760837	3,660.37	SI-83601	308.41	000008666	303.41	0100	0000019	1110	1000	4400380	222		
ST0900 - Studies Weekly	14760838	1,608.09	384878	1,608.09	000008970	778.11	0100	3010100	1110	1000	4200000	700		
ST0900 - Studies Weekly	14760838	1,608.09	384878	1,608.09	000008970	829.98	0100	3010100	1110	1000	4200000	700		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5399260	548.26	000008144	356.16	0100	1100699	1110	1000	5600200	222		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5399260	548.26	000008146	192.10	0100	1100699	1110	1000	5600200	444		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5400638	1,638.20	000008140	81.08	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5400638	1,638.20	000008140	168.34	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5400638	1,638.20	000008140	582.29	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5400638	1,638.20	000008140	806.49	0100	1100699	1110	1000	5600200	999		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5365785	183.74	000008142	56.16	0100	1100699	1110	1000	5600200	222		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14760839	2,370.20	5365785	183.74	000008142	127.58	0100	1100699	1110	1000	5600200	222		
TO0115 - TOSHIBA FINANCIAL SERVICES	14760840	162.32	438220543	162.32	000008792	81.15	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14760840	162.32	438220543	162.32	000008792	81.17	0100	0000737	8100	5000	5600200	021		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045868	161,752.98		19,358.91	0100	9065100	1110	1000	5100000	111		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045868	161,752.98		14,549.99	0100	9065100	1110	1000	5100000	222		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045868	161,752.98		12,653.47	0100	9065100	1110	1000	5100000	225		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045868	161,752.98		17,931.44	0100	9065100	1110	1000	5100000	333		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045868	161,752.98		14,698.39	0100	9065100	1110	1000	5100000	444		

Report ID: APX2030

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045 868	161,752.98		19,708.87	0100	9065100	1110	1000	5100000	555		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045 868	161,752.98		18,463.65	0100	9065100	1110	1000	5100000	666		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045 868	161,752.98		16,244.12	0100	9065100	1110	1000	5100000	777		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045 868	161,752.98		13,240.95	0100	9065100	1110	1000	5100000	888		
YM0021 - YMCA OF SAN DIEGO COUNTY	14760841	161,752.98	CT3045 868	161,752.98		14,903.19	0100	9065100	1110	1000	5100000	999		

Business Unit Total: \$515,385.99

<b>0100</b>	<b>\$ 486,196.84</b>
<b>1200</b>	<b>\$ 695.53</b>
<b>1300</b>	<b>\$ 313.20</b>
<b>4000</b>	<b>\$ 13,730.00</b>
<b>6200</b>	<b>\$ 14,450.42</b>
<b>TOTAL:</b>	<b>\$ 515,385.99</b>

**02300: National School District**

**2021-03-22**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - AMAZON.COM	14761888	2,353.07	447883657485	119.82	0000008915	29.32	0100	3010100	1110	1000	4200000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	447883657485	119.82	0000008915	41.00	0100	3010100	1110	1000	4200000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	447883657485	119.82	0000008915	49.50	0100	3010100	1110	1000	4200000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	435577754436	893.75	0000008917	56.04	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	435577754436	893.75	0000008917	126.37	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	435577754436	893.75	0000008917	131.89	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	435577754436	893.75	0000008917	164.29	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	435577754436	893.75	0000008917	415.16	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	18.10	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	19.15	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	20.22	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	20.85	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	21.27	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	22.35	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	943478985837	145.02	0000008901	23.08	0100	3215000	5001	2100	4300000	022		
AM0100 - AMAZON.COM	14761888	2,353.07	97376838586	215.12	0000008934	35.87	0100	0980000	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	97376838586	215.12	0000008934	48.90	0100	0980000	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	97376838586	215.12	0000008934	130.35	0100	0980000	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	473444854684	130.49	0000008942	130.49	0100	0000460	0000	2700	4300000	500		
AM0100 - AMAZON.COM	14761888	2,353.07	855684579886	485.59	0000008972	18.09	0100	0980000	1110	1000	4300000	600		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
AM0100 - AMAZON.COM	14761888	2,353.07	855684579886	485.59	0000008972	467.50	0100	0980000	1110	1000	4300000	600		
AM0100 - AMAZON.COM	14761888	2,353.07	479488599367	72.36	0000008997	72.36	0100	0000460	0000	2700	4300000	500		
AM0100 - AMAZON.COM	14761888	2,353.07	774998347433	34.57	0000008991	34.57	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	8.63	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.30	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.40	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.73	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.91	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.95	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	10.95	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	11.49	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	13.14	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	14.24	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	14.68	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	16.25	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	16.44	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	16.45	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	19.73	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	988468564374	223.74	0000008991	28.45	0100	3010100	1110	1000	4300000	700		
AM0100 - AMAZON.COM	14761888	2,353.07	489565997937	32.61	0000008989	32.61	0100	0980000	1110	1000	4300000	500		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE03987839	2,615.83	0000008760	4.00	0100	0000019	5001	1190	4400380	022		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE03987839	2,615.83	0000008760	4.00	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE03987839	2,615.83	0000008760	1,303.91	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE03987839	2,615.83	0000008760	1,303.92	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE04580470	35.00	0000008760	17.50	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE04580470	35.00	0000008760	17.50	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE01939819	398.00	0000008760	199.00	0100	0000019	5001	1190	4400380	022		
AP0053 - APPLE COMPUTER	14761889	3,048.83	AE01939819	398.00	0000008760	199.00	0100	0000019	5001	1190	4400380	022		
AT0500 - AT&T INFORMATION SYSTEMS	14761890	2,856.29	MT201000016185498	2,856.29		2,856.29	0100	0000665	0000	8100	5900100	000		
AT0500 - AT&T INFORMATION SYSTEMS	14761891	1,407.76	MT201000016187949	1,407.76		1,407.76	0100	0000665	0000	8100	5900100	000		
AT0500 - AT&T INFORMATION SYSTEMS	14761892	588.31	MT201000016189312	588.31		588.31	0100	0000665	0000	8100	5900100	000		
CH0800 - RADY CHILDREN'S HOSPITAL	14761893	42,885.63	CT3451N0039	42,885.63		29,352.01	0100	0000900	0000	3140	5800000	022		
CH0800 - RADY CHILDREN'S HOSPITAL	14761893	42,885.63	CT3451N0039	42,885.63		13,533.62	0100	0000500	1110	3140	5800000	022		
FR0200 - FRUTH GROUP	14761894	153.84	449125	153.84	0000007828	7.15	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14761894	153.84	449125	153.84	0000007828	15.11	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14761894	153.84	449125	153.84	0000007828	46.21	0100	1100699	1110	1000	5600200	444		
FR0200 - FRUTH GROUP	14761894	153.84	449125	153.84	0000007828	85.37	0100	1100699	1110	1000	5600200	444		
FR0602 - Quadient Finance USA	14761895	78.41	16324520	78.41	0000008945	78.41	0100	0000623	0000	7200	5900300	000		
HA1525 - HAWTHORNE POWER SYSTEMS	14761896	364.58	SS100124517	182.29	0000008178	12.42	0100	0982000	0000	3600	5600100	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14761896	364.58	SS100124517	182.29	0000008178	169.87	0100	0982000	0000	3600	5600100	038		

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
HA1525 - HAWTHORNE POWER SYSTEMS	14761896	364.58	SS100124 516	182.29	00000081 77	12.42	0100	0983000	5001	3600	4400000	038		
HA1525 - HAWTHORNE POWER SYSTEMS	14761896	364.58	SS100124 516	182.29	00000081 77	169.87	0100	0983000	5001	3600	4400000	038		
IN0090 - Individual FoodService	14761897	250.02	S34210-00	250.02	00000089 98	250.02	1300	5310000	0000	3700	4300000	000		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		2,295.78	6200	0000460	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		506.99	6200	0981115	0000	2100	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		11,703.82	6200	0000100	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		3,297.02	6200	0981200	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		519.23	6200	0981210	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		859.39	6200	0981211	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		3,288.77	6200	1400000	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		2,927.00	6200	3220000	1110	1000	3401000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		1,817.33	6200	0000460	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		1,639.62	6200	0981212	0000	2700	3402000	062		
KA0100 - KAISER FOUNDATION HEALTH PLAN	14761898	31,020.26	00029576 3-0001 April 2021	31,020.26		2,165.31	6200	0000000	0000	8100	3402000	062		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14761899	55.33	20272196-00	55.33	00000090 29	20.39	1300	5310000	0000	3700	4300000	000		
PR0100 - P&R PAPER SUPPLY COMPANY INC	14761899	55.33	20272196-00	55.33	00000090 29	34.94	1300	5310000	0000	3700	4300000	000		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SA0400 - SAN DIEGO CENTER FOR CHILDREN	14761900	9,038.04	CT3550 NAT 1020	4,849.68		4,849.68	0100	6500000	5770	1180	5800500	022		
SA0400 - SAN DIEGO CENTER FOR CHILDREN	14761900	9,038.04	CT3550 NAT1020	4,188.36		4,188.36	0100	6500000	5770	1180	5800500	022		
SO0100 - SC Commerical, LLC.	14761901	586.80	1832719-IN	586.80	0000008892	186.80	0100	0000660	0000	8100	4300560	057		
SO0100 - SC Commerical, LLC.	14761901	586.80	1832719-IN	586.80		400.00	0100	0000660	0000	8100	4300560	057		
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14761902	396.94	RI815082	212.06	0000008758	212.06	0100	0000127	1110	1000	4300000	000		
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14761902	396.94	RI816007	184.88		92.44	0100	0000019	1110	1000	4300000	000		
SO2900 - SOUTHWEST MOBILE STORAGE, INC	14761902	396.94	RI816007	184.88	0000008791	92.44	0100	0000019	1110	1000	4300000	000		
SP0250 - SPECIALIZED THERAPY SERVICES	14761903	9,933.00	CT3399 NATC01-0121	4,928.00		4,928.00	0100	6500000	5760	3150	5800000	022		
SP0250 - SPECIALIZED THERAPY SERVICES	14761903	9,933.00	CT3399 NATC01-221	5,005.00		5,005.00	0100	6500000	5760	3150	5800000	022		
SW0100 - SWEETWATER AUTHORITY	14761904	7,047.28	MT303 1754420-000 031221	7,047.28		2,045.20	0100	0000665	0000	8100	5500300	000		
SW0100 - SWEETWATER AUTHORITY	14761904	7,047.28	MT303 1754420-000 031221	7,047.28		3,154.30	0100	0000665	0000	8100	5500300	111		
SW0100 - SWEETWATER AUTHORITY	14761904	7,047.28	MT303 1754420-000 031221	7,047.28		674.42	0100	0000665	0000	8100	5500300	444		
SW0100 - SWEETWATER AUTHORITY	14761904	7,047.28	MT303 1754420-000 031221	7,047.28		633.06	0100	0000665	0000	8100	5500300	777		
SW0100 - SWEETWATER AUTHORITY	14761904	7,047.28	MT303 1754420-000 031221	7,047.28		540.30	0100	0000665	0000	8100	5500300	888		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
UL0080 - ULINE	14761905	5,802.18	131060251	2,829.98	0000009038	89.48	0100	0000626	0000	7200	4300990	000		
UL0080 - ULINE	14761905	5,802.18	131060251	2,829.98	0000009038	2,740.50	0100	0000626	0000	7200	4300990	000		
UL0080 - ULINE	14761905	5,802.18	131060739	2,972.20	0000009039	84.89	0100	0000626	0000	7200	4300990	000		
UL0080 - ULINE	14761905	5,802.18	131060739	2,972.20	0000009039	2,887.31	0100	0000626	0000	7200	4300990	000		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	709.76	0100	0000644	0000	8100	4300000	056		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	2,429.59	0100	0000644	0000	8100	4300000	222		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	3,366.39	0100	0000644	0000	8100	4300000	225		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	3,213.08	0100	0000644	0000	8100	4300000	333		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	906.05	0100	0000644	0000	8100	4300000	444		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	779.34	0100	0000644	0000	8100	4300000	555		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	3,038.92	0100	0000644	0000	8100	4300000	666		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	2,320.09	0100	0000644	0000	8100	4300000	777		
WA1175 - WAXIE SANITARY SUPPLY	14761906	19,802.53	8937 Feb 2021	19,802.53	0000008937	3,039.31	0100	0000644	0000	8100	4300000	999		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	120.91	0100	6500000	5001	3120	4300000	022		

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
WE1675 - WESTERN PSYCHOLOGICAL SERVICES	14761907	880.00	WPS-347560	880.00	0000008479	154.54	0100	6500000	5001	3120	4300000	022		

Business Unit Total: \$138,549.10

0100	\$ 107,223.49
1300	\$ 305.35
6200	\$ 31,020.26
<b>TOTAL:</b>	<b>\$ 138,549.10</b>

**02300: National School District**

**2021-03-25**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000037 - AMERICAN FIDELITY ADMINISTRATIVE	14762864	1,597.50	CT3737 50889	1,597.50		1,597.50	0100	0000623	0000	7200	5800000	000		
0000000143 - Terri Entzminger-Ma	14762865	197.15	TE031021	197.15		175.00	0100	0000100	1110	1000	4300000	215		
0000000143 - Terri Entzminger-Ma	14762865	197.15	TE031021	197.15		22.15	0100	0100188	1110	1000	4300000	200		
0000000279 - Cynthia Murillo	14762866	20.01	CM030921	20.01		20.01	0100	0000100	1110	1000	4300000	200		
BL0110 - Block and Company, Inc.	14762867	631.19	I4924895	631.19	00000089 96	631.19	0100	0000615	0000	7100	4300000	010		
CA3100 - CAROLINA BIOLOGICAL SUPPLY	14762868	182.90	51327015 RI	182.90	00000089 95	182.90	0100	3010100	1110	1000	4300000	300		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		120.00	0100	0000665	0000	8100	5600100	000		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	111		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	222		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		38.00	0100	0000665	0000	8100	5600100	225		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	333		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		52.00	0100	0000665	0000	8100	5600100	444		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	555		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	666		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	777		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	888		
CH1200 - CHULA VISTA ALARM INC	14762869	546.00	MT850 58898	546.00		42.00	0100	0000665	0000	8100	5600100	999		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14762870	136.55	09-0244498	86.54	00000089 59	86.54	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14762870	136.55	09-0244829	50.01	00000089 59	50.01	0100	8150100	0000	8100	4300000	057		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
EW0100 - Ewing Irrigation Products, Inc.	14762871	449.73	13680379	449.73	0000008648	449.73	0100	8150100	0000	8100	4300000	057		
KO161 - Konica Minolta Premier Finance	14762872	237.08	5014302427	237.08	0000008110	237.08	0100	1100699	1110	1000	5600200	666		
MA1250 - MARCO'S CANOPIES, INC.	14762873	113.10	25315	113.10	0000009016	113.10	0100	0000660	0000	8100	4300000	057		
MC0400 - Michele E. McCowry	14762874	6,168.62	CT3776 NSD Feb 2021	6,168.62		6,168.62	0100	0980999	0000	7200	5800000	000		
NA0076 - NAPA AUTO PARTS	14762875	144.22	3930-324685	125.67	0000008814	125.67	0100	0000660	0000	8100	4300000	057		
NA0076 - NAPA AUTO PARTS	14762875	144.22	3930-326348	18.55	0000008814	18.55	0100	0000660	0000	8100	4300000	057		
OF0075 - OFFICE DEPOT	14762876	1,438.20	157860817001	88.48	0000009023	88.48	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14762876	1,438.20	162751362001	682.78	0000009030	682.78	0100	0000626	0000	7200	4300000	000		
OF0075 - OFFICE DEPOT	14762876	1,438.20	162810498001	666.33	0000009033	59.16	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14762876	1,438.20	162810498001	666.33	0000009033	226.55	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14762876	1,438.20	162810498001	666.33	0000009033	380.62	0100	0000626	0000	7200	4300990	000		
OF0075 - OFFICE DEPOT	14762876	1,438.20	161779775002	0.61	0000009041	0.61	0100	0000626	0000	7200	4300990	000		
OP0130 - OPTIMUM FLOORCARE	14762877	24.86	474446	24.86	0000008754	24.86	0100	0000644	0000	8100	4300000	056		
PI0625 - PIPS C/O KEENAN - SETECH	14762878	92,141.25	MT500 242641	92,141.25		92,141.25	0100	0000000			9910360			
RI0600 - Riverside Insights	14762879	815.40	INV068816	815.40	0000008906	74.12	0100	3215000	5001	2100	4300000	022		
RI0600 - Riverside Insights	14762879	815.40	INV068816	815.40	0000008906	741.28	0100	3215000	5001	2100	4300000	022		
SA0150 - Safety-Kleen Systems, Inc.	14762880	319.16	85419700	319.16	0000009024	319.16	0100	8150100	0000	8100	5600150	057		
SA1210 - SAN DIEGO GUILD OF	14762881	7,000.00	CT3661 031821	7,000.00		7,000.00	0100	0980000	1110	1000	5800000	900		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303379	51.12	0000008985	51.12	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303380	64.16		4.89	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303380	64.16	0000008985	59.27	0100	3010100	1110	1000	4200000	700		



Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
SC0304 - Scholastic Book Clubs	14762882	534.51	48303381	50.02	0000008985	50.02	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303382	8.16	0000008985	8.16	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303383	33.72	0000008985	33.72	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303384	17.40	0000008985	17.40	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48303385	24.46	0000008985	24.46	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419493	25.56	0000008987	25.56	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419494	38.61	0000008987	0.01	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419494	38.61		38.60	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419495	24.46	0000008987	24.46	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419496	17.40	0000008987	17.40	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419497	106.58	0000008987	41.87	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419497	106.58	0000008987	64.71	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48419498	53.83	0000008987	53.83	0100	3010100	1110	1000	4200000	700		
SC0304 - Scholastic Book Clubs	14762882	534.51	48602771	19.03	0000008985	19.03	0100	3010100	1110	1000	4200000	700		
SE0250 - 701 NATIONAL CITY BLVD FUND	14762883	28,137.71	051421	28,137.71		28,137.71	6200	0000000	0000	8700	5600400	062		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14762884	1,159.89	PINV0490732	367.49	0000008854	367.49	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14762884	1,159.89	PINV0790731	344.52	0000008855	344.52	0100	0000019	1110	1000	4300000	020		
SO2075 - SOUTHWEST SCHOOL&OFFICE SUPPLY	14762884	1,159.89	PINV0790730	447.88	0000008857	447.88	0100	0000019	1110	1000	4300000	020		
ST01100 - STAR Autism Support	14762885	1,599.57	23767	1,599.57	0000008966	134.70	0100	3215000	5001	2100	4300000	022		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
ST01100 - STAR Autism Support	14762885	1,599.57	23767	1,599.57	0000008966	380.63	0100	3215000	5001	2100	4300000	022		
ST01100 - STAR Autism Support	14762885	1,599.57	23767	1,599.57	0000008966	400.20	0100	3215000	5001	2100	4300000	022		
ST01100 - STAR Autism Support	14762885	1,599.57	23767	1,599.57	0000008966	684.04	0100	3215000	5001	2100	4300000	022		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14762886	8.28	5408998	3.55	0000008271	1.77	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14762886	8.28	5408998	3.55	0000008271	1.78	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14762886	8.28	5408999	4.73	0000008272	2.36	0100	0000737	8100	5000	5600200	021		
TO0111 - TOSHIBA BUSINESS SOLUTIONS	14762886	8.28	5408999	4.73	0000008272	2.37	0100	0000737	8100	5000	5600200	021		
TO0115 - TOSHIBA FINANCIAL SERVICES	14762887	173.61	438395436	173.61	0000008077	173.61	1300	5310000	0000	3700	4400380	000		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	0.00	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	0.00	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	0.00	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	0.00	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	0.00	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	237.23	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	437.79	0100	0000660	0000	8100	4400000	057		
UL0080 - ULINE	14762888	1,295.02	131135447	1,295.02	0000008829	620.00	0100	0000660	0000	8100	4400000	057		
VE0055 - VERIZON WIRELESS	14762889	3,604.67	9875589970	3,604.67		3,604.67	0100	0000665	0000	8100	5900100	000		
WA0110 - Walter Andersen	14762890	316.12	1-1563685	316.12	0000008894	316.12	0100	8150100	0000	8100	4300000	057		
XE0100 - XEROX CORPORATION	14762891	267.87	012910526	267.87	0000007980	89.28	0100	0000421	0000	2100	5600200	020		
XE0100 - XEROX CORPORATION	14762891	267.87	012910526	267.87	0000007980	89.31	0100	0980000	0000	2100	5600200	020		

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AP TRIAL PAYMENT REGISTER

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
XE0100 - XEROX CORPORATION	14762891	267.87	012910526	267.87	0000007980	89.28	0100	0000616	0000	7100	5600200	010		

Business Unit Total: \$149,260.17

0100	\$ 120,948.85
1300	\$ 173.61
6200	\$ 28,137.71
<b>TOTAL:</b>	<b>\$ 149,260.17</b>

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Func	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44772503 21	297.33	00000089 86	21.54	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44772503 21	297.33	00000089 86	21.54	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44772503 21	297.33	00000089 86	21.54	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44772503 21	297.33	00000089 86	232.71	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	46907803 21	860.68	00000090 12	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	46907803 21	860.68	00000090 12	367.58	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	46907803 21	860.68	00000090 12	486.11	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	46909603 21	62.03	00000090 12	62.03	0100	3010100	1110	1000	4300000	700		
MA1600 - MANAGED HEALTH NETWORK	14764155	465.00	CT3769 PRM-061272	465.00		465.00	0100	0000623	0000	7200	5800000	000		
NA0925 - NATIONAL CITY TROPHY	14764156	163.13	73294	163.13	00000090 76	163.13	0100	0000615	0000	7100	4300000	010		
NA1200 - National Association of Latino	14764157	200.00	126	200.00	00000090 91	100.00	0100	0000618	0000	7100	5200000	005		
NA1200 - National Association of Latino	14764157	200.00	126	200.00	00000090 91	100.00	0100	0000618	0000	7100	5200000	007		
PI0625 - PIPS C/O KEENAN - SETECH	14764158	364.58	228259 Duplicate Payment	364.58		364.58	0100	1100105	1110	1000	2900000	888		
PI0625 - PIPS C/O KEENAN - SETECH	14764159	1,122.81	Overpayment for Stephen Perry	1,122.81		1,122.81	0100	8150100	0000	8100	2200000	057		

**02300: National School District**

**2021-03-29**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
0000000162 - Cristina Quiroga	14764146	338.27	CQ031921	338.27		338.27	0100	0000100	1110	1000	4300000	300		
0000000548 - Patricia Ceseña	14764147	100.00	PC032521	100.00		100.00	0100	0000623	0000	7200	5800000	000		
0000000549 - Debra Hart	14764148	66.65	DH032521	66.65		66.65	0100	0000000			9910099			
CA0054 - CABE SD SOUTH COUNTY CHAPTER	14764149	150.00	Inv #3 Dated: 02/10/21	150.00	00000090 57	150.00	0100	3010800	8100	5000	5200000	200		
CP0110 - Crisis Prevention Institute	14764150	148.50	CUS02483 57	148.50	00000091 02	148.50	0100	3215000	5001	2100	4300000	022		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0244895	27.43	00000089 59	27.43	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0244944	57.69	00000089 59	57.69	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0245198	247.16	00000089 59	247.16	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0245278	54.93	00000089 59	54.93	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0245328	432.19	00000089 59	432.19	0100	8150100	0000	8100	4300000	057		
DI0600 - DIXIELINE LUMBER & HOME CENTER	14764151	842.16	09- 0245392	22.76	00000089 59	22.76	0100	8150100	0000	8100	4300000	057		
EM0075 - EMCOM ELECTRONIC SYSTEMS INC	14764152	701.25	26732	701.25	00000081 60	701.25	6200	0000000	0000	8100	5500000	062		
GI0050 - GigaKOM	14764153	9,286.69	K10399AB -1	4,796.05	00000090 72	1,747.37	0100	0000633	0000	7700	4300000	055		
GI0050 - GigaKOM	14764153	9,286.69	K10399AB -1	4,796.05	00000090 72	3,048.68	0100	0000633	0000	7700	4300000	055		
GI0050 - GigaKOM	14764153	9,286.69	K10399AC -1	4,490.64	00000080 38	1,000.00	0100	0000633	0000	7700	4300000	055		
GI0050 - GigaKOM	14764153	9,286.69	K10399AC -1	4,490.64	00000090 72	3,490.64	0100	0000633	0000	7700	4300000	055		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43675303 21	812.26	00000089 78	6.93	0100	3010100	1110	1000	4300000	700		

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**AP TRIAL PAYMENT REGISTER**

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Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43675303 21	812.26	00000089 78	97.00	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43675303 21	812.26	00000089 78	97.00	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43675303 21	812.26	00000089 78	129.36	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43675303 21	812.26	00000089 78	481.97	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	43676503 21	64.62	00000089 78	64.62	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	6.99	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	14.13	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	40.23	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	97.84	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	130.46	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	162.04	0100	3010100	1110	1000	4300000	700		
LA0500 - LAKESHORE LEARNING MATERIALS	14764154	2,793.29	44770103 21	696.37	00000089 86	244.68	0100	3010100	1110	1000	4300000	700		

PeopleSoft Accounts Payable  
**AP TRIAL PAYMENT REGISTER**

Vendor	Warrant	Warrant Amount	Invoice Id	Invoice Amount	PO Id	Distribution Amount	Fund	Resource	Goal	Funct	Object	Site	Op Unit	PY
PL0100 - Placer County Office of Education	14764160	240.00	AR21-00833	160.00	0000008969	160.00	0100	3010100	1110	1000	5200000	800		
PL0100 - Placer County Office of Education	14764160	240.00	321CPC-022021-0342	80.00	0000009094	40.00	0100	3215000	5001	2100	4300000	022		
PL0100 - Placer County Office of Education	14764160	240.00	321CPC-022021-0342	80.00	0000009094	40.00	0100	3215000	5001	2100	4300000	022		
RE0475 - RSD - NATIONAL CITY	14764161	340.49	61165362-00	340.49		119.03	0100	8150100	0000	8100	4300000	057		
RE0475 - RSD - NATIONAL CITY	14764161	340.49	61165362-00	340.49	0000008518	221.46	0100	8150100	0000	8100	4300000	057		
RU0010 - RUBBER DUCK DESIGN	14764162	363.00	3928	363.00	0000009069	363.00	0100	0000615	0000	7100	4300000	010		
ST1000 - Studio 1 Distinctive Portraiture	14764163	293.63	4224	293.63	0000009104	293.63	0100	0000460	1110	1000	4300000	700		
WI0475 - WILLY'S ELECTRONIC SUPPLY CO	14764164	157.93	1-463604	157.93	0000009034	157.93	0100	8150100	0000	8100	4300000	057		

Business Unit Total: \$18,137.38

0100	\$17,436.13
6200	\$701.25
<b>TOTAL</b>	<b>\$18,137.38</b>

**REVOLVING CASH FUND - BUSINESS I**  
**March 1, 2021 through March 31, 2021**

<b>DATE</b>	<b>NUM.</b>	<b>PAYEE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
3/05/2021	5361	Gustavo Lucero	Emergency Payroll	594.09
3/31/2021	Bank Fee	Union Bank	Check Image Fee	3.00
			<b>TOTAL</b>	<b>\$597.09</b>



**REVOLVING CASH FUND - BUSINESS II**  
**March 1, 2021 through March 31, 2021**

<b>DATE</b>	<b>NUM.</b>	<b>PAYEE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
3/31/2021	Bank Fee	Union Bank	Check Image Fee	3.00
<b>TOTAL</b>				<b>\$3.00</b>

Petty cash funds are maintained in Business Services, Family Resource Center, and Service Center for the purchase of office and maintenance supplies.



**NATIONAL SCHOOL DISTRICT  
PURCHASING CARD EXPENSES  
FEBRUARY 2021 - BOARD REPORT**

Account Name	Merchant Name	Amount	Expense Description
BRADY,LEIGHANGELA	NATIONAL CITY CHAMBER	25.00	Registration - National City Chamber Virtual Installation Dinner on February 12, 2021 - Maria Dalla
BRADY,LEIGHANGELA	NATIONAL CITY CHAMBER	25.00	Registration - National City Chamber Virtual Installation Dinner on February 12, 2021 - Maria Betancourt-Castañeda
BRADY,LEIGHANGELA	NATIONAL CITY CHAMBER	25.00	Registration - National City Chamber Virtual Installation Dinner on February 12, 2021 - Rocina Lizarraga
BRADY,LEIGHANGELA	NATIONAL CITY CHAMBER	<u>25.00</u>	Registration - National City Chamber Virtual Installation Dinner on February 12, 2021 - Alma Sarmiento
<b>BRADY,LEIGHANGELA Total</b>		100.00	
CASTILLO,DAVID	CUSTOM GLASS SPECIALTI	39.40	Replacement glass for board room picture frame
<b>CASTILLO,DAVID Total</b>		39.40	
CESENA,VANESSA	WALGREENS #7869	71.54	Temporary pictures of new Board members Michelle Gates and Rocina Lizarraga for 10 school sites and the preschool center.
CESENA,VANESSA	WALGREENS #7869	<u>6.50</u>	Temporary pictures of new Board members Michelle Gates and Rocina Lizarraga for 10 school sites and the District office.
<b>CESENA,VANESSA Total</b>		78.04	
DENEGRI,ALFONSO	AMZN MKTP US*4351Y4N83	20.65	Office Supplies - One pack of three cleaning duster spray bottles
DENEGRI,ALFONSO	AMZN MKTP US*4Z1PS3TU3	43.49	Office Supplies - Five ink toner cartridges for the library printer (one of each color)
DENEGRI,ALFONSO	AMAZON.COM*P626H9WS3	<u>48.87</u>	Learning Materials - Seven copies of book "The Wild Robot" for 5th grade students
<b>DENEGRI,ALFONSO Total</b>		113.01	
HANSEN,JON	THE HOME DEPOT #1032	<u>1661.70</u>	Chest freezers for food storage for distribution at John Otis
<b>HANSEN,JON Total</b>		1661.70	*Note this purchase was cancelled. The credit will appear on the March purchasing card report.
KRAFT,SHARMILA	ADOBE INC	<u>179.88</u>	Software License - Adobe Acrobat Pro 2020 for Sofia Lopez
<b>KRAFT,SHARMILA Total</b>		179.88	
LAWSON,CHARMAINE	OFFICE DEPOT #5125	49.03	Office Supplies - Two packs of 10 bankers boxes for organizing student files

LAWSON,CHARMAINE	USPS PO 0567380111	<u>2.20</u>	Postage - Community Care Licensing forms for the Department of Social Services
<b>LAWSON,CHARMAINE Total</b>		51.23	
O CONNOR,WENDY	AMZN MKTP US*QJ9L21SS3	86.10	Distance Learning Supplies - Ten replacement power cords for student hotspots
O CONNOR,WENDY	CDW GOVT #7982568	109.91	Software License - Adobe Acrobat Pro 2020 for Yvette Olea
O CONNOR,WENDY	AMAZON.COM*9G8UI39C3	38.54	Distance Learning Supplies - Five replacement power cords for student hotspots
O CONNOR,WENDY	AMZN MKTP US*CU3BH09D3	129.00	Distance Learning Supplies - Fifteen replacement power cords for student hotspots
O CONNOR,WENDY	MONOPRICE, INC.	<u>657.63</u>	Distance Learning Supplies - Forty-four charging cables and bricks for student devices
<b>O CONNOR,WENDY Total</b>		1021.18	
YOUNG,MEGHANN	AMZN MKTP US*HI8OT5Q43	34.99	Student Incentives - Healthy snacks for 6th Grade Virtual Camp (reimbursed using 6th Grade Camp funds)
YOUNG,MEGHANN	FIRST BOOK	11.70	Shipping Charges - Expedited Shipping for Read Across America books
YOUNG,MEGHANN	AMZN MKTP US*8R47I8GT3	<u>33.15</u>	Student Incentives - Healthy snacks for 6th Grade Virtual Camp (reimbursed using 6th Grade Funds)
<b>YOUNG,MEGHANN Total</b>		79.84	

**Grand Total:** 3324.28

# **EXHIBIT B**

**April 14, 2021**



Integrity Charter School  
Proposal for Renewal  
2021-2026

Submitted to the Governing Board of National School  
District on  
March 1, 2021

*The original charter was submitted and approved on by the Board on March 20, 2003. It was last approved by the NSD Board on April 27, 2016. The original charter has guided the creation and operation of Integrity Charter School over the past seventeen years. It has been revised this year by the ICS staff and Board of Directors to more accurately reflect the reality of the school and to comply with the required 16 Charter Elements and applicable laws.*

Integrity Charter School  
701 National City Blvd.  
National City, CA 91950  
(619) 336-0808  
[sfahey@integritycharterschool.net](mailto:sfahey@integritycharterschool.net)  
[thart@integritycharterschool.net](mailto:thart@integritycharterschool.net)

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**APPENDICES:**

- 1: 2019-2020 LCAP**
- 2: 2020 Learning Continuity and Attendance Plan**
- 3: Assessment Report**
- 4: 5 Year Budget Projection**
- 5: Articles of Incorporation**
- 6: Bylaws**
- 7: State of California Certificate of Status**



# INTEGRITY CHARTER SCHOOL

Integrity Charter School  
701 National City Blvd.  
National City, CA 91950  
(619) 336-0808  
[sfahey@integritycharterschool.net](mailto:sfahey@integritycharterschool.net)  
<https://www.integritycharterschool.net>

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January 11, 2021

National School District  
National School District Governing Board  
1500 N Avenue  
National City, CA 91950

**RE: Letter of Intent to Renew Integrity Charter School**

To the National School District Governing Board:

In accordance with the California State Board of Education, please accept this letter of intent to renew the Charter of Integrity Charter School. We propose to renew our Charter for a term of 5 years to begin on July 1, 2021. We will submit a charter renewal to the National School District Governing Board by their deadline, along with approval from Integrity Charter School Governing Board.

We look forward to working with you during the renewal process and appreciate your consideration.

Sincerely,

Dr. Susie Fahey  
Executive Director of Integrity Charter School



Integrity Charter School

### BOARD RESOLUTION

At the meeting of the Governance Board of Integrity Charter School on February 22, 2021, the following resolution was proposed to, and approved by the Integrity Charter School Governance Board:

**WHEREAS** the Integrity Charter School is a San Diego County Public Charter School originally incorporated in the State of California in 2003, and initially authorized by the State of California and the National School District to begin serving the National City and surround areas student population in 2003; and

**WHEREAS** the Integrity Charter School is a San Diego County Public Charter School with its fourth, and current, charter contract expiring on July 31, 2021;


**WHEREAS** the Integrity Charter School is requesting approval of a new, fifth, five-year contract term from the National School District Board of Education ;

**WHEREAS** the Governance Board of Integrity Charter School fully supports and approves this charter renewal petition to be submitted to the National School District Board of Education;

**Be It Hereby Resolved:**

The Governance Board of Integrity Charter School approves the Charter Renewal Petition application to be submitted to National School District.

Signed and sealed, this 22<sup>nd</sup> day of February, 2021.

Signed  2/22/21

Sam Caldera, Integrity Charter School Governance Board President



## Integrity Charter School Board of Directors Overview of the Renewal

For the past 17 years Integrity Charter School has provided a school choice for families in National City and the surrounding areas. Integrity Charter School was first chartered by National School District in 2003.

Maximum enrollment for 2016-2021 391 Building towards 2 classes at each grade level	Maximum enrollment for 2021-2026 410 2 classes at each grade level K-8
---	--

Integrity Charter School is located at two sites:

Grades K-2 1400 D Street, National City, CA

Grades 3-8 701 National City Blvd., National City, CA

Currently we are looking for another location either to house a K-8 campus or a location that is not shared. With this renewal period, we are anticipating a new location.

<b>Element One: Educational Program</b> A description of the educational program of the school. Alignments with the California Common Core Standards and the California Frameworks	
2016-2021 Charter	2021-2026 Charter
<p><b>English Language Arts:</b></p> <ul style="list-style-type: none"> <li>● Pearson Reading Street (K-5)</li> <li>● Pearson Literature (6-8)</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>● Developmental Studies Making Meaning</li> <li>● SIPPS - Phonics</li> <li>● Guided Reading</li> </ul> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● Math Expression (K-8)</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>● Science and Technology by Holt 2001</li> </ul> <p><b>Supplemental</b></p> <ul style="list-style-type: none"> <li>● GLAD Units</li> <li>● Delta Education - FOSS Kits</li> </ul>	<p><b>English Language Arts:</b></p> <p><b>Current Adopted Standards Aligned</b></p> <ul style="list-style-type: none"> <li>● Teachers College Reading and Writing Project (TCRWP) Lucy Calkins Units of Study in Reading, Writing, and Phonics (Teacher Selected)</li> <li>● Piloted for 1 year-Writing/Reading</li> <li>● Adopted 2018 - Year 2(18-19) Implemented Writing Units</li> <li>● Year 3 (19-20) - Reading Units</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>● SIPPS- Phonics</li> <li>● Small Group Instruction</li> <li>● Fountas and Pinnell Guided Reading</li> <li>● Balanced Approach to Literacy</li> </ul> <p><b>Mathematics:</b></p> <p><b>Current State Adopted- 2017:</b></p> <ul style="list-style-type: none"> <li>● Math Expressions (K-2),</li> <li>● EnVision Math (3-6),</li> <li>● Glencoe Math (7-8)</li> </ul> <p><b>Science:</b></p> <p><b>New adoption of curriculum from 2018 SBE list or teacher selected by 2022.</b></p> <ul style="list-style-type: none"> <li>● Next Generation Science Standards aligned lessons with adopted</li> </ul>

<p><b>Social Studies/History:</b></p> <ul style="list-style-type: none"> <li>● Houghton Mifflin History-Social Studies 1999 (K-8)</li> </ul> <p><b>English Language Development:</b></p> <ul style="list-style-type: none"> <li>● Systematic ELD a Focused Approach by Susana Dutro</li> </ul> <p><b>Supplemental</b></p> <ul style="list-style-type: none"> <li>● GLAD</li> <li>● Quantum Learning</li> </ul> <p><b>Physical Education</b> There are no State Board of Education approved Kindergarten through Grade Eight materials in physical education.</p> <ul style="list-style-type: none"> <li>● SPARK program</li> </ul> <p><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>● Arts Standards/Framework</li> <li>● After School Education &amp; Safety</li> </ul> <p><b>Social Emotional Development:</b> <b>Integrity Charter School Core Anchors:</b> <b>Respectful, Caring, Courteous</b> <b>Responsible and Civic Minded</b></p> <ul style="list-style-type: none"> <li>● Community Matters</li> <li>● Center for the Collaborative Classroom-Caring School Community</li> </ul>	<p>curriculum- Holt 2001</p> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>● Orange County Department of Education Project GLAD®</li> <li>● Delta Education -FOSS kits</li> <li>● Studies Weekly -Science</li> </ul> <p><b>Social Studies/History:</b> <b>Current State Adopted 2017</b></p> <ul style="list-style-type: none"> <li>● Studies Weekly-California Studies Weekly- Social Studies (K-6)</li> <li>● History Alive! By Teachers Curriculum Institute (7-8),</li> </ul> <p><b>Supplemental:</b></p> <ul style="list-style-type: none"> <li>● Orange County Department of Education Project GLAD®</li> </ul> <p><b>English Language Development:</b> New adoption for Specialized English Language Program 2021</p> <ul style="list-style-type: none"> <li>● Systematic ELD a Focused Approach by Susana Dutro</li> </ul> <p><b>Supplemental</b></p> <ul style="list-style-type: none"> <li>● Orange County Department of Education Project GLAD®</li> <li>● Quantum Learning</li> <li>● Supplemental ELD support in Teachers College</li> </ul> <p><b>Physical Education</b> There are no State Board of Education approved Kindergarten through Grade Eight materials in physical education.</p> <ul style="list-style-type: none"> <li>● SPARK program</li> </ul> <p><b>Visual and Performing Arts</b></p> <ul style="list-style-type: none"> <li>● Arts Standards 2019/ Framework</li> <li>● After School Education &amp; Safety</li> </ul> <p><b>Social Emotional Development:</b> <b>Integrity Charter School Core Anchors:</b> <b>Respectful, Caring, Courteous</b> <b>Responsible and Civic Minded</b></p> <ul style="list-style-type: none"> <li>● The Collaborative for Academic, Social, and Emotional Learning (CASEL)</li> <li>● Community Matters-Safe School Ambassadors</li> <li>● Center for the Collaborative Classroom-Caring School Community</li> </ul>
--	--

**Element Two:** Measurable Pupil Outcomes  
**Element Three:** Method by which Pupil progress is Measured

Elements Two and Three describe the ways in which Integrity Charter School will monitor student learning that is measurable.

These are the ways Integrity Charter School will monitor student outcomes:

- CA State Dashboard,
- California Assessment of Student Performance and Progress (CAASPP) results
- ELPAC assessments
- State mandated assessments as required
- grade level benchmarks
- formative assessments
- report cards
- surveys to staff, parents, and students.

Integrity Charter School will meet all of the State Priorities. We utilize the LCAP and LCFF funding to support all subgroups; students with disabilities, homeless/foster youth, and English learners. Academic supports are provided for low and high achieving students. All students will be monitored for mastery of the states common core standards.

2019

### LEARN MORE English Language Arts

All Students State



Yellow

9.2 points below standard

Increased 8.1 Points Ⓢ



[View More Details](#) →

2018

### LEARN MORE English Language Arts

All Students State



Yellow

17.3 points below standard

Increased 5.1 Points Ⓢ



[View More Details](#) →

2017

### LEARN MORE English Language Arts

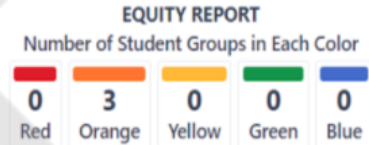
All Students State



Orange

22.4 points below standard

Maintained 1.1 Points



[View More Details](#) →

### LEARN MORE Mathematics

All Students State



Green

4.2 points below standard

Increased 17.4 Points Ⓢ



### LEARN MORE Mathematics

All Students State



Green

21.6 points below standard

Increased 9.2 Points Ⓢ



### LEARN MORE Mathematics

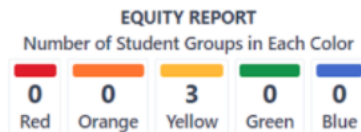
All Students State



Yellow

30.8 points below standard

Increased 27 Points Ⓢ



**Element Four: Governance Structure of School and Parent Involvement**

- Integrity Charter School Governing Board of Directors - 5 members
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Committee (PTC)
- Special Education Local Plan Area (SELPA)
- Consultants

**Element Five: Qualifications of Employees**

- Qualifications for Administrators and Teachers
- Emergency permit teachers will not be hired, only fully certificated personnel

**Element Six: Procedures to ensure health and safety of pupils and staff**

- Integrity Charter School will comply with all provisions in CA Ed Code 44237.
- Fingerprints for all employees through the DOJ
- Immunization records/requirements for all
- Insurance
- Adopts, implements, and maintains a current and site-specific Comprehensive Health, Safety, and Emergency Preparedness Plan
- Annual mandated trainings for employees
- Family Educational Rights and Privacy Act (FERPA)
- Suicide Prevention Policy
- Medications
- Prevention of Human Trafficking
- Bully Prevention

**Element Seven: Racial and Ethnic Balance**

The means by which the school will achieve racial and ethnic balance among its pupils, reflective of the general population residing in the district.

Integrity Charter School recruits students from a range of ethnic, linguistic and racial populations. Recruitment strategies will be put into place as needed.

**Element Eight: Admissions Requirements**

- School of choice
- Open to students in National City and surrounding areas
- Open enrollment period from February 1 to March 31 of each year
- Open to all students including students with Special Educational Needs, Foster/Homeless students and English learners.
- Integrity Charter School will not accept students who have been expelled or recommended for expulsion from another district and have not completed assigned placement.

- Open for all students
- Public lottery as needed

**Element Nine:**

Manner in which annual financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved

- Integrity Charter School may receive funding in accordance with Ed Code Section 47360.
- Authorizing district and School will develop mutually agreeable Memoranda of Understanding
- National School District will periodically review the fiscal integrity of the School
- Integrity Charter School will adhere to the district's reporting requirements
- Integrity Charter School will contract, at its own expense, the services of an independent, certified public accountant to conduct an annual financial audit.
- Integrity Charter School will send a copy of the report to district, county, and state.
- Insurance will be through the JPA
- Follow approved personnel policies
- Integrity Charter School will provide an annual report to the NSD Governing Board.
- Integrity Charter School will provide budget and cash flow reports to the District and County Superintendent of Schools.

**Element Ten:**

Procedures by which pupils may be suspended or expelled

- Restorative Practices Approach will be followed
- Offenses are listed that are causation for suspension and/or expulsion.
- Integrity Charter School Governing Board will have final say on matters of expulsion.
- Integrity Charter School practice for Special Education students recommended for suspension or expulsion will be in accordance with State and Federal Special Education Law and policies and procedures adopted by the Board of the National School District.
- Specific procedures as adopted by the District for its use in non-charter public schools will be reviewed and published to the school community at the beginning of each school year.

**Element Eleven:**

Provisions for employee coverage under the State Teachers Retirement System, the Public Employees Retirement System, or federal social security

All teachers and employees of Integrity Charter School shall be able to participate in any and all teacher and employee retirement funds that they would be eligible to participate in, if they were teaching/working in a non-charter public school. They will retain all previous vested rights in their respective retirement systems prior to being employed by Integrity Charter School.

**Element Twelve:**

Public school alternatives for pupils residing within the district who choose not to attend charter schools

Pupils are not required to attend Integrity Charter School.

**Element Thirteen:**

Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school

- District employees granted leave to work at a charter school can keep seniority in the district and return at expiration of leave.
- Employees of Integrity Charter School are at-will employees.
- Integrity Charter School does not have a collective bargaining agreement.
- Teachers at Integrity Charter School will be placed on the Integrity Charter School salary scale.
- Administrators have the right to observe and evaluate staff.

**Element Fourteen:** A dispute resolution process

- If a dispute arises between Integrity Charter School and the District, the District shall comply with the requirements of Ed Code Section 47607 and its implementing regulations.
- Both parties will agree to follow the procedures outlined in the Charter.
- Integrity Charter School will have an Internal Complaint Procedure for disputes within the School. A copy will be provided to the District and distributed to parents yearly.
- The District will refer internal complaints to the School to resolve.

**Element Fifteen:**

Procedures to be used if the charter school closes

- Will be the official action of the Board of Directors
- Prompt notice to all stakeholders including the District, County, SELPA, retirement systems, and CA Department of Education
- School will assist families for alternative schooling
- Records will be transferred to District in compliance with Family Educational Rights and Privacy Act (FERPA)
- School will prepare final financial records
- Any assets belonging to the District will be returned to the District
- Charter School will remain solely responsible for all liabilities from operation of the Charter School

# VALIDATION FOR RENEWAL



## Ed Code 47605 “The Legislative Intent”

- ✓ Improved Learning
- ✓ Increased Opportunity
- ✓ Innovation
- ✓ Heightened  
Accountability

DRAFT



## **ELEMENT ONE: 47605 (c)(5)(A)(i)**

*(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.*

*(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."*

### **History and Mission**

Integrity Charter School opened on September 15, 2003, as the first charter school approved in National City, California. The purpose for opening this school was to provide an alternative educational opportunity to the community; a small school setting with an emphasis on academic excellence as well as character development and growth.

Integrity Charter School began with 85 students and 4 teachers in the basement of a church. The school now serves students in Kindergarten to Eighth Grade and has grown to 391 students, 22 teachers, and has a current waiting list for enrollment.

Integrity Charter School's mission is to provide educational choice to parents of children in grades K-8 in National City, CA and the neighboring area. Integrity Charter School equips students with strong skills in State Content Standards and core curriculum, emphasizing skills in reading, writing, and mathematics as well as the skills necessary to become caring, courteous, responsible, respectful, and civic-minded adults. By providing a small school environment and through partnerships with the home and community, Integrity Charter School enables students to be successful leaders of their family, school, and community.

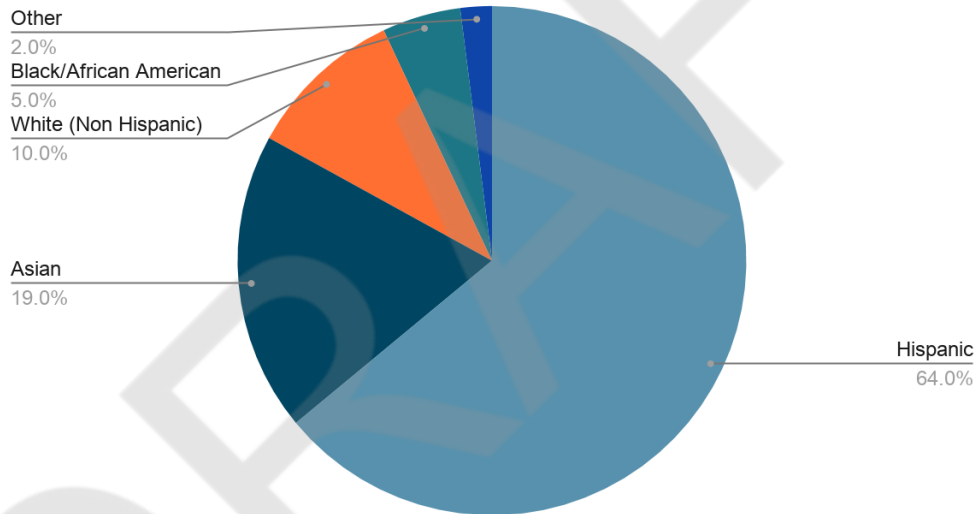
### **1a Whom will Integrity Charter School Educate**

Integrity Charter School offers a site-based education program for students in Kindergarten through Eighth Grade in the National City and surrounding areas.

Projected Student Enrollment for the Term of the Charter										
	K	1	2	3	4	5	6	7	8	Total
2020-2021	36	40	39	42	45	48	45	53	43	391
2021-2022	40	40	40	40	50	50	50	50	50	410
2022-2023	40	40	40	40	50	50	50	50	50	410
2023-2024	40	40	40	40	50	50	50	50	50	410
2024-2025	40	40	40	40	50	50	50	50	50	410
2025-2026	40	40	40	40	50	50	50	50	50	410

The school districts in the southern part of San Diego County contain the largest percentage of Hispanic students, with some African American, Asian, and a minority of Caucasian students. The National School District is primarily composed of middle and lower socioeconomic minority students.

### National City Demographics



National City Demographics	
* <a href="https://www.census.gov/quickfacts/nationalcitycalifornia">https://www.census.gov/quickfacts/nationalcitycalifornia</a>	
Percentage of households in National City that are comprised of families	70%
Percentage of households that have children under the age of 18	20.6%
Percentage of families that speak a language other than English at home	69.2%
Percentage of housing that is owner occupied	35.4%
Percent of National City's population that lives below poverty the level	18.3%
Average household income in National City	\$47,119

## **1b Description of the Education Program**

### **Overview of Integrity Charter School's Instructional Program**

Integrity Charter School students are educated through a standards-based curriculum with a focus on the essential skills including the academic areas of language arts, mathematics, social studies, science, and English language development. Integrity Charter School has implemented comprehensive K-8 Common Core Standards instruction and aligned benchmarks that define the essential knowledge and skills that students should acquire in every subject area. Integrity Charter School has a focus on strong character development that focuses on our core anchors; to become caring, courteous, responsible, respectful and civic-minded citizens. In addition to providing students academic opportunities, we know that schools must meet students where they are emotionally, socially, physically, and academically. Every child needs a school that provides a safe learning environment to thrive and grow. Integrity Charter School's instructional program is created to meet the Common Core State Standards that are taught in a student-centered challenging environment.

Current state adopted textbooks and materials, and other supplementary resources establish the scope and sequence for each of the following curricular areas:

#### **English Language Arts**

Integrity Charter School implements Lucy Calkins Units of Study in reading, writing, and phonics by Teachers College Reading and Writing Project (TCRWP) along with a balanced approach to literacy including guided reading for English language arts.

The Units of Study in Reading, Writing, and Phonics is a research based program developed by Lucy Calkins and the Teachers College Reading and Writing Project (TCRWP) coauthors. Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project at Columbia University. She has led this project for over 30 years. On top of that, she is an author and coauthor for many professional books and articles. The mission of the Teachers College Reading and Writing Project is to help young people become avid and skilled readers, writers, and inquirers. They accomplish this goal through research, curriculum development, and through working shoulder-to-shoulder with students, teachers, and school leaders. The organization has developed state-of-the-art tools and methods for teaching reading and writing, for using performance assessments and learning progressions to accelerate progress, and for literacy-rich content-area instruction. Each unit and session is directly linked to the Common Core State Standards and English Language Development Standards (ELD).

The Units of Study were developed to prepare students for any reading and writing task. It aims to develop lifelong learners that are confident readers and writers who can do so with independence. According to data collected by TCRWP, the schools in California that were affiliated with TCRWP, on average, did better than other schools in the state. This program will ensure that every student will learn at high levels. Teachers at Integrity Charter School plan with the Instructional Lead Teacher and Administrators to ensure that pacing, along with all

standards and skills, are taught to meet the needs of all students. Teachers plan by identifying the desired results, determine acceptable evidence of learning, and adapt lessons accordingly.

Along with the Units of Study, Integrity utilizes differentiated small group instruction in both reading and writing and includes conferring, read alouds, shared reading and writing, guided reading and interactive writing. Guided reading consists of small group reading instruction designed to provide differentiated instruction that supports in developing reading proficiency. Teachers plan for their fluid reading groups to include decoding, comprehension, and reading skills. They also give running records to check students' reading proficiency and to look for growth and set goals.

## **Mathematics**

Integrity Charter School has adopted three math programs. All three programs are aligned to the Common Core State Standards and are approved, state adopted materials. The programs used are: Math Expressions by Houghton Mifflin Harcourt for Kindergarten through Second Grade; EnVision Math by Savvas Learning Company (formerly Scott Foresman) for Third through Sixth Grade; Glencoe Math by McGraw Hill for Seventh and Eighth Grade.

Math Expressions is a proven Pre K-Sixth Grade curriculum whose research was funded by the National Science Foundation. It helps children make sense of math by exploring, discussing, and demonstrating their understanding of key concepts. Students look deeper at concepts and find their own path to solving problems. These are skills that can go beyond the math classroom.

EnVision Math is a comprehensive math program that offers flexibility of digital, print, or blended instruction. The program uses visual learning strategies and contains extensive customizable options while providing rigor, focus, and coherence to meet Common Core State Standards and differentiates instruction to meet the needs of all students.

Glencoe Math is a research based program designed with rigor, relevance, and results in mind. Glencoe Math contains three components of rigor. Conceptual understanding, procedural skill and fluency, and applications are embedded into the math lessons. The program is relevant as it makes math real and engaging for students. It is interactive, highly customizable, and adaptable. Glencoe Math is written to meet Common Core State Standards and develops critical thinking skills in middle school students.

## **Science**

In 2001, Integrity Charter School adopted Holt, Reinehart, and Wilson's Holt Science and Technology for grades K-8.

On September 4, 2013, the State Board of Education adopted the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve* (CA NGSS) as required by California *Education Code* 60605.85 (California Department of Education). Integrity Charter School teachers use the CA NGSS to teach the Disciplinary Core Ideas: Life Sciences,

Earth and Space Sciences, Physical Sciences and the core grade level topics. Teachers use NGSS Appendices A-M as a resource for implementation of the science standards and to aid in the development of the science curriculum.

As teachers will continue to use the CA NGSS, Integrity Charter School, will explore any adopted curriculum from the State Board of Education approved list. Integrity Charter School will supplement Science with Science Weekly. Science Weekly is a NGSS standards-based K-5 Science curriculum that utilizes the 5 E's of Science: Engage, Explore, Explain, Elaborate, and Evaluate. Integrity Charter School also uses FOSS kits and GLAD units to supplement Science instruction.

### **Social Studies**

In 2017 Integrity Charter School adopted Studies Weekly-California Studies Weekly- Social Studies (K-6) Teachers' Curriculum Institute, History Alive! California Middle School Program, for grades 6-8. Social Studies is supplemented with Orange County Department of Education Project GLAD® Teachers continue to plan and instruct using CA Common Core State Standards and Frameworks in History and Social Studies.

Integrity Charter School teachers develop lessons using the State Board of Education adopted History-Social Science Framework which was adopted on July 14, 2016. This framework provides guidance to teachers to support implementing California content standards and provides design, implementation, and a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.

The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California's children for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence (History Social Studies Framework-2018: California Department of Education).

### **English Language Development (ELD)**

Integrity Charter School has 63% of students that are Emerging Bilingual (EB) students. It is essential to support our EB students by providing the necessary resources to enhance their learning experiences and provide the opportunities to support their language learning. Integrity Charter School has an adopted ELD program called Systematic ELD by Susana Dutro. Teachers are being trained on specific strategies to support EB students and are trained in the utilization of the state adopted CA ELD Framework and standards while Integrity Charter School

is exploring new state adopted ELD curriculum. Integrity Charter School teachers are trained in supplemental strategies to give all English learners access to the core curriculum. In addition to the adopted curriculum, there are supplemental programs that include efficient strategies: Orange County Department of Education Project GLAD® (Guided Language Acquisition Design) to develop language skills integrated in academic content, integrated and designated ELD (English Language Development), the CA English Language Arts/English Language Development Framework, and Quantum Learning to support students in language development.

Integrity Charter School offers EBs an English language mainstream (K-8) program. With a comprehensive approach to ELD, EBs at all English proficiency levels and in all grade levels are provided both integrated ELD and specialized attention to their particular language learning needs. EBs receive core curriculum in English using Specialized Academic Instruction in English (SDAIE) and sheltered English strategies to scaffold instruction in the content areas. Integrated ELD is provided to EBs throughout the school day and across all subjects. The CA ELD Standards are used in conjunction with the CA CCSS for ELA and other content standards to ensure students strengthen their English as they learn content. Both Integrated and Designated ELD Programs follow the four principles of the English Learner Roadmap, which was passed by State Board of Education on July 12, 2017: Assets-Oriented and Needs Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, Systems Conditions that Support Effectiveness, and Alignment and Articulation Within and Across Systems.

In order to provide meaningful access in grades Kindergarten through Eighth Grade, teachers are provided professional learning and support to integrate language development with content—in and across curriculum. Much of the professional learning is provided by Project GLAD, Quantum Learning and the San Diego County Office of Education. Teachers provide language scaffolding, explicit vocabulary development, and collaborative peer opportunities. To provide text engagement and print-rich environments, teachers select culturally and linguistically diverse texts for both reading and as mentor texts in writing. Teachers plan for a balanced literacy approach with read alouds, shared reading, guided reading, and independent reading at students' independent reading levels. Students are provided scaffolds to be able to access high quality and relevant curriculum and materials.

Designated ELD occurs during a protected time of the regular school day. Students in all grade levels and in all language proficiency levels participate in designated ELD. Teachers use the CA ELD Standards to plan lessons that build into and from content instruction. During designated ELD instruction, students focus on Science/Social Studies to improve their proficiency in English. Students in Kindergarten through Eighth Grade receive daily designated English Language Development instruction to give students specialized attention to their particular language learning needs. This protected time, during the regular school day, is provided by teachers who use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical language EBs need for content learning in English. Students learn about English and develop language awareness. The daily designated sessions allow EBs to strengthen their abilities to use English successfully in school while also developing critical content knowledge through English. Careful planning and attention are given

to students with disabilities and students performing below grade level. Project GLAD was founded more than 35 years ago in Orange County, CA. It was developed by a group of educators who saw the urgency to meet the needs of a group of refugee students whose primary language was not English. Because there were limited resources, these educators did research on best ways to support language acquisition, the brain, primary language, and reading and writing. This evolved and turned into what Project GLAD is today. Teachers at Integrity Charter School are trained in Project GLAD strategies and how to incorporate them into all academic areas.

The California English Language Development Standards were developed and adopted by the California State Board of Education in 2012. The standards describe the key knowledge, skills, and abilities that students, who are learning English as a new language, need in order to access, engage with, and achieve in grade-level academic content. They were designed to meet the needs of a variety of language learners and for different purposes. Integrity teachers use the standards as a guide in planning their lessons in academic areas to ensure that they are including and are purposefully embedding the standards in their instruction. There are two ways that teachers can do this. Teachers use integrated ELD which is when the state adopted academic content standards are used in tandem with the state adopted ELD standards. Designated ELD is a protected time during the school day with direct instruction using the ELD standards. Teachers use a variety of strategies they have learned in Project GLAD, Quantum Learning, and their expertise to include ELD into their classrooms.

Quantum Learning is a research-based education system that orchestrates core components to achieve desired results. It was developed in 1982. Teachers at Integrity Charter School are trained in the Quantum Learning System by diving deep into the foundation, atmosphere, environment, and design and delivery components of the program. Teachers then develop lessons using the Quantum Learning System. These strategies create learning environments that are aligned to a community of learners, create positive and respectful emotional climates where students feel safe to take cognitive risks. It also creates physical spaces that support the classroom culture and enhances learning, and facilitates meaningful learning. Quantum Learning strategies are interactive and provide many opportunities for students to engage with oral language at a high level. At Integrity, we focus on how Quantum Learning enhances the engagement of our students in their learning and how the strategies support EB students.

“The main goal of ELD in school is to ensure that students develop the levels of English proficiency required to succeed academically” (Snow & Katz, 2010, p. 83). Therefore, Integrity Charter School’s ELD instruction is designed to support EBs in acquiring a level of English proficiency that breaks down the barriers associated with language when engaging in academic learning.

## **Physical Education**

Integrity Charter School has a significant commitment to the well-being of the students and staff of the School. Although there are no State Board of Education approved Kindergarten through

Grade Eight materials in physical education, Integrity Charter School implements standards aligned SPARK program.

### **Visual and Performing Arts**

Integrity Charter School teachers implement CA Arts Standards 2019 and Framework into their lessons. The After School Education and Safety Program enhances the Visual and Performing Arts Standards.

### **Integrity Charter School's Core Values/Character Education**

We have set high expectations for all children, provide important and engaging learning opportunities and have created a caring community of learners. The learning environment at Integrity is one of physical and psychological safety.

Throughout time, societies have recognized the need to educate the coming generation of adults to pass on knowledge and skills. Recorded history from long before the present era, emphasizes that education must also develop character. We believe the development of a child's character to be the shared responsibility of parents, teachers and members of the community, who come together to support the whole child.

Integrity's students practice five core values that reflect a child's ability to become self-motivated, competent, and lifelong learners. The core anchors focus on the skills that are necessary to become caring, courteous, responsible, respectful and civic-minded citizens.

In school, a person's core values must be approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss, and enact positive social behaviors. Student leadership and involvement are essential for our core values to become a part of a student's beliefs and actions.

Our Character Education focus is integrated into the curriculum as we continue to implement Caring School Community (CSC) which is a curriculum developed through the Center for the Collaborative Classroom. They are a nonprofit driven by their mission to develop the social and emotional skills needed to thrive. One of their core beliefs is that, "Relationships are fundamental. A child's sense of community is essential to healthy development and academic growth. The Caring School Community curriculum has been implemented in over 200,000 classrooms across the country and users have acknowledged that it has improved academics as well as behavior concerns while enhancing student engagement. Here are some components of the Caring School Community curriculum:

- Class meetings that build supportive relationships and shared goals within the classroom
- Cross-age "buddies" program
- School wide community-building and service activities
- Home-based parent involvement activities that help students connect their experiences at home with their experiences at school



Woven throughout CSC is an emphasis on helping students take greater responsibility for their learning and their behavior, and to deepen their commitment to values such as kindness, helpfulness, fairness, and respect for others. This approach creates a classroom climate that supports learning and turns “classroom management” into a process in which students are actively involved.

Along with our Core Anchors and CSC; Integrity has a partnership with Safe School Ambassadors (SSA) by Community Matters. It is an evidence-based program that empowers students to notice, think, and act upon mistreatment and bullying. It instills the power of being an “upstander” and doing the right thing. All students and teachers at Integrity Charter School are trained in the SSA actions that support the reduction of mistreatment. The actions include:

- **Balancing - Put up a put down:** Saying something positive about a person or group that was put down.
- **Supporting - Show you care:** Trying to make someone feel better when their feelings have been hurt. It’s simple and quick and shows that you are there for that person.
- **Reasoning - Get them to think:** Talking a person out of doing something hurtful by helping them think about it; including the consequences and their choices. It is simple and quick and you aren’t trying to “win an argument” or convince them of what to do.
- **Distracting - Change the subject and/or move the people:** Drawing attention away from an act of cruelty or mistreatment by changing the subject and/or separating the people. Speak directly to the people whose attention you want by being loud, assertive, and confident. You might need to repeat yourself. It works with people’s “outsides” rather than their “insides”.
- **Active Listening - Notice and respond:** Noticing and responding to a person’s thoughts and feelings. Pay attention and respond by listening, showing concern, paraphrasing and summarizing, and reflecting.
- **Getting Help - Talk to an adult you trust:** Speaking with an adult you trust to help you handle a situation that is complicated, dangerous, or too hard to handle on your own. It is not snitching; it is going to an adult to get someone out of trouble about something big.

### **Social-Emotional Learning**

Integrity Charter School also utilizes The Collaborative for Academic, Social, and Emotional Learning (CASEL) which is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL).

CASEL’s mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. Their work is critical at a time when educators, parents, students, and employers increasingly recognize the value of SEL. They are united in their call for schools to educate the whole child, equipping students for success in school, and in life.

Teachers at Integrity Charter School plan for and implement the Five Core SEL Competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible

Decision Making into their classroom community building. Not only do teachers check-in with students regarding their social-emotional well-being, they also teach students the skills to be aware of and manage their social-emotional well-being.

Through professional learning and by including CASEL into the classroom, teachers can address longstanding inequities by promoting understanding, examining biases, reflecting on and addressing the impact of racism, building cross-cultural relationships, and cultivating adult and student practices that close opportunity gaps and create a more inclusive school community.

### **College and Career Readiness**

Integrity Charter School is committed to access and equity for all students. In order to achieve this, the School has established goal setting for all students in terms of college and career readiness and is dedicated to exposing students to various college opportunities and experiences with different careers.

Integrity Charter School prepares students for a college pathway by empowering them to establish a purpose for their education. Each student chooses a career that they are interested in and they learn about that job and what it takes to achieve that career. When students have a goal in mind it helps with motivation and gives students purpose for attending school.

Seventh and Eighth Grade students and their families are given the A-G coursework requirements that are needed to graduate from high school with the appropriate entrance requirements for college admission. Eighth Grade students leave Integrity Charter School with an Individual Graduation plan created with a teacher and their parents.

Our English Learners, Foster Youth/Homeless, Students with Disabilities and Socio-Economically Disadvantaged students do not often know what is required to attend college and universities. Many of the families do not have information on how to attain higher education for their children. Many families have never visited a college campus or know what is needed to achieve university level entrance. To help create a college going culture, every grade level visits a college campus during the school year. Students learn about the courses and opportunities that the educational facility offers. Each classroom displays a special area designated to their college of study. At the end of their eighth grade year, students will have visited 9 different institutions of higher learning. This sends a clear message that college is a possibility for all.

### **After School Enrichment Program**

A goal of Integrity Charter School's After School Education and Safety Program (ASES) is to offer a comprehensive program that supports academic success, development of good character and leadership, and healthy lifestyles.

The ASES program has three distinctive components supported by resources and materials aligned to California State Standards. Youth rotate through the components of Homework

Assistance, Enrichment activities, and Healthy Lifestyles.

(1) Homework assistance is provided daily to all youth for 60 minutes. The staff collaborates with classroom teachers in regards to progress made on youth's homework completion. Youth receive help with homework and activities in the areas of language arts and mathematics for a minimum of one hour each day. Called "Power Hour", this homework time helps youth complete their daily school assignments. Youth participate in independent reading, guided reading, online learning, and/or staff read aloud during tutorial and academic support during this hour. Included in that hour are high yield learning activities that support literacy.

(2) Enrichment activities typically extend beyond the subjects that are taught in schools and may include learning a foreign language, music, drama, dance, art, or even sports. Enrichment classes have a much broader focus and help the youth explore a certain subject in a fun and interactive manner. Youth are engaged in activities that may not look like learning to them, but they actually are learning. For example, if the child participates in a cooking class, they may use math to calculate measurements and even chemistry for mixing ingredients. In addition, they may employ problem-solving and group-work skills. These classes allow a child to hone in on their talents and strengths, build confidence, and do something they enjoy.

(3) Integrity Charter School promotes healthy lifestyles through healthy habits that include exercise, social-emotional well-being, and healthy options for food. This aligns with the after-school program options that include gardening, yoga, dance, and cooking.

Integrity Charter School believes there is a need for high quality, affordable after school enrichment programs. Integrity Charter School joins forces with the Boys & Girls Clubs of Greater San Diego Payne Family Branch, City of National City, CA and the National School District to work towards the goal of closing the achievement gap of youth.

Integrity Charter School believes that by implementing the above instructional programs, our students will build the skills to develop positive character and achieve high academic standards.

### **1c What it Means to be an Educated Person in the 21st Century**

The purpose of education today is to prepare students for a lifetime of leadership and contribution locally as well as globally. Furthermore, education will provide students with problem-solving skills for the present and equip them with the ability to set goals that will prepare them for the future.

The educated person will be well versed in the trends driven by the transition from a product-oriented society to that of an information society; one in which access, management, and application of large amounts of information for services-related productivity will be paramount.

The educated person will have a practical and theoretical grasp of technology in its many forms and will be capable of seeing opportunities for technological applications to new and emerging

challenges. This person will utilize the vast amount of technology-driven information to diversify their knowledge of different cultures and backgrounds.

The educated person will have skills in the application of knowledge so that they may be capable of making connections between history, constituencies, and personal strengths and deficits to the present day in many contexts. In these contexts, the educated will be capable of collecting, analyzing, interpreting, elucidating, disseminating, and evaluating information. Yet, the educated person of tomorrow will be able to integrate different disciplines and dimensions of life through the understanding of art, music, dance and character education.

The educated person of the 21<sup>st</sup> Century will:

- Use knowledge to have a positive impact on their community.
- Use self knowledge to identify learning goals and needs.
- Strategize his or her own learning.
- Reevaluate and maintain flexibility of strategies as needed.
- Meet individual and interpersonal needs through social skills and interpersonal knowledge.
- Be exposed to the diversity and richness of shared knowledge as found in the State Standards.
- Think critically and actively explore knowledge.
- Work in a collaborative manner.
- Use creativity to solve future challenges and to formulate and communicate possible solutions.

### **1d How Learning Best Occurs**

Integrity Charter School will apply the best research proven strategies to provide a rich and rigorous academic program:

- Integrity Charter School will continue to be a small school with low student-to-teacher ratios. Small schools consistently provide better learning environments for children. Second only to socioeconomic status, school size is a decisive element of student success (Klonsky, 1998). The enhanced social relationships of small school environments affects student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict (Gladden, 1999). Small schools tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates (Fine, 1998).
- Learning best occurs when parents participate in the educational program, and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education (1996) focused their research on fourth grade reading comprehension, researchers found that, after eliminating confounding variables, a 44 point gap in scores existed between students with significant parent involvement and

students without. Integrity Charter School will strive to enhance relationships with parents as the primary educators of their children through a program of parent participation, education about students, and parent education opportunities.

- Learning best occurs in a collaborative environment. School success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers, and administration and community is necessary for a successful school. Integrity Charter School will also emphasize cooperative learning for students.
- Learning best occurs in a climate where there are measurable goals. This “beginning with the end in mind” requires a standards based system that gives direction to academic programs and is designed to ensure proficiency for students.
- Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states: “What gets measured gets done”. Integrity Charter School provides a continuous collection and application of data for students, parents, teachers and administrators.
- Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states that “the single most important determinant of student achievement is the expertise and qualifications of teachers.” An ongoing program of professional learning will be based on students’ and teachers’ needs as observed in the classroom by the Director and/or Assistant Director. Teachers will be continuously supported, monitored, and evaluated.
- Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998).
- Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication, foster better relationships within the academic environment and provide students with knowledge and skills to enter the business and social opportunities of the 21<sup>st</sup> Century.
- Learning occurs best when students are immersed in an educational environment which is reflective of their culture. Language arts learning involves cultural learning as well (Lessow-Hurley, 2000).

### **1e Annual Goals and Actions to be Achieved in the State Priorities**

INTEGRITY CHARTER SCHOOL will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments.

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Beginning in fiscal year 2014 - 2015, INTEGRITY CHARTER SCHOOL complied with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education

Attached as Appendix 1, please find LCAP documentation of the alignment of Integrity Charter School's pupil outcomes to the State Priorities. Integrity Charter School will ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined in section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition.

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## **ELEMENT TWO: 47605(c)(5)(B)**

***“The measurable pupil outcomes identified for use by the charter schools. ‘Pupil outcomes’ for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”***

### **State Priorities**

#### **Priority 1: Basic (Conditions of Learning)**

Integrity Charter School ensures the basic priorities set for teacher assignments, standards aligned instructional material, and facilities that are in good repair are all met.

#### **Priority 2: State Standards (Conditions of Learning)**

Integrity Charter School is committed to the implementation of academic content and performance standards adopted by the state board for all pupils.

#### **Priority 3: Parental Involvement (Engagement)**

Integrity Charter School offers many opportunities for parent input in decision making. Integrity Charter School is committed to the promotion of parent participation in programs for all pupils.

#### **Priority 4: Pupil Achievement (Pupil Outcomes)**

Integrity Charter School monitors student’s performance on standardized tests and prepares students to be college and career ready. Teachers and Administrators monitor progress of all students including English learners and put systems in place that support students to become English proficient. Integrity Charter Schools’ instructional program ensures English learners maintain a high reclassification rate.

#### **Priority 5: Pupil Engagement (Engagement)**

Pupil Engagement is monitored by school attendance rates and chronic absenteeism rates. Integrity Charter School monitors and responds, in real time, to students who are chronically absent or have attendance needs.

#### **Priority 6: School Climate (Engagement)**

Integrity Charter School monitors and responds to pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents, and staff on the sense of safety and school connectedness.

#### **Priority 7: Course Access (Conditions of Learning)**

Integrity Charter School students are enrolled in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

#### **Priority 8: Other Pupil Outcomes (Pupil Outcomes)**

Integrity Charter School will measure pupil outcomes in all subject areas of study described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220 (physical education, the arts, etc).

#### **Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)**

#### **Priority 10: Foster Youth – COEs Only (Conditions of Learning)**

### **Student and School Outcomes**

Integrity Charter School will:

- Help students acquire reading, writing, verbal and math skills that meet or exceed those expected of California public school students through research based curriculum measured by standardized tests and multiple assessment measures.
- Exhibit student improvement on standardized test scores that compare favorably with schools that have similar student population.
- Have high student and staff attendance rates.
- Enable access to the Internet as an educational tool.
- Teach skills to become articulate and self-assured leaders.
- Create a clear understanding of responsibilities and rights concerning students, staff, family members, and community.
- Guide students to emotional maturity, including empathy and responsibility for actions.
- Promote critical thinking skills.

### **Instruction and Assessment Practices**

The student will:

- Participate in learning events/lessons/assessments that align with identified content, performance standards, and essential questions.
- Engage in inquiry and problem-based learning activities as a critical and creative thinker, problem-solver/generator, and investigator.



- Make links within and among disciplines through interdisciplinary connections.
- Learn in an environment that promotes optimal learning and positive behaviors, incorporates research-based activities, and addresses students' needs and learning styles.
- Receive instruction that addresses individual, academic/physical/social/emotional needs.
- Use a variety of appropriate and culturally relevant resources.
- Experience different cultural perspectives.
- Use relevant technology.
- Engage in a variety of assessments.
- Demonstrate understanding of content, performance, product, and behavior expectations.
- Demonstrate learning through varied assessments, including open response, on-demand, and portfolio-appropriate writing tasks, that address identified content, performance standards, and essential questions.
- Demonstrate effective communication skills (e.g., reading, writing, speaking, listening).
- Receive positive, varied, and continuous feedback on learning progress.
- Engage in conferences for the purpose of improving academic and behavioral performance.
- Reflect on learning experiences.
- Recognize and celebrate achievements through a variety of options.
- Engage in planning next steps for learning including connections to career choices.

**Integrity Charter School will further provide:**

- A secure and welcome environment.
- A faculty exemplifying lifelong learning, professionalism, and role models for students. This faculty will be collaboratively accountable for high achievement standards and will collaboratively continue to develop and instruct academically rigorous programs and participate in ongoing staff development.
- Parent meetings and events which will provide parents with an avenue to become involved in their children's education and provide parents with innovative ways of working educationally with their children.

**Multi-Tiered System of Support (MTSS) Framework**

As stated in California's MTSS Vision in the Guide to Understanding California's MTSS, "The road to every child succeeding involves a statewide transformation that: 1) enhances equitable access to opportunity 2) develops the whole child 3) closes the achievement gap for all students". Integrity Charter School aims to ensure the school meets the needs of each and every student by giving all students access to the general education curriculum, instruction, and activities of their grade level peers. Integrity Charter School uses the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP), aligned to California's Eight

State Priorities to provide the infrastructure for creating a schoolwide system of support with California's Multi-Tiered System of Support Framework. "The CA MTSS Framework provides the structure needed to achieve an inclusive, equitable, and positive learning environment for each and every child."

Integrity Charter School follows the core elements of the CA MTSS Framework which include, "inclusive academic instruction supported by California's State Standards and Frameworks; Response to Instruction; Restorative Practices; and Inclusive Social Emotional Learning (SEL)" (Guide to Understanding California's MTSS).

INTEGRITY CHARTER SCHOOL will pursue the school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to Common Core State Standards and reflect proficiency measures required by the California Assessment of Student Performance and Progress, as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).

### **Plan for Students Performing Below Academic Grade Level Expectations**

Integrity Charter School follows the California Multi-Tiered System of Supports (MTSS) that is built on the premise that universal support must be provided for all students while knowing that some students may need supplemental support at various times and a few students may require more intensified temporary supports to be successful in the most inclusive and equitable learning environment of their grade level peers. Integrity Charter School implements Universal Design for Learning (UDL), differentiated instruction, and integrated education within all tiers. The MTSS Framework holds true for academic, behavioral, and social-emotional supports. Students are provided temporary additional services and targeted supports in order to access the universal instruction provided to all students. Student data is used to inform decisions and are delivered by skilled and trained personnel. Data from assessments and observations are used to identify students that may require additional support as early as possible. Once students begin receiving additional support, their progress is measured through progress monitoring data and student outcomes.

Integrity Charter School utilizes a Student Success Team to develop a partnership between school and home that utilizes a problem-solving approach to help students to be more successful in school and at home. The SST includes the family, the general educator, the curriculum coordinator, support teacher and the administrators of the school. Others who may know the student, or have expertise, may also be invited to attend the meeting. At this meeting, the team will discuss the student's strengths, their background, the student's areas of concern,

then the team will brainstorm intervention ideas and create an action plan. This intervention plan will be implemented and monitored until the team agrees to come back together. After several rounds without noted progress, the child may be referred for psycho-educational testing for the possibility of a specific learning disability.

### **Plan for High-Achieving Students**

Integrity Charter School has high expectations for academic rigor and achievement for all students. We understand some students may require accelerated or enriched curriculum to engage and support them in achieving their academic potential. Students who are performing at or above grade level may receive enrichment and support throughout the instructional day. These supports may include differentiated materials and instruction, small group instruction, and programs that challenge students at their level.

### **Plan for Homeless and Foster Youth McKinney-Vento Homeless Assistance Act**

Integrity Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Integrity Charter School will include specific information in its outreach materials, websites, and community meetings, notifying parents that the school is open to enroll and provide services for all students which shall include a school contact number to access additional information regarding enrollment.

### **Plan for English Learners**

Integrity Charter School will meet all applicable legal requirements, state and federal, for English Learners, including long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, designated and integrated instruction, educator qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating programs, and standardized testing requirements. Integrity Charter School will implement policies to ensure proper placement and evaluation. The school community will be given information regarding English Learner programs and the rights of students and parents/guardians.

Integrity Charter School will administer the home language survey (HLS) upon a student's initial enrollment and administer the English Language Proficiency Assessments for California (ELPAC) if any of the four questions on the HLS are marked with a language other than English. The student will be assessed with the English Language Proficiency Assessments for California (ELPAC) within 30 calendar days or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. All English Learners will take the ELPAC Summative Assessment annually thereafter between February 1st and May 31st until redesignated as fluent English Proficient (RFEP).

In accordance with the education department guidance issued in January 2019, Integrity Charter School will ensure all ELs with disabilities participate in the state's assessments. The

Individualized Educational Plan (IEP) team will follow federal laws to ensure all ELs will participate in the following ways:

- In the regular state ELPAC assessment without universal tools, designated supports, and accommodations.
- In the regular state ELPAC assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team.
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELPAC assessment with or without universal tools, designated supports, and accommodations.

Integrity Charter School will notify parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving the results. The ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

Integrity Charter School will hire staff who have an English Learner Authorization, a Cross-Cultural Language Acquisition Development (CLAD), or a Bilingual CLAD Certificate and are knowledgeable about how to integrate strategies for second language learners into their instruction.

### **Plan for Students with Disabilities**

Integrity Charter School complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

Integrity Charter School is its own local educational agency (LEA) member of the San Diego County Office of Education South County Special Education Local Plan Area (SELPA) in conformity with Education Code Section 47641(a). SELPA ensures a free and appropriate education is provided to all students with exceptional needs. Integrity Charter School complies with all applicable state and federal laws, including but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). Integrity Charter School will comply with AB 602, California Department of Education (CDE) guidelines, and all California laws pertaining to special education students. A change in LEA status or SELPA membership shall require a material revision of this charter.

At Integrity Charter School, general education classrooms are designed and differentiated for all students, including students with disabilities. Within an inclusion model, Integrity Charter School offers the least restrictive environment for students with disabilities. Educational Specialists work alongside our General Educators to plan, deliver and assess both accommodations and/or modifications.

### **ELEMENT THREE: 47605(c)(5)(C)**

***“The method by which pupil progress in meeting these outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”***

#### **Assessment of Students and Student Outcomes**

As a public school, Integrity Charter School is subject to state accountability targets as defined by the California School Dashboard and System of Support. California’s accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population.

Integrity Charter School complies with and adheres to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Integrity will submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data.

1. The State of California Testing Program utilizing the California Assessment of Student Performance and Progress (CAASPP) assessment system, California Science Test (CAST) in grades 5 and 8, California Physical Fitness Tests, and the English Language Proficiency Assessments for California (ELPAC).
2. Multiple assessment measures in Reading and Mathematics to provide consistent feedback to parents, students, and teachers regarding educational progress.
3. Other assessment measures of writing on demand, essay exams, oral presentations, and textbook curriculum testing will be utilized. Standards-based report cards will inform students and parents of academic progress.
4. Student Benchmark assessments will be given at the end of each trimester and at the beginning of the year for baseline information.

Integrity Charter School affirms that its methods for measuring pupil outcomes for the state priorities, as described in Element 2 of this charter, shall be consistent with the way information is reported on a School Accountability Report Card (SARC) as required by Education Code Section 47605(b)(5)(C).

#### **Students in Need of Extra Support**

Students will be closely followed week-by-week and students identified as failing performance standards will be given tutorial and/or Response to Intervention (RTI) assistance. An SST Team of administrators, teachers, parents and students (as appropriate) will give recommendations and implement corrective plans for students failing academically or needing social assistance.

#### **Students with Disabilities**

The school will follow all Federal and State mandates for Special Education and will offer a full continuum of Special Education services as delivered by the National School District Special Education Staff.

### **Parent Surveys**

Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of the educational program.

### **Student Surveys**

Annual student surveys will be conducted to measure the satisfaction with all aspects of the educational program.

### **Grading and Progress Monitoring**

Parents will be given a standards-based report card every trimester and we will prepare a progress report for parents of at-risk students during the middle of every report card period. Teachers will meet with parents to report on individualized student plans and to explain the results of the report card. Teachers are encouraged to meet more often with parents and will be obligated to communicate with parents regarding serious academic or emotional problems of students. Parents will also be apprised of student progress through communication of standardized test results and multiple measure assessments.

### **School Accountability Report Card**

Each academic year, Integrity Charter School will prepare for parents and the community the School Accountability Report Card (SARC). This report will provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. A SARC is an effective way for a school to report on its progress in achieving goals.

The following shall serve as documentation confirming that Integrity Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Appendix 2: Assessment Reports).

## **ELEMENT FOUR: 47605(c)(5) (D)**

***“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”***

### **Legal**

Integrity Charter School has been established as a California non-profit public benefit corporation and is governed in accordance with the policy guidelines as set forth by the State of California. The school will follow all the mandates of the Brown Act for governance. Integrity Charter School will be governed by its Board of Directors whose duties are set forth in this section.

The school will comply with federal, state and local laws that are applicable to public charter schools; it will retain its own legal counsel when necessary. The school will purchase from the San Diego County Risk Management JPA or other vendors' general liability, automotive liability, errors and omissions, property, and workman's compensation policies as necessary. In support of educational programs, Integrity Charter School will be non-sectarian in its programs, admissions policies, employment practices, and other operations, shall not charge tuition, and shall not discriminate against any student or staff member on the basis of race, ethnicity, age, national origin, sexual orientation, gender, gender expression, gender identity, disability, or upon any of the characteristics listed in Education Code Section 220.

### **Governance**

#### **Board of Directors**

Integrity Charter School will be advised by its Board of Directors, understanding that this board has a legal and fiduciary responsibility for the well being of the school. As such, and with particular reference to AB631, the charter school will set the terms and working conditions for all employees, will do so consistent with state (EERA) and federal law, and shall be the employer of the charter school employees (as opposed to the National School District) for collective bargaining purposes.

The Board of Directors (five to seven individuals) will include a business leader from the community at large, two community members, educators (including the school administrators and a teaching staff representative as non-voting members), and two parent representatives. The District is invited to name a representative as well on matters involving the District and Integrity Charter School. Members will serve in a position for two years and open positions will be filled by nomination annually.

The Board of Directors will be responsible for:

- The general policies of the School.
- The school budget.

- Receipt of funds for the operation of the school in accordance with charter school laws.
- Adhering to the Brown Act.
- Approving the school calendar and schedule of Board meetings;
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Approving the annual independent fiscal audit.
- Reviewing the school's personnel policies and receiving from the School Director reports relative to their implementation, such policies being consistent with any applicable laws.
- Hiring and evaluating the Executive Director.
- Selecting and releasing school personnel for service at the charter school.
- Final decision regarding student expulsion.
- Confirming that all other responsibilities stated in the California Corporations Code, the Articles of Incorporation, Bylaws, and Charter necessary to ensure the proper operations of the school are being carried out.

The governance of the school will be accountable on several levels:

- Annual private and District audits in accord with the District's oversight policy for charter schools
- Independent professional monitors of curriculum, measurement, and accountability practices
- Evaluation of teacher performance by the School Director and/or the Assistant Director
- Oversight of school operations by the Board of Directors and the School Site Council
- Evaluation of the charter school program for charter renewal.

### **Board of Parents and Community Members**

Parents and community involvement in the governance of the school is assured by virtue of their integrated participation in the Board of Directors, the School Site Council and the English Learner Advisory Committee.

### **School Site Council (SSC)**

Integrity Charter School will have a School Site Council that will include the School Director, Assistant Director, three parents, two teachers, and one classified representative. The School Site Council will provide input to the Board through the School Director on the operations of the school, staff, teachers, and students. It will review and provide input on policies and procedures for expulsions, curriculum, fundraising, and governance ideas. The Bylaws of the School Site Council will include procedures for dispute resolution involving students, parents, and staff.

### **English Learner Advisory Committee (ELAC)**



Integrity Charter School has formed an ELAC, led by the Executive Director of the school. The percentage of parents of ELs who are elected is at least equal to the percentage of English learners at the school site. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC will be parents of ELs. The remaining 50% of the committee members may be the school Director, community members, teachers of participating students, instructional aides, and/or parent liaisons.

The role of the English Learner Advisory Council (ELAC) is to advise the principal and School Site Council on programs and services for English learners as per the LCAP. The ELAC acts in an advisory capacity. It is not a decision making body, but it is the voice of the English Learner community. Specifically, the ELAC:

1. Advises on the development of services for English Learners.
2. Assists in the development of the Charter School's needs assessment and efforts to make parents aware of the importance of regular school attendance.

Participation on the ELAC is vital to the success of the Charter School. Meetings are held in public, and are publicized via Class Dojo, social media and Brightarrow messaging. Attendance is encouraged by combining Coffee with the Principal and the ELAC meetings.

### **Parent Teacher Committee (PTC)**

Parents will be encouraged to become active in developing their child's learning plan and the school's curriculum, evaluation process, and other programs. Parents will be able to participate in the PTC. This PTC will encourage parent participation in school programs, provide fundraising and social opportunities for parents and students, and advise on parent education programs.

### **Special Education Local Plan Area (SELPA)**

Integrity Charter School belongs to the South County SELPA as an LEA for special education purposes. The SELPA is responsible for monitoring compliance with state and federal mandates.

### **Consultants**

With the direction of the Board of Directors, and review by the School Site Council, external consultants may be employed to assist the Board in the following areas:

- Development and execution of an operational business plan focused on student achievement
- Development of plans for parent events
- Developing a Communications Plan for parents and parent involvement in school programs
- Measurement of progress towards achieving both student and staff performance

- Curriculum development guidelines, textbook recommendations, student assessment guidelines, accreditation planning, special education consultation, handbook development, operations consultation on attendance requirements, ADA compliance, legal compliance, charter compliance and review, litigation, district communication, budget and accounting model implementation

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## **ELEMENT FIVE: 47605(c)(5)(E)**

***“The qualifications to be met by individuals to be employed by the school”***

### **Administrators’ Qualifications**

The Director and Assistant Director at Integrity Charter School should possess leadership abilities and a comprehensive educational vision that is consistent with the school’s mission and educational program. In addition, the Directors should possess skills in hiring excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving high-risk populations, including minority children, is required.

The Director and Assistant Director shall have the following qualifications:

1. Understands leadership models and the difference between leading and managing
2. Understands group dynamics
3. Understands and is open to the opinions of others
4. Enjoys challenges and is stimulated by the dynamics of a growing organization
5. Shows awareness of and knowledge about existing educational models and can articulate their philosophy
6. Embraces the mission and vision of the charter school and can articulate it
7. Seeks to create a school that supports the school mission
8. Encourages an active partnership between teachers, children, and parents
9. Is accessible to parents and expresses empathy and support for families
10. Expresses faith in and respect for children
11. Can serve as liaison between the charter school and the community at large
12. Can serve as liaison between the charter school and the National School District
13. Articulates an active supervision model that encourages high staff performance and accountability
14. Can challenge the ordinary and routine ways of seeking answers and solving problems
15. Is respectful, thoughtful, decisive, fair and possesses integrity in all their dealings with the school community
16. Uses effective conflict resolution skills as needed on a regular basis with children, staff, and parents
17. Empowers staff, children, and parents to grow and learn within the school community and has high expectations for such
18. Is a lifelong learner

### **Teachers’ qualifications:**

The most important qualifications for our teachers are:

- Caring about our students and their families/guardians
- Good communication skills with families/guardians
- Familiarity with or willingness to be trained in the school's curriculum sequence and learning styles
- A demonstrable effectiveness in teaching
- A willingness to work hard and to take responsibility and exercise leadership in the school

**Specific qualifications include:**

1. Possession of a California Commission on Teaching Credentialing certificate
2. Knowledge of child development – specifically of physical, emotional, and developmental patterns
3. Knowledge of general learning theories and curriculum development
4. Possession of CLAD Certification
5. A team player with experience working in a collaborative environment
6. Professional manner and appearance
7. Ability to communicate with parents and sees parents as a resource and partner
8. Possesses conflict resolution skills
9. Patient and caring and possesses a sense of humor
10. Uses good organizational skills to meet the needs of their class
11. Believes concept that a successful learning process is a collaborative effort between student, teacher, and parent
12. Open to input and feedback regarding professional growth and performance
13. Open to innovative approaches to meeting educational goals
14. Values tolerance and embraces anti-bias education
15. Promotes and supports multiculturalism
16. Sensitive to gender differences and needs
17. Capable of working with small and large classroom groups
18. Adaptable and flexible and resourceful

The school will maintain a current copy of teacher certificates on file. The charter school will not use emergency permit teachers to fill a teaching position. The only exception would be in the case of a vacancy where no credentialed teacher would be available and only in a temporary situation until a fully credentialed teacher is hired.

## **ELEMENT SIX: 47605(c)(5)(F)**

***“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirements that each employee of the school shall furnish the school with a criminal record summary as described in section 44237.”***

Integrity Charter school shall comply with all provisions of Education Code 44237, including the requirement that as a condition of employment each new employee must submit fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The requirements for criminal records review shall meet or exceed District personnel standards. All persons assigned to work at the school will have their records processed by the District personnel department and will undergo a criminal records review with the expense to be borne by the charter school.

Records of student immunizations shall be maintained and staff shall honor the state requirements as stated by the Department of Public Health for periodic TB tests (every 4 years).

Integrity Charter School will require all enrolling students and staff to provide documentation of immunization in accordance with requirements of the Health and Safety Code Sections 120325-120375 and CA Administrative Code Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and Hepatitis B as described in Department of Health Services Document IMM-231.

Integrity Charter School will develop further health, safety, and risk management guidelines in consultation with District insurance carriers and risk management experts. School facilities shall comply with state building codes (understanding that charter schools are exempt from the Field Act) and the Federal Americans with Disabilities Act (ADA) requirements.

Nursing services shall be available on site to the extent identified in the budget. Teachers and administrators are First Aid and CPR certified. Student health screening will be done by a contracted provider or as contracted through the District.

The school will provide food services for breakfast and lunch, for students attending the charter school as required by law with an approved provider.

Integrity Charter School adopts, implements, and maintains at all times a current and site-specific Comprehensive Health, Safety, and Emergency Preparedness Plan (Plan), which includes, but is not limited to, provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. The Plan includes Integrity Charter School's requirements and procedures for protecting student health and safety during off-campus school sponsored activities, including, but not limited to, field trips and transportation. The Plan is reviewed annually.

Integrity Charter School ensures that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including, but not limited to, training on

bloodborne pathogens and maintains a calendar for, and conducts monthly emergency response drills for students and staff.

Integrity Charter School provides all employees, and other persons working on behalf of Integrity Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Integrity Charter School stocks and maintains the required number and type of emergency epinephrine auto-injectors onsite and provides training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Integrity Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **SUICIDE PREVENTION POLICY**

Integrity Charter School serves students in Seventh and Eighth grades and complies with the requirements of AB 2246 (2016), codified in Education Code section 215. Which states that the school shall have a pupil suicide prevention policy which was developed in consultation with school and community stakeholders, San Diego County Office of Education mental health professionals, and suicide prevention experts.

### **Medication in School**

Integrity Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

### **Prevention of Human Trafficking**

Integrity Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in Sixth through Eighth grades of human trafficking prevention resources.

### **Bullying Prevention**

Integrity Charter School has adopted procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

## **ELEMENT SEVEN: 47605(c)(5)(G)**

***“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.”***

### **Racial and Ethnic Balance**

To create a school community that reflects the diversity of the city of National City, Integrity Charter School must recruit students from a range of ethnic, linguistic, and racial populations. In accordance with the district’s adopted charter oversight policy, the school commits itself to quantifiable efforts designed to show its commitment to a diverse student body.

#### **Recruitment strategies will include:**

- The design and distribution of outreach and information materials to appeal to the various racial and ethnic groups within the district.
- The development of outreach materials in other languages to reach parents who are not English speakers.
- Outreach to community groups, agencies, and other organizations that have direct contact with racial and ethnic communities in the District.
- Establishment of internal and external feedback processes to ensure maximum impact and accessibility of the school’s commitment to diversity including the creation and maintenance of a school website.
- Integrity Charter School will make all enrollment information digitally available on the School’s website and social media.
- An enrollment timeline that allows for a broad-based recruiting and application process.
- Integrity Charter School will maintain an electronic student database specifying ethnic enrollment as obtained from enrollment forms.

Integrity Charter School will continuously engage in these efforts for the life of the charter, commencing on March 1 of each successive year of the charter.

## **ELEMENT EIGHT: 47605(c)(5)(H)**

***“Admissions requirements, if applicable.”***

### **Admissions Policy**

Charter schools are a school of choice. All students in the National School District and neighboring districts are eligible to attend Integrity Charter School. The open enrollment period will begin in February of each year and continue until March 31<sup>st</sup>. If more students apply than can be admitted, the following admission processes will be followed:

First priority will be given to students who live in the target communities identified. In order to attain our vision of a racially, economically, and geographically diverse population, we will develop an admissions process designed to reach out to all families and to enable the school to have a diverse student body.

Educationally disadvantaged students will be targeted. Research on the progress of charter schools in meeting the needs of educationally disadvantaged shows that charter schools can indeed serve all students. Surveys of California’s charter schools have demonstrated that these schools are educating a higher proportion of minority students and below-grade-level students than their counterpart district schools.

Integrity Charter School will be opened to all students, including those with special education needs. Integrity Charter School will support the administration of special education services at the school site (by the National School District) and participate in the “search/child find” efforts of the SELPA. As previously outlined, Integrity Charter School will have a Response to Intervention team that will provide strategies for students with academic difficulties and make the appropriate referrals for special education evaluation. The staff of Integrity Charter School will be instructed regarding the purpose and administration of the Response to Intervention team and Special Education “search/child find” efforts and referral procedures.

Integrity Charter School will not accept students that have been previously expelled or recommended for expulsion from another school and/or district.

### **Public Lottery**

Should Integrity Charter School receive a number of student applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery, designed to establish a diverse student population, using the following rules and procedures, which will be communicated to interested parties at least 14 days prior to holding the lottery.

1. The school will enlist parents and teachers to monitor and verify the fair execution of all activities related to holding the lottery.
2. The lottery will take place within 30 days of closing the open enrollment period, which will be at least 30 days long.



3. The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
4. The lottery will take place on a weekday evening at a time when most interested parties who wish to attend may do so.
5. All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
6. The following preferences will be extended to potential students
  - a. Children of founders and employees shall receive a guarantee of admission. Founders are defined to be the small group of people responsible for drafting of documents and for efforts that resulted in the petition being approved. At most, founder's and employee's children will constitute no more than 10 percent of the student body.
  - b. For charter schools identified in accordance with all applicable state and federal laws, a target student population within the charter petition, students within the targeted population will have up to three ballots with their names on them entered into the drawing pool.
  - c. Siblings of students enrolled for the school year in question shall receive preference in admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing, in which case the sibling would be put on the waiting list for admission to that grade ahead of all others on the waiting list for that grade.
7. The lottery shall draw names from a single pool of ballots or identified pools of ballots designed to establish a diverse student population.
8. The ballots shall be drawn by a parent volunteer or a teacher, and confirmed by a school administrator.
9. The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all the spaces have been filled will be placed on the waiting list in the order drawn, unless the preferences described above require otherwise.
10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Families promoted off the waiting list for acceptance shall be informed in writing and shall have 5 business days from the date of postage to respond. In addition, the school shall attempt, on at least two separate occasions, to contact the parents/guardians of promoted students by telephone. Those families not responding within the 5 business days will forfeit their right to enroll their student in the school for that year.
11. The school administrator should verify the fair execution of the lottery and confirm in writing the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

The school will be accessible to academically low achieving and academically disadvantaged students via the admissions policies.

- a. The charter document outlines that the school will not be discriminatory on any criteria.
- b. The racial and economic balance criteria define a racially and economically balanced student population.
- c. The community within the National School District boundaries will be given preference.
- d. A lottery will be established if more students apply than seats are available.

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## **ELEMENT NINE: 47605(c)(5)(I)**

***“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”***

### **Fiscal**

Integrity Charter School may receive funding in accordance with Education Code Section 47630, et seq., other laws governing charter school funding, and their successors. Integrity Charter School and the authorizing district will develop mutually agreeable Memoranda of Understanding that would adjust the apportionments due to the school pursuant to applicable laws to accomplish the following:

- Adjust Integrity Charter School's base revenue limit funding to reflect the authorizing district's usual difference in per-pupil planning allocation and general operation by program allocation percentage applied to EDP#024.
- Enable Integrity Charter School, the authorizing district, and the district's Special Education Local Planning Area to jointly and cooperatively address the needs of special needs students and share in the costs and revenues associated with serving such students.
- Compensate the authorizing district for the value of any direct services requested by the charter school and provided by the sponsor district.
- Address funds transfer and fiscal overview procedures.

### **Accountability and Annual Audit**

The National School District will periodically review the fiscal integrity of Integrity Charter School in order to satisfy itself that sound financial procedures are in place and are being followed. The adherence to such sound financial practices by Integrity Charter School is a condition for continuance.

Integrity Charter School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

Integrity Charter School will adhere to the district's reporting requirements providing the following reports as required by law:

1. California Basic Educational Data System (CEBDS)
2. Average Daily Attendance (ADA) reports J18/19
3. Budget - yearly adopted budget and interim reports
4. School Accountability Report Card, own format (SARC)

5. Copies of annual, independent financial audits employing generally accepted accounting principles.

Integrity Charter School will, at its own expense, contract for the services of an independent, certified public accountant to conduct an annual financial audit. This audit will, at a minimum, include an audit of the school's financial statements and attendance accounting records and practices. The school will send a copy of its annual independent audit report to the District, County, and State.

Audit exceptions and deficiencies found in internal and external audits will be corrected and reports submitted to the District. If the school and the District are unable to resolve any of these exceptions and deficiencies, then the dispute resolution process between the school and the District as described in Element 14 of the Charter shall take effect.

### **Business Practices and Contracting for Services and Goods**

All goods and materials donated to Integrity Charter School for use at the school, or provided by Integrity Charter School for use at the school shall remain the property of Integrity Charter School. National School District property and materials will be inventoried and returned to the District upon termination of the operation of the school as a charter school within the District.

### **Insurance and Safety Policy**

Integrity Charter School will purchase and maintain as necessary: general liability, automotive liability, errors and omissions, property, workers compensation policies, either as part of the San Diego County Risk Management JPA insurance program or other private or public insurance programs.

Integrity Charter School will develop health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts.

### **Personnel Policies**

Before hiring employees, Integrity Charter School shall develop personnel policies that meet with the approval of the Integrity Charter School's Board of Directors.

Integrity Charter School will be deemed to be the exclusive public school employer of the employees of the charter school for the purpose of the Educational Employment Relations Act (EERA).

### **Programmatic Report**

Once annually, Integrity Charter School will make a report to the Governing Board of the National School District. This report will, at a minimum, include the following:

- Summary data showing student progress toward the goals and outcomes specified in Element Two from assessment tools and techniques listed in Element Three
- Student enrollment data including number of students enrolled, number on waiting lists, number of students whose home school is in the National School District
- Summary data on the results of student state testing, including the current year and prior two years. Student performance data will also be disaggregated by significant subgroups, i.e., English learners, Socioeconomic status, Homeless, Special education
- Summary data related to student attendance
- School goals for the coming academic year based on student performance data, curriculum being used, and staff development planned to meet those goals
- Data regarding number of staff members and any new positions added for the new academic year

### **Budgets and Financial Reporting**

*Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed operational budget and cash flow. Education Code Section 47605(h).*

Attached, as Appendix 3, please find the following documents:

- 5-year Budget
- 5-year Cash Flow

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year
2. By July 1, a local control and accountability plan (LCAP) and an annual update to the local control and account
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

## ELEMENT TEN: 47605(c)(5)(J)

### *“The procedures by which pupils can be suspended or expelled.”*

Consistent with the efforts to share the governance of the school, specific suspension and expulsion procedures as adopted by the District for use in its non-charter public schools will be reviewed and published to the school community at the beginning of each school year. This process will provide parents and students with an opportunity to exercise such leadership skills as problem solving, negotiation, share decision making, and conflict resolution, as well as fostering a sense of personal and community responsibility.

Integrity Charter School will use the Restorative Practices Approach when handling challenging behaviors and situations. The Restorative Practices Approach:

- Is a social-science approach that involves reflective communication methods to transform student behaviors, address misconduct, and build healthy school communities. Focused on student-centered engagement strategies.
- Takes advantage of teachable moments to teach responsibility, build social-emotional skills, coach problem-solving strategies and learn life lessons.
- Does not remove all consequences and will have accountability for one’s actions.
- Creates a school culture of community, focused on the well-being of all.

If need be, Integrity Charter School will move to the suspension/expulsion process/procedures.

The underlying purpose of the suspension and expulsion procedure will be to ensure a safe and effective learning environment. Successful procedures will provide for due process, be specific and concrete, and be supported by the school community.

While suspension and expulsion are to be regarded as the last resort, the following represents some of the suggested grounds for such action:

1. The threat, causation, or attempted causation of physical injury to another person
2. Possession of a weapon (e.g., firearms, knives and explosives) as grounds for immediate expulsion
3. Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage, or intoxicant
4. Robbery or attempted robbery of another person’s property or school property
5. Significant damage or attempt to damage school property
6. An obscene or offensive act or habitual profanity/vulgarity
7. Persistent failure to respond to correction especially as to respect for staff, respect for others (consistent with the State Education Code prohibition against harassment), or persistent and repeated failure to follow student rules

Prior to suspending a student, unless the issue involves an immediate threat to the health, safety, and welfare of other students and staff, the student and his/her parents shall be given a written statement of the reasons for suspension. The student and his/her parents shall also be given an opportunity to meet the school Director and/or Assistant Director to present any evidence as to why a suspension should not be imposed. If circumstances require an immediate suspension, written notices, and an opportunity to meet shall be provided to the student and his/her parents within three business days of the suspension.

If a student is to be suspended out-of-school for more than five days, or if an expulsion is recommended, the following procedures apply:

- The student must be given written notice of the proposed long-term suspension or expulsion and of the reasons therefore.
- The written notice to the student of the proposed disciplinary action must advise the student of the above-listed rights, and must specify the date, time and place of the disciplinary hearing.
- If the student's parents contest the proposed disciplinary action, a hearing shall be held before the Charter School Board to determine whether cause exists for the disciplinary action.
- The student shall have the right to be represented by counsel at the hearing before the Charter School Board, to present evidence on his/her behalf and to confront and cross-examine adverse witnesses.
- The disciplinary hearing shall be held within thirty days from the date the student was originally suspended.
- The decision of the Charter School Board shall be final.

Charter school practice for Special Education students recommended for suspension or expulsion will be in accordance with State and Federal Special Education Law and policies and procedures adopted by the Board of the National School District.

**ELEMENT ELEVEN: 47605(c)(5)(K)**

***“The manner in which staff members of the Charter School will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.”***

To the extent allowed by law, and subject to majority decisions of Integrity Charter School and/or the school’s Governing Board regarding retirement funds, employees of Integrity Charter School shall be able to participate in any and all teacher and employee retirement funds that they would be eligible to participate in, if they were teaching/working in a non-charter public school.

Certificated, classified, and other staff members of Integrity Charter School shall retain all previous vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and the Social Security System.

Faculty and staff and Integrity Charter School will participate in the Federal Social Security system and will have access to other retirement plans set up by an independent or government agency, such as 403(b), flexible spending account (FSA), health saving accounts (HSA) or any school-sponsored retirement plans according to the policies established by the school’s Governing Board.

Integrity Charter School will allow eligible District school faculty and staff who transfer from the District to participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), to make contributions to the State Teachers Retirement System (STRS), or the Public Employees Retirement System (PERS) for eligible faculty and staff who have transferred from the National School District or other school Districts.



**ELEMENT TWELVE: 47605(c)(5)(L)**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”***

As per state law, no governing board of a school District shall require any pupil enrolled in a school District to attend a charter school. Students whose parents choose for them not to attend Integrity Charter School can apply for another District school or request an intra-District transfer consistent with District policy. Transportation is a parental responsibility for families who choose not to attend the charter school.

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## **ELEMENT THIRTEEN: 47605(c)(5)(M)**

***“A description of the rights of any employee of the school District upon leaving the employment of the school District to work in a charter school, and of any rights of return to the school District after employment at a charter school.”***

### **Rights of District and Charter School Employees**

District employees who are granted a leave to work at the charter school will have the right to continue to accrue District seniority with the District and to return to the District non-charter school at the expiration of that leave.

Persons employed to work at Integrity Charter School will be employed at-will. These employees do not have any right to be assigned to a District non-charter school nor do they have any employment rights within the District. Other conditions of employment, including wages and benefits, will be as specified in the employment contract with the employee.

### **Collective Bargaining Agreement**

The provisions of any collective bargaining agreement shall not be applicable to employees employed by Integrity Charter School.

### **Salary**

Teachers and other employees will be placed on the charter school salary schedule according to the responsibilities that they assume. Teachers will receive a stipend for all training/working days that extend beyond their contract year. Revenues and expenditures will be reviewed annually, and a recommendation will be made to the Board for cost of living adjustments and incentive pay to remain competitive with the District.

### **Maximum Class Size Limitation**

As part of Integrity’s academic program, teams of teachers are free to group and regroup students for instruction, so class sizes may vary and exceed the limit as determined by the charter school program needs during the day.

### **Work Year/Day**

The work year for teachers will not exceed 190 workdays.

### **Evaluation Procedure**

The Director and Assistant Director shall have the right to observe and evaluate staff. The purpose of the performance appraisal system is to promote greater accountability by leading to changes in professional practice which results in the continuous improvement of student achievement. The assessment will include, but need not be limited to:

- An analysis of student achievement based on student performance on standardized and other specific assessments.

- Observations by the Director and Assistant Director in professional settings.
- Accomplishments and growth consistent with core professional expectations as documented by the teacher in a professional performance improvement program.
- A self-assessment.

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## **ELEMENT FOURTEEN: 47605(c)(5)(N)**

***“The method by which the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.”***

### **Public Comments**

The staff and governing board members of the school and the District agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section.

### **Dispute Resolution Procedure Between the School and the District**

This dispute resolution process is intended to resolve disputes as quickly and informally as possible. If the District has concerns about a charter matter which may lead to revocation, the District shall comply with the requirements of Education Code Section 47607 and its implementing regulations.

In the event that Integrity Charter School or National School District (District) has disputes regarding the terms of this charter or any other issue regarding the school and grantor’s relationship, both parties agree to follow the process outlined below. In the event of a dispute between Integrity Charter School and the District, regarding the terms of this charter or any other issue regarding the school and district relationship:

- Both parties agree to apprise the other in writing, of the specific disputed issue(s).
- Within 30 days of sending written correspondence or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute.
- If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution.
- The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedures unless both parties agree otherwise.
- The finding or recommendation of any mediator shall be non-binding, unless the governing authorities of the school and district jointly agree to bind themselves.
- Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days.
- All mediation and/or arbitration costs and all other costs associated with dispute resolution shall be shared equally by the charter school and the district.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the district indicated in writing the violation constitutes a severe and imminent threat to the health and safety of the school’s pupils.

National School District shall reserve the right to take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

### **Dispute Resolution Procedure within the School**

Integrity Charter School shall develop an Internal Complaint Procedure, outlining the procedures for dealing with disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school. A copy of these procedures will be provided to the District and distributed to parents yearly.

The District shall refer any complaints or reports regarding charter school internal matters to the charter school for resolution before acting upon any such complaints. If the matter is not resolved at this level, and the complainant still requests District review of the matter, the District will review the complaint and examine any other necessary information. If the complaint involves any matter that would be a basis for revocation of the charter, the process described in Element Fourteen will be followed.

## ELEMENT FIFTEEN: 47605(c)(5)(O)

***“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”***

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified

Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

The Charter School will utilize its reserve fund to undertake any expenses associated with the closure procedures identified above.

# **APPENDICES**

**1: 2019-2020 LCAP**

**2: 2020 Learning Continuity and Attendance Plan**

**3: Assessment Report**

**4: 5 Year Budget Projection**

**5: Articles of Incorporation**

**6: Bylaws**

**7: State of California Certificate of Status**



**APPENDIX 1:**  
**2019-2020 LCAP**

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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Integrity Charter School

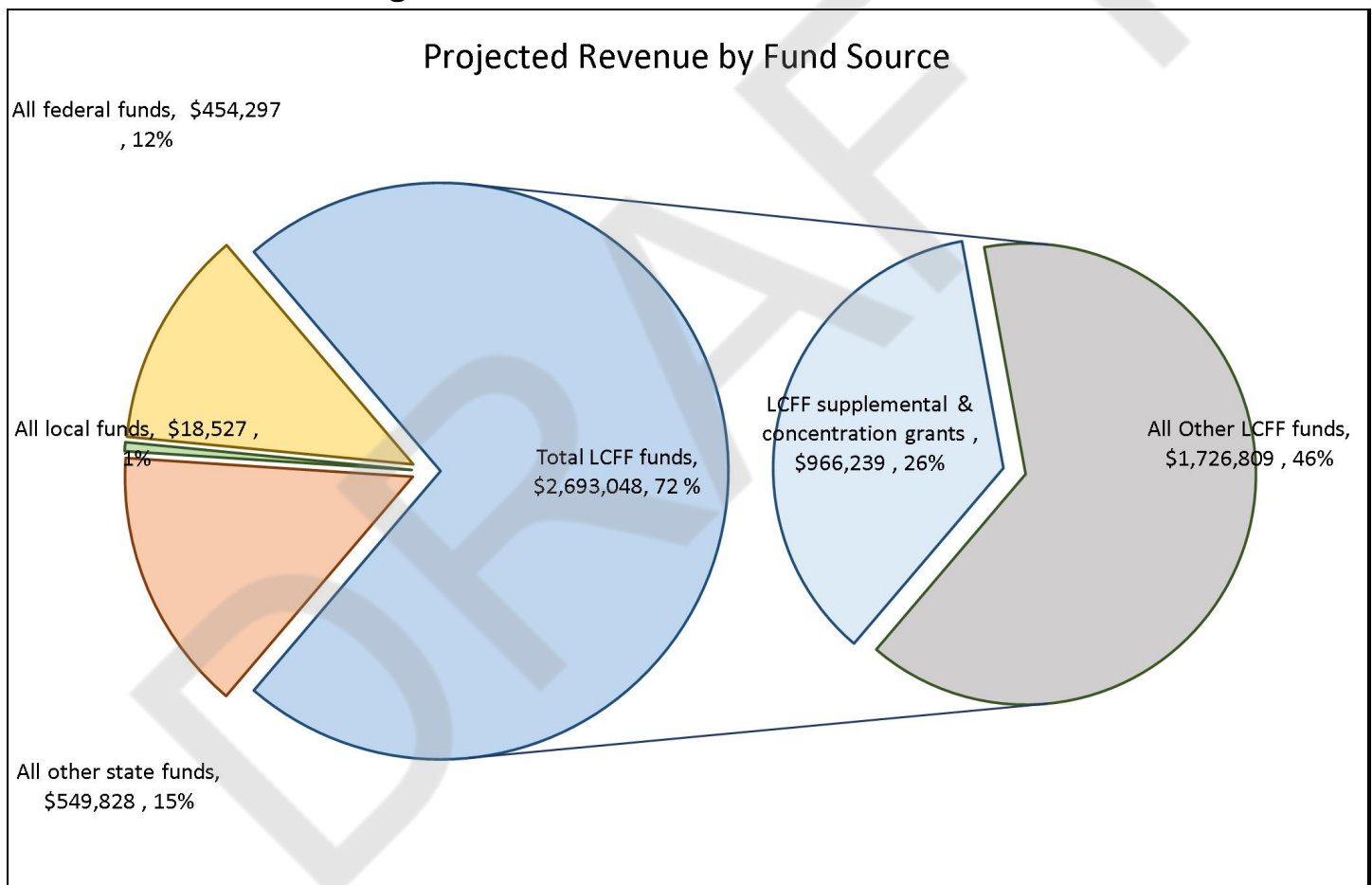
CDS Code: 37-68221-0101360

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Susie Fahey, Executive Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

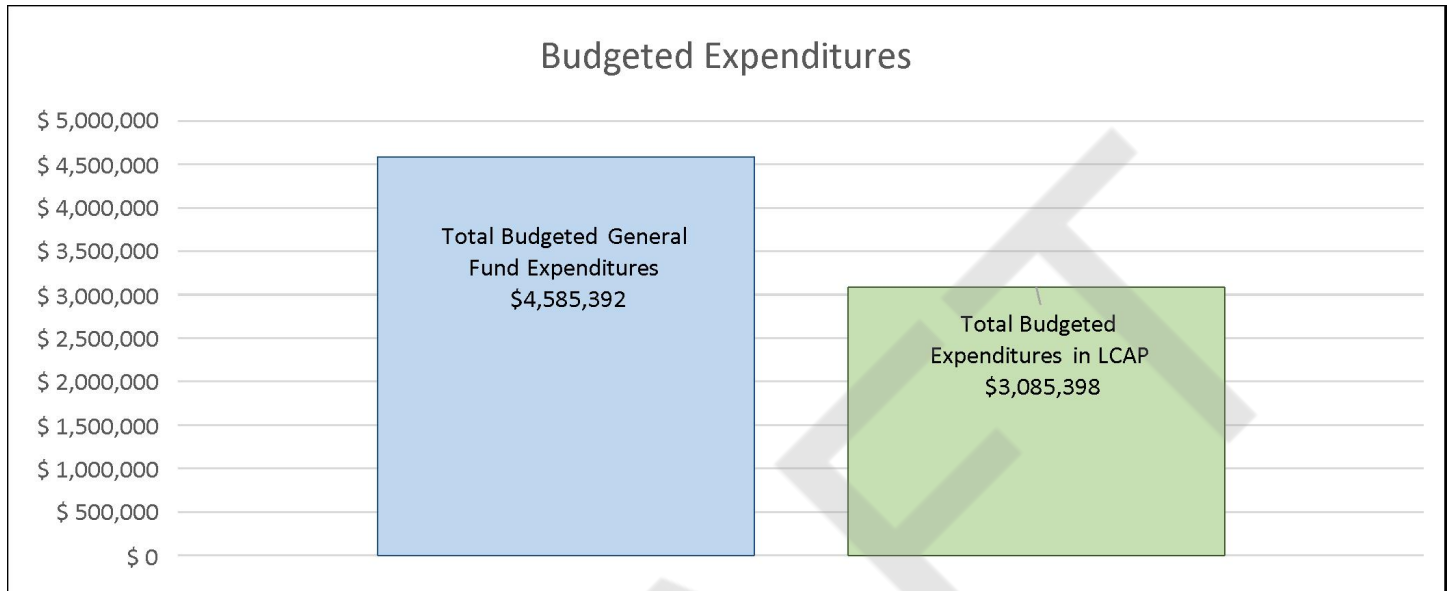


This chart shows the total general purpose revenue Integrity Charter School expects to receive in the coming year from all sources.

The total revenue projected for Integrity Charter School is \$4,681,938.33, of which \$2,693,048.00 is Local Control Funding Formula (LCFF), \$549,828.00 is other state funds, \$18,526.50 is local funds, and \$454,296.83 is federal funds. Of the \$2,693,048.00 in LCFF Funds, \$966,239.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Integrity Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Integrity Charter School plans to spend \$4,585,391.71 for the 2019-20 school year. Of that amount, \$3,085,398.00 is tied to actions/services in the LCAP and \$1,499,993.71 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include: Facility Lease, School relocation fees, Materials and supplies for Office and Custodial needs. Dues and Memberships, Property & Liability Insurance, Operations and Housekeeping, Utilities, Copier maintenance, Equipment Rentals, County Dept of Ed. Services, Attorney Fees, Audit Expenses, Advertising, District Admin. Charges, NSD District Buy Back Service, Synergy SIS, Stamps/Postage, Classified Personnel Salaries, Employee Benefits and Supervision Salaries.

## Increased or Improved Services for High Needs Students in 2019-20

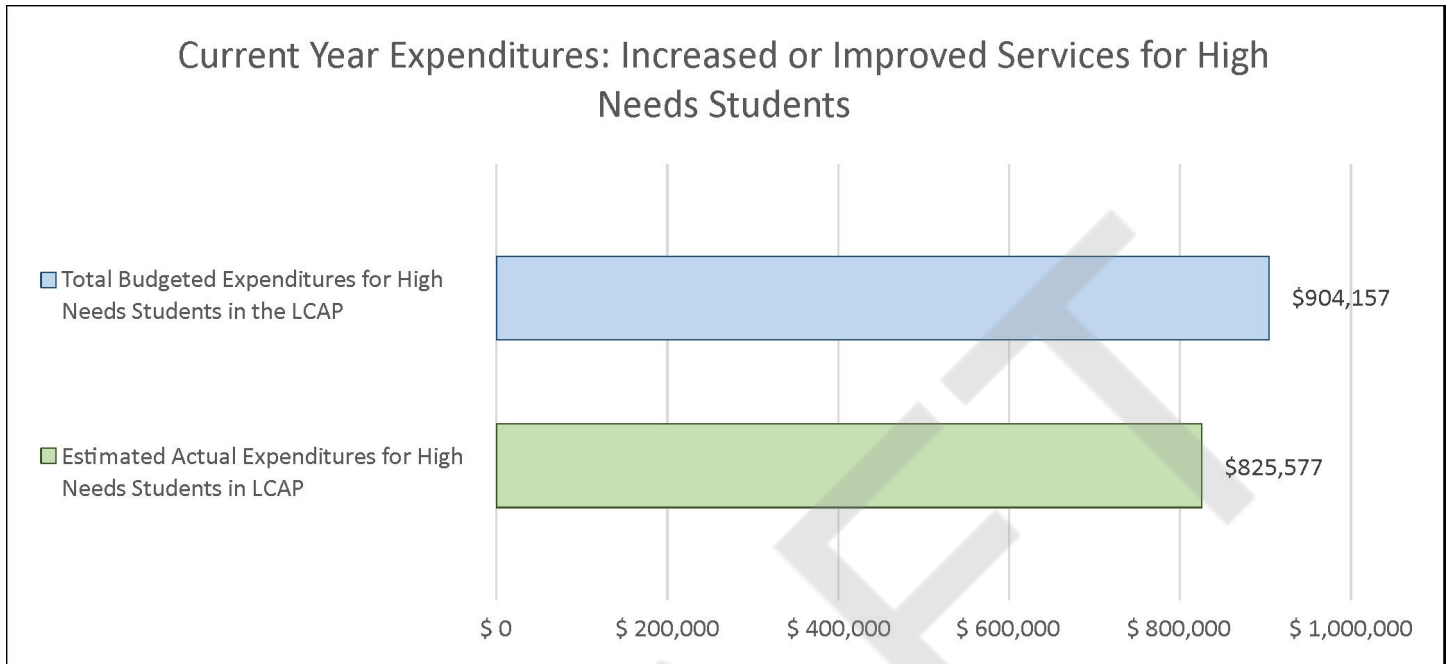
In 2019-20, Integrity Charter School is projecting it will receive \$966,239.00 based on the enrollment of foster youth, English learner, and low-income students. Integrity Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Integrity Charter School plans to spend \$966,239.00 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

During the 2019-2020 school year, Schoolwide Supplemental and Concentration funds will support High School, College and Career Readiness; Student Achievement in Mathematics and English Language Arts; Daily Lessons that develop good Character; Safe and secure environment; Parent and Community Engagement and additional supporting services.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Integrity Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Integrity Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Integrity Charter School's LCAP budgeted \$904,157.00 for planned actions to increase or improve services for high needs students. Integrity Charter School estimates that it will actually spend \$825,577.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-78580 had the following impact on Integrity Charter School's ability to increase or improve services for high needs students:  
In 2018-2019 we improved services for high needs students by providing supports for our unduplicated population. We monitored student progress quarterly and made sure all supports were geared to the designated population.  
Without these supports that were funded to increase and improve services our unduplicated student population would not have attained the academic gains that have been shown on the Dashboard.

2019-20

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

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Integrity Charter School	Dr. Susie Fahey Executive Director	sfahey@integritycharterschool.net 619.336.0808

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Integrity Charter School (ICS) is located in National City, California and offers a site-based education program for students in Kindergarten to Eighth grade in the National School District and surrounding areas. ICS is a direct-funded charter school established in 2003 that fosters a small learning community to prepare students as 21st century learners. Our school is located in the heart of downtown National City. Our students have access to the public library, public transportation and public parks. We are an integral part of the downtown area and forming partnerships with nearby businesses and neighbors.

The school district is in the Southern part of San Diego County containing the largest percentage of Hispanic students, with some African American, Asian, and a minority of Caucasian students. The National School District is primarily composed of middle and lower socioeconomic minority students. According to the 2010 US Census Report, 63% percent of the population is Hispanic, 6% African American, 18% Asian, 42% White, and 2% are from two or more ethnic backgrounds. Family households comprise 90% of the population and 48% of households have children under the age of 18. Less than thirty-five percent of housing is owner occupied. Average income is \$39,158 and median income is \$26,945. Our student population consists of 85% whose first language is other than English and 97% of our students qualify for free or reduced lunch.

As we look to the future of our students here at ICS, we recognize that many obstacles are currently standing in the way of academic success. Test scores are low overall. Each academic area is being examined and plans made for how to better serve our students needs and provide them the very best educational opportunity. Integrity Charter School has collected data on student performance regarding their mastering of State content standards. This data included California Assessment of Student Performance and Progress (CAASPP), English Language Proficiency Assessments from California (ELPAC), student attendance, and student grades. In all areas, the data shows that

students perform academically below grade level but over the past 3 years progress can be noted. Student academic achievement and social/emotional success will be a priority for all personnel, and will create a cohesive focus for the base program for students. This includes high quality teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

### LCAP HIGHLIGHTS

Integrity Charter School opened with the mission to provide a high standard of education to students through comprehensive curriculum supported by energetic, dynamic, and caring teachers; and to develop responsible, respectful, caring, courteous and civic minded citizens. Integrity Charter School is committed to developing the individual gifts of students in partnership with parents/guardians to become critical thinkers, responsible citizens, and innovative leaders prepared for academic and real life success in the 21st Century. With the release of the LCFF Evaluation Rubrics/California Dashboard, the LCAP Goals, actions and services were revised to better address the needs of our students and address State and Local indicators. The LCAP will support students to meet or exceed standards in mathematics and English language arts as demonstrated by CAASPP by providing the following actions which will increase the amount of services for our unduplicated pupils, specifically English learners, Students with Disabilities and Foster Youth.

- Professional Learning: Professional learning for teachers and staff, coaching, knowledge of standards, differentiation strategies, language development and progress monitoring.

Use of Data: Use Multiple forms of student/school wide data including assessments to inform instructional decisions.

- Develop Student English Language: Students will develop their English language by participating in activities that allow students to express and explain themselves and field trips to gain background

knowledge.

- Technology: Increase technology usage.
- Intervention: Research- based Intervention practices for developing students basic academic skills
- Communication: Increased communication with and training for parents.
- Readiness: High School, College and career readiness for all students

Our baseline data is taken from the CAASPP administered in 2015.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

ICS has made significant improvements in our student's development of the English Language. We received a Green status for English Learners (EL) Progress on the California Dashboard 2017-2018 with an increase of 6.6% of our English Learners gaining proficiency. With a total of 64% of our students being identified as EL's we are proud of this accomplishment. The increase in services provided through teacher training on instructional strategies that support English Language development, daily English language instruction in each classroom and after school tutoring for students have led to improved student performances in this area.

Our teachers participate in ongoing differentiated professional development with Professional Learning Communities that supports "Collective Teacher Efficacy" for student achievement.(Hattie, 2015) that focused on student achievement, leadership development and self awareness. Teachers received additional training in targeted support in English Language Arts and Mathematics that provided additional supports to improve services for low-income, English learners, students with disabilities and foster/homeless youth. This years 2017-2018 CAASPP results showed an increase across grade levels in English Language Arts and mathematic scores. Our English Language Arts scores increased by 5.1 points. Our Mathematics scores increased by 9.2 points.

Our school implemented targeted intervention with a Academic Coach (Grades 6-8), Support Teacher(Grade 6-8), classroom teachers (Grades K-8) and a small group math Tutor (Grades 3-5) to increase and improve services for our unduplicated pupils. The students who received these services showed academic gains within the progress monitoring periods and in classroom assignments. We are extending those services for the 2019-2020 school year to include Support Teacher in Grades K-8 , for all classrooms. We will also have In School Tutoring and After school Tutoring for students.

ICS increased technology programs and equipment (computers) for a blended approach to learning. This allows for effective practices in meeting the needs for our unduplicated pupils. Small group instruction across grade levels was implemented with fidelity.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

While ICS did not receive a "Red" or "Orange" in any of the performance categories, ICS did receive a "Yellow" indicator in the Chronic Absenteeism and in English Language Arts for "overall" performance. We know as a result of being a small school/LEA, any slight changes and/or fluctuations with this indicator on the dashboard will result in an "orange". ICS continues to focus on providing students with a support system that includes counseling services, staff and administrative team that focuses on positive behavior and proactive and preventive interventions. Caring School Community practices are still needed. Teachers need a clear definition and implementation strategies for restorative practices. We need to get to the root of the problem for the students with chronic absenteeism and intervene with supports for these students.

ICS earned a "Yellow" on English Language Arts Indicator. During the 2017-2018 school year, as we looked at data that was generated by collecting student work, ICS realized the need to address the Math and English Language Arts programs that are being used in the classroom. As a result our school will focus on implementation of our programs with a balanced approach to teaching these subject areas, using a small group guided instruction approach. During the 2017-2018 school year ICS teachers became familiar with the new Math curriculum and new English language arts curriculum. They received some staff development to help them understand the complexity of each program. We also provided for our students: After School tutoring, led by credentialed teachers, After School homework support as part of the school's after school program and Classroom teachers provided 30 minute small group instruction twice a week during the school day for students who needed the additional supports. The additional supports were provided especially for our low-income students, English learners, and foster youth. We found that our current academic programs continue to be inconsistent in quality and delivery and continues to provide a gap for our students and will continue to provide professional development for our teachers as they improve teacher efficacy in their pedagogy. Student interventions will be implemented with close progress monitoring for immediate data driven decision making in the classrooms. For the 2019-2020 school year we have purchased a reading program to develop strong units of study and enhance the English Language Arts.

We provided professional development in the area of language acquisition for all staff at the beginning and throughout the 2018-2019 school year. Teachers implemented some of the strategies, but were inconsistent in implementation. We will continue to develop English language as our English Learners are in the yellow and approaching standards.

Our "Students with Disabilities" achievement levels "declined significantly" in English Language Arts and Mathematics in 2016-2017 and proficiency levels did not change very much for the 2017-2018 CAASPP assessment, and we did not receive a dashboard rating due to the number of students tested. As a result, ICS implemented a "Push-In" Service model for the 2018-2019 school year. The Special Education teacher works in a small group setting in the classroom daily. Teachers and Special Education staff collaborate once every two weeks to review progress and establish next steps.

Teacher retention is needed. We had 3 teachers leave our school for a higher paying position at a District school in 2016-2017 school year. During the 2017-2018 school year we had 1 teacher leave for a higher paying position.. We improved our salary schedule for the 2018-2019 school year to be equal to the neighboring School Districts, for 2019-2020 we are matching the 2% increase that the District schools received in order to stay competitive in the area.



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Integrity Charter School did not have any student groups in the 2+ performance levels below "all student" performance.

The English Learner (EL) subgroup will require additional supports and interventions. EL's are making progress on the CAASPP but not at the rate of all students. Staff will continue to be trained on strategies that support ELs. Additional software will be purchased to provide practices and scaffolding supports. Students who need additional support, will attend enrichment after school classes to build on their English language.

Despite our mathematics focus this year with 2nd year implementation of new curriculum our assessment scores showed a little progress. We will continue to look at our practices and refine them as well as looking at the program to ensure we are supplementing for our students if the curriculum is not providing the support for the essential Standards.

Our Pupils with disabilities require additional supports and interventions. Data on students with disabilities shows no growth or a decline in growth throughout the year. Staff will be trained on strategies to support students with disabilities. Additional software will be purchased to provide practices and scaffolding supports and continue with a "Push--In" Support model.

In English Language Arts our students overall scored 17.3 points below standard. We had an increase of 5.1 points with all subgroups falling in the yellow. Our English Learners were 21.6 points below the standard. Hispanic Students scored 18.4 points below the standard and Socioeconomically Disadvantaged students fell 16.1 points below the standard. In each of these subgroups we did see an increase of points overall. We did not have any students in the Green or Blue in any subgroup. We need to look at the high performing students in our classrooms and ensure they are being challenged to the highest degree. Software programs to support a Blended classrooms will be purchased and used in the classrooms to give these opportunities.

In Mathematics our students overall scored 21.6 points below standard. We had an increase of 9.2 points overall. English Learners fall in the "Yellow" band with an increase of 12.4 points, but fall 25.6 points below the standard. The Hispanic Socioeconomically Disadvantaged students in the "Green". Even though we are at green, we know that the 7th and 8th grade students carried the performance level and that all grade levels should attain the same level of proficiency. We will continue working on instruction and observe the 7th/8th grade teacher instructional strategies so that they may be replicated.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

## **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

## **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

## **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

DRAFT

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Increase high school graduation rate for all students by giving our students the knowledge of A-G coursework and college requirements.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

All students will have a career goal for future employment and will be able to state that goal. (Purpose)

Metric: Student survey/lesson plans

**18-19**

90% of all students to have established career goals for future employment and will be able to state it by September.

### Baseline

2015-2016 school year 30% of or students established career goals.

### Metric/Indicator

All 8th Grade Students will have an Individual Graduation Plan for attaining their educational goals.

Metric: Upper Grade Support Teacher Check list

Actual

All classroom teachers implemented a beginning of the year unit focusing on student career goals. 100% of students participated in creating a classroom display showcasing what they learned about their career interests. Some examples include: researching and creating student books about their future career, taking a career interest survey and researching salary and education required to attain their future career, and creating flip books and illustrations that depicted students in their ideal career.

100% of students established career goals for future employment and were able to state it by September.

All 8th grade students created an individual graduation plan for attaining their educational goals. The plan included A-G coursework required for entrance into a higher level institution, a mock schedule based on their high school placement and electives based on individual interests.

Expected

Actual

**18-19**  
100% of 8th Grade students will leave Integrity Charter School with an Individual Graduation Plan.

**Baseline**  
2015-2016 school year 0% of 8th Grade students had an Individual Graduation Plan

**Metric/Indicator**  
All students will have studied and visited a College campus.  
Metric: College Trip log

**18-19**  
100% of all classrooms will visit and study a new college campus.

**Baseline**  
2014-2015 school year all students visited their first college campus.  
Students did not learn very much about requirements or history of school.

All students K-8 have studied and visited a higher level institution and learned about requirements for admissions, campus history, concentrations or degrees, and campus life.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

Planned  
Actions/Services

Provide 7th Grade and 8th Grade students and parents with A-G requirements for high school.

Actual  
Actions/Services

A Parent meeting was held to inform them about A-G requirements for high school. They also received information about the individual graduation plan that each 8th grader would create during their final unit of study.

Budgeted  
Expenditures

0000: Unrestricted Title I \$150.00

Estimated Actual  
Expenditures

Parent meeting refreshments  
0000: Unrestricted Title I \$52.47

#### Action 2

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Provide Upper Grade Academic Support Teacher to assist upper grade teachers in implementing high-quality curriculum, instruction in career goal setting, and support Students to help ensure that they have skills and information that they need to prepare them for High School.

This year, the Instructional Lead Teacher supported in the creation and implementation of units of study for eighth grade, focused on ensuring high-quality curriculum and instruction to support career goal setting. 8th Grade students took a career and strengths based assessment (Thrively) and utilized individualized pathways to support their career interests and strengths. Students applied their knowledge of A-G requirements to create a mock schedule of classes based on their high school schedule of classes.

1100 Salary and 3111 Benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,615

Upper Grade Academic Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$30,615

### Action 3

Planned  
Actions/Services

7th and 8th Grade Students participation in the after-school program diplomas 2 DEGREES an introduction to academic goal setting.

Actual  
Actions/Services

All students enrolled in ASES after school program participated in the Diplomas 2 Degrees program.

Budgeted  
Expenditures

8590 After School Education and Safety (ASES) \$150,000

Estimated Actual  
Expenditures

After School diplomas 2 degrees/ASES 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$163,800

### Action 4

Planned  
Actions/Services

Students and their families in all grade levels will visit a College or University Campus and learn about its requirements for admissions and history.

Actual  
Actions/Services

All students in grades K-8 visited a higher level institution to learn about requirements for admissions and history, concentrations or degrees, and campus life.

Budgeted  
Expenditures

Field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,400

Estimated Actual  
Expenditures

Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$5,200

Curriculum materials for College - \$200 per classroom 4000-4999: Books And Supplies Supplemental and Concentration \$3,200

College materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,200

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall students received information about colleges in the area and about career goal setting. All 8th Grade students completed the Individual High School Plan. All students attended a college campus.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In looking at the actions we felt we had completed the work that was assigned. We still need to improve the career goals that students set for themselves and for students to learn more about the colleges that they visit. Students have a surface level understanding of the what careers could be and what college life is like.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We revised Goal 1 to read "Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety higher level institutions," because it more accurately reflects the knowledge and information that we expect our 8th graders to leave with, prior to entering high school so that they can be on the right track to attaining their career goal. The initial goal stated we would "increase high school graduation rates for all students" and we felt high school graduation rates were not something we are currently measuring. Change was made in the wording for Goal 1.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Increase proficiency for all students in English Language Arts and Mathematics.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Integrity Charter School will provide a small school environment.

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

Support Teachers in instructional framework implementation via coaching and meaningful feedback, resulting in improved classroom teaching with 95% of teachers meeting school's expectation for performance.

Metrics: Teacher evaluation rubric.

**18-19**

95%

**Baseline**

85%

Actual

95% of our teachers received coaching from our instructional lead teacher. 100% of our teachers received support for the instructional framework from the Instructional Lead teacher. All teachers received regular feedback on instruction.

Expected

**Metric/Indicator**  
Increase by 10% of students and significant student subgroups in meeting standards based on K-2 Literacy and Mathematics.

Metrics: Benchmark assessment, Running Records

**18-19**  
80%

**Baseline**  
60%

**Metric/Indicator**  
Increase percentage of students and all significant subgroups in grades 3-8 who scored Proficient or above on the Smarter Balanced English Language Arts Test (SBAC).

Metrics: 5% annual growth from SY 2017-2018.

**18-19**

All students—53%  
Hispanic  
English Learners  
Special education  
Socioeconomically Disadvantaged

**Baseline**

All students - 32%  
Baseline 2014-2015  
Hispanic or Latino  
English Learners  
Special Education  
Socioeconomically Disadvantaged

**Metric/Indicator**  
Increase percentage of students and all significant subgroups in grades 3-8 who scored Proficient or above on the Smarter Balanced Mathematics Test (SBAC).

Actual

According to benchmark data 75% of the students achieved grade level standards in the K-2 Literacy and Mathematics.

CAASPP scores for 2018-2019 have not been released as of yet.

CAASPP test result data have not been released.



Expected

Metrics: 5% annual growth from SY 2017-2018.

**18-19**

- All students—33%
- Hispanic
- English Learners
- Special education
- Socioeconomically Disadvantaged

**Baseline**

- All students—19%
- Baseline 2014-2015
- Hispanic
- English Learners
- Special education
- Socioeconomically Disadvantaged

Actual

100 % of all students participated in benchmark assessments. The assessments were given quarterly and were used to inform instruction. Bench mark assessment thus far May, 2019 show at least a 10% annual growth between the two quarters of assessment.

**Metric/Indicator**

All students in grades K-8 grade will take Mathematics and English Language Arts Benchmark assessments.

Metrics: Quarterly benchmark assessments, 10% annual growth from beginning of the year data.

**18-19**

- All students
- Baseline - beginning of school data
- Hispanic
- English Learners
- Special education
- Socioeconomically Disadvantaged

**Baseline**

- All students
- Baseline beginning of school data
- Hispanic

Expected

Actual

English Learners  
Special education  
Socioeconomically Disadvantaged

**Metric/Indicator**  
English Learners will make progress in learning English.

Metric: ELPAC Score

**18-19**  
BASELINE - ELPAC

**Baseline**  
59% of our students are making progress in learning English.

This year is our Baseline year and ELPAC results have not been released for 2018-2019

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain small Class Size in K-3 (21-1), 4th 8th Grade (27-1)	Small class size across grade levels were maintained	3000-3999: Benefits - Small Class Size (2 teachers) 1000-1999: Certificated Personnel Salaries Base \$144,916	Additional Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$144,916
Adding an additional 6th Grade Class	Additional 6th Grade classroom was added.	3000 - 3999: Benefits Classroom Teachers 1000-1999: Certificated Personnel Salaries Base \$1,244,298	All additional teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$1,244,298
364 students 1 lower grade teacher (Grade 3) / 1 upper grade teacher (6th)	349 students for 2018-2019.	Base – Furniture (\$2,000) Books/Curriculum (\$3,000) 4000-4999: Books And Supplies Base \$5,000	Books/Curriculum/Furniture 4000-4999: Books And Supplies LCFF Base \$3,500

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strategic Professional Development to staff and administrators regarding: implementing instructional framework and CCSS with quality, lesson study utilizing adopted curriculum and supplemental materials, utilizing educational technology and instructional strategies to support English learners, students with special needs and at-risk students. Utilize consultants as needed to support Professional development.</p>	<p>Strategic Professional Development was provided for all staff. Teachers worked on planning units of instruction that integrated writing and reading. Lesson study became unit planning as the focus shifted due to classroom needs with curriculum.</p> <p>GLAD extensive training was given to all teachers to better support English Learners.</p> <p>Consultants were used to support professional development.</p> <p>Administrators received support from NCUST to improve student achievement.</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$16,000</p> <p>3000 - 3999: Benefits Instruction &amp; Curriculum Director 1000-1999: Certificated Personnel Salaries Title I \$40,000</p> <p>3000 - 3999: Benefits Instructional Lead 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$85,000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title III \$8,000</p> <p>NCUST &amp; other 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title II \$16,000</p> <p>Instruction and Curriculum Director 1000-1999: Certificated Personnel Salaries Title I \$40,000</p> <p>Instructional Lead Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,000</p> <p>Professional Development 5000-5999: Services And Other Operating Expenditures Title III \$8,000</p> <p>NCUST - Administrative Supports 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$30,000</p>
<p>Administrators receives support from consultants for executive coaching &amp; professional development to improve student achievement.</p>	<p>Special Education training was not made available. Teachers did not attend any specific training in this area.</p>	<p>1000-1999: Certificated Salaries Training for Special Education Needs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,200</p> <p>3000-3999: Benefits Assistant Director 1000-1999: Certificated Personnel Salaries Base \$91,130</p>	<p>Training for Special Education 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>Assistant Director 1000-1999: Certificated Personnel Salaries LCFF Base \$91,130</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Formative and summative assessments play an integral role in supporting student achievement to ensure students are college and career ready. Collection of data from formative and summative assessment drive teacher instruction and feedback to students regarding their progress and achievement grade level content standards, common core anchor standards, and 21st thinking skills. Types of Assessment include:</p> <ul style="list-style-type: none"> <li>• State Interim Assessments</li> <li>• Trimester Benchmark Assessments</li> <li>• STAR assessments through Renaissance Learning for 3- 8</li> <li>• Data monitoring system with individual and pre-created reports and assessments aligned to the Common Core State Standards in ELA and Mathematics to drive teacher instruction (ex. STAR, Synergy)</li> </ul> <p>* Running Records</p> <ul style="list-style-type: none"> <li>• Director will meet quarterly with each teacher to examine benchmark assessments results, grades and</li> </ul>	<p>Teachers used formative and summative decisions to inform their instruction. They used all of the assessments that are listed at different times of the year.</p> <p>Director, Assistant Director, and Instructional Lead teacher met with teachers regularly to discuss progress and how they were monitoring progress based on the assessments given.</p>	<p>Lesson Study - Substitute 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,000</p> <p>Renaissance Learning, 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$14,000</p> <p>Data Gathering and Calibration - Extra time for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,000</p>	<p>Unit Study - Substitutes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$9,000</p> <p>Renaissance Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$7,500</p> <p>Data Gathering and Calibration - Extra time for teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p>

Quarterly exams for Academic progress

### Action 4

Planned  
Actions/Services

Increase educational technology use for teachers and students

Actual  
Actions/Services

Integrity increased the technology for student use. New chrome books were purchased to have 1-1 devices in each classroom grades 3-8. Computer cart with computers for K-2 as well as 5 chromebooks in each classroom. Charging stations were also purchased

Budgeted  
Expenditures

Computers for K-2 4000-4999: Books And Supplies Supplemental and Concentration \$30,000

Estimated Actual  
Expenditures

Computers for k-2 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$30,000

Computers for 8th Grade and Teachers 4000-4999: Books And Supplies Supplemental and Concentration \$50,000

Computers for 8th Grade and teachers 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$50,000

Immigrant 4000-4999: Books And Supplies Title III \$185

Immigrant 4000-4999: Books And Supplies Title III \$185

Infrastructure at K-2 site 5000-5999: Services And Other Operating Expenditures LCFF \$15,000

Infrastructure at K-2 site 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Software: RAZ Kids, AZ learning, Brain Pop, Zingy Learning 4000-4999: Books And Supplies Title I \$12,000

Software 5000-5999: Services And Other Operating Expenditures Title I \$12,000

### Action 5

Planned  
Actions/Services

Integration of English Language Arts, Mathematics, Science, Social Studies and supplemental program shifts need to occur in daily instruction. Integrated units of instruction will be created

Actual  
Actions/Services

Integrated Units of instruction were the focus for 2018-2019 using Making Meaning curriculum. This unit planning structure is the foundation that we will continue to use as we develop our new ELA curriculum for 2019-2020.

Budgeted  
Expenditures

P.E. Teacher 1000-1999: Certificated Personnel Salaries LCFF \$73,760

Extra time for creating Integrated Units of Study 1000-1999:

Estimated Actual  
Expenditures

P.E. Teacher 1000-1999: Certificated Personnel Salaries LCFF Base \$73,760

Extra time for creating Integrated Units of Study - Substitutes 1000-

- Strategies to include:  
Embedded Sheltered Instruction using SDAIE/GLAD features, techniques and strategies into daily lessons using adopted ELA curriculum and materials.

\* All staff will use curriculum from the Center for the Collaborative Classroom (CCC) SIPPS/Making Meaning/Caring School Community.

\*Quantum Learning strategies will be included to improve critical thinking skills.

\* Physical Education teacher will support teacher learning by providing a time for teacher planning twice a week.

Embedded Sheltered Instruction was used in every classroom K-8. GLAD strategies were consistently used in all classrooms throughout the year.

At each grade level teachers used CCC curriculum. Unit planning consistently. Unit planning using Making meaning curriculum. K-2 teachers use SIPPS. All teachers following Caring School Community circles.

10 teachers use Quantum Learning strategies.

P.E. Teacher provided time for teachers to collaborate twice a week.

## Action 6

### Planned Actions/Services

Students in need of supports will participate with a ELA and Math Intervention Teacher, in school tutoring and after school tutoring.

### Actual Actions/Services

Students in need of extra support participated with ELA and Math Academic Support Teacher, Grades 1-8.

In school tutoring was offered for students in Grades 5-8, daily.

After school tutoring was offered with 10 classes for students to attend. Tuesday/Thursday for

Certificated Personnel Salaries  
Title III \$3,000

Instructional Materials/Curriculum 4000-4999: Books And Supplies Lottery \$6,300

Instructional Materials/  
Curriculum 4000-4999: Books  
And Supplies Title III \$8,000

Textbooks: Social  
Studies/Science/Making Meaning  
Books other than textbooks  
4000-4999: Books And Supplies  
Base \$40,000

1999: Certificated Personnel  
Salaries Title III \$3,000

Instructional Materials/Curriculum 4000-4999: Books And Supplies Lottery \$6,300

Instructional Materials/  
Curriculum 4000-4999: Books  
And Supplies Title III \$8,000

Text Books, Books other than  
textbooks 4000-4999: Books And  
Supplies LCFF Base \$40,000

### Budgeted Expenditures

2 Academic Support Teachers  
Grades K-5 After School Tutoring  
1000-1999: Certificated  
Personnel Salaries Supplemental  
and Concentration \$150,662

After School Tutoring 1000-1999:  
Certificated Personnel Salaries  
Title I \$5,000

### Estimated Actual Expenditures

Academic Support teacher 1000-  
1999: Certificated Personnel  
Salaries LCFF Supplemental and  
Concentration \$150,662

After School Tutoring 1000-1999:  
Certificated Personnel Salaries  
Title I \$5,000

		<p>After School Tutoring Focus on Developing Language Development 1000-1999: Certificated Personnel Salaries Title III \$8,000</p>	<p>After School Tutoring 1000-1999: Certificated Personnel Salaries Title III \$8,000</p>
		<p>In School Tutoring - Math - Instructional Support Assistant 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$40,000</p>	<p>In School Tutoring -Math Instructional Support Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$40,000</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This Goal was implemented with fidelity. English language Arts and Mathematics is an important focus for all and the work this year continued to revolve around this area. Increase proficiency for all students is the Goal for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We rated this area as a "9" in overall effectiveness of the actions to achieve the articulated goals. All actions were completed. Teachers practiced new strategies and were able to create Units of Study to match Making Meaning. Instructional Lead teacher supported teachers throughout the year with planning, problem solving, coaching and differentiating instruction. Technology was increased so that all students in grades 3-8 received 1-1 devices. There was more use of software to support student learning. We began the process of creating integrated units of study which will help with the planning for the 2019-2020 school year. Academic Support Teachers worked in the classrooms to provide additional instruction and collaborated with classroom teachers to ensure that they were monitoring the students progress and working on the same skills. Academic Support teachers monitoring forms served as evidence that academic gains were achieved.

After School tutoring attendance records were kept to ensure consistency in attendance and teachers provided extra support in Reading, Writing, Math and English language development. Student progress was monitored by the classroom teacher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences that were shown were the area of Special Education - Professional Development. We were not able to send any teachers to any local training as those training were offered during the teachers vacation time or no differentiated instructional workshops were held for regular education teachers. \$0.00 were spent.

Infrastructure for k-2 site was not revised or any expenditures occurred due to the system at the K-2 site as accepting the additional technology usage. \$0.00 were spent. Money was moved over to Software programs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

One change to Goal 2 is the addition of Planning time for our K-2 staff. These teachers cannot be in their classrooms after 3 pm. They have a shared space and an after school program takes place in their classrooms. Once a month planning time was added for the 6 teachers.

Another change to this goal is that Substitutes for the Planning time was not budgeted in the LCAP, that will be changed for 2019-2020.

We also will add 2 school site substitutes "Flex" teachers who will cover classes as teachers do Unit planning and meet with Instructional Lead Teacher. The National School district had asked us to restrict the number of substitutes requested per week. This eliminates that problem.

In order to retain teachers at our school we will offer a New Teacher Induction program so that teachers clear their credentials and understand that this is a incentive that the school provides.



# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

All students will participate in daily lessons that develops good character.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Integrity Charter School will equip students with the skills necessary to become Caring, Courteous, Responsible,

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
80% of teachers will implement positive discipline with the Caring Teachers Guide to Discipline as evidenced by decrease in teacher behavior/academic reports, and office referrals.

**18-19**

90%

**Baseline**

80%

90% of our classroom teachers implemented positive discipline with the Caring Teachers Guide to Discipline as evidenced by the behavior referral slips submitted to the office.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will receive daily Character lessons or participate in activities that reinforce a school Anchor trait. Teachers will be using Caring Schools Community Curriculum to develop good character. Teachers will use Class Meetings and Cross Age Buddies to develop a supportive school climate and good character development.	All students received daily instruction with character lessons that support the schools anchors. Class meetings were held the first 20 minutes of each morning. Cross age Buddies occurred once a month.  Evidenced by lesson plans.	Second Steps, Classroom materials 4000-4999: Books And Supplies LCFF \$4000	Classroom materials 4000-4999: Books And Supplies LCFF Base \$3,500

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will implement Restorative Practices and Caring Teachers Guide to Discipline as the discipline model for positive reinforcement and that students take responsibility for their actions and understand what it means to have good character.	Restorative Practice procedures were taught in the beginning of the school year. Our discipline model for the 2018-2019 school year has been one of positive reinforcement.	TK Foundation Restorative Practice Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$5,000  Classroom materials Reference materials 4000-4999: Books And Supplies LCFF \$3,200	TKF Foundation Restorative Practice Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,000  Classroom reference and materials 4000-4999: Books And Supplies LCFF Base \$3,200

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Community Matters/Girls on the Run Students will participate in Safe School Ambassador Program to	Students participated as Safe School Ambassadors. Teachers and students received training in September, 2018. We did not	Coach / Supplies/ Incentives 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6,500	Supplies/Incentives 0000: Unrestricted LCFF Supplemental and Concentration \$500.00

create a caring environment.  
Coach is needed for Program

need to hire a coach as one was  
provided by the SSA Grant.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall implementation for this goal was an Excellent rating. All actions were carried through. Students practiced building character traits that build a culture of respect, responsible, courteous, caring and civic minded individuals.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall effectiveness for this goal was an Excellent rating. All actions were carried through. Students practiced building character traits that build a culture of respect, responsible, courteous, caring and civic minded individuals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The one material difference was in the area of a Coach for the Safe School Ambassador program. A coach was assigned to the school due to a grant at the San Diego County office of Education, so there was not fee for the training or coaching.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In discussing this with parents they expressed a desire to have parent workshops where they can learn how to help their child succeed in school and also parenting classes to help them with the developmental needs for their child. 2 Parent workshops will be added for the 2019-2020 school year.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Integrity Charter School shall provide a safe and secure environment for all staff and students.

State and/or Local Priorities addressed by this goal:

- State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
Staff knows and follows the Comprehensive School Safety Plan

All staff knows and follows the Comprehensive Safety Plan. Teachers all have copies of the plan.

Metrics: Sign In Sheet for training, Agendas

**18-19**  
100%

**Baseline**  
100%

**Metric/Indicator**  
Staff enforces the established Play Area rules

Play ground rules have been established and are followed by students and enforced by Staff.

Metrics: Referrals, injury reports, observations

**18-19**  
85%

Expected

**Baseline**  
75%

**Metric/Indicator**  
Students will be provided individual and group supports with a counselor once requested. Students who need social emotional support will be contacted by Peace Mentor

Metrics: Counselor's log, Referral log

**18-19**  
50%

**Baseline**  
30%

**Metric/Indicator**  
Train all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online.

Metrics: Professional Development sign in sheets, lesson plans

**18-19**  
100%

**Baseline**  
0%

**Metric/Indicator**  
Maintain Facility in good working order, clean and safe.

Metrics: School Maintenance Checklist

**18-19**  
100%

**Baseline**  
100%

Actual

We have a TKF Peace Mentor on our campus 4 days a week. Students are referred by parent, staff or child.

Digital Citizenship professional development has been held.

Facility is in good working order, clean and safe

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All Staff follows the Comprehensive School Safety Plan will be reviewed annually.	School Safety Plan reviewed August 2018	0	0

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide counseling for students focusing on social- emotional and behavior support. Individual or group sessions	TKF has contracted with School to provide a Peace Mentor for social-emotional supports 4 days a week.	TK Foundation 1 day a week 5000-5999: Services And Other Operating Expenditures Base \$6,000	TK Foundation 1 a week 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,000
		TK Foundation - Peace Mentor 3 days a week 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	TK Foundation - Peace Mentor 3 days a week 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,000

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Integrity will maintain classrooms and school building: flooring, paint and regular maintenance will be on going.	School Building was maintained in good working order. Safe building. Push bar locking system installed to the front door so that front door is locked at all times.	Maintenance/Repair 5000-5999: Services And Other Operating Expenditures Base \$20,000	Maintenance and Repair 5000-5999: Services And Other Operating Expenditures LCFF Base \$20,000

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

21st Century Safety and Awareness: Increase awareness of digital citizenship through explicit lessons and curriculum using Digital Bytes

Lessons in Digital Citizenship were given to all students across grade level. Evidenced by lesson plans.

Free Program Digital Bytes 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,000

Free program/ Digital Bytes 5800: Professional/Consulting Services And Operating Expenditures 0

Needed is a Computer program to monitor sites students have visited or are engaged in. Teacher will be able to block those sites that are inappropriate for students

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall Goal 4, Integrity Charter School shall provide a safe and secure environment for all staff and students was achieved. Our building looks nice, is safe and provides a good learning environment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions developed to support the goal were effective. Evidenced by building inspection (Fire Marshal), monthly inspections and parents comments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

One material difference noted: \$15,000 for a computer monitoring system where teachers can track what students are logged into was not purchased. No money was spent in this area.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After review of Goal 4 it is noted that we will increase Social/Emotional supports by adding a 5 day Peace mentor to our contract. This allows for students to be supported each day with a Peace mentor. We also need to research online programs that prevent students from accessing inappropriate items. We have a filter on our system but students are able, at times, to log on to other sites that are not

school related. We will also continue to learn about new safety procedures and look at areas that could potentially become a safety issue in the future.

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# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

As reported in P-1 attendance reports, Attendance increased by 1%.

### Metric/Indicator

Increase attendance by 1% for K-8 Grade students.

Metrics: Attendance Records

18-19

1%

Expected

<b>Baseline</b>		
2016-2017	K-3	96.08%
4-6		96.49%
7-8		95.55%
2015-2016	K-3	94.73%
4-6		96.25%
7-8		95.46%

**Metric/Indicator**  
Decrease chronic absenteeism by 2%.

Metrics: Attendance Records

**18-19**  
Decrease by 2%

**Baseline**  
On an average student who are chronically absent attend school only 55% of the time

2016-2017

StateWide - 10.8%  
National School District - 5.9%  
Integrity Charter School - 8.5%

**Metric/Indicator**  
Increase the number the Yearly School Experience Surveys that are returned by 10%.

Metrics: Surveys

**18-19**  
70%

**Baseline**  
40% 2015-2016

Actual

Chronic absenteeism showed no real change. We maintained at 0.4%, scoring yellow on the dashboard. We have 9.1% of our students who are chronically absent. Of those absent, our homeless students (17.5%) were absent the most. This was an increase of 2.9% for this subgroup. We will continue to work with families to support this goal.

We increased the number of Yearly School Experience Surveys collected by 10%.

**Expected**

**Metric/Indicator**  
Improve Communication. Utilize a school to home communication software or mobile application.

Metric: Software, mobile application or website improvements

**18-19**

80% of families have been contacted using software or mobile application

**Baseline**

2015-2016 No Software or Mobile Applications were made available to families

**Actual**

Communication has been improved by the use of DOJO with each classroom on line and school also using DOJO. We have increased our presence on Facebook, Instagram and our school website.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned**  
Actions/Services

ICS will have a monthly Assembly to recognize students for the following: Exceptional Scholarship, Exceptional Citizenship, Exuding positive character

**Actual**  
Actions/Services

Monthly Student Recognition Assemblies held

**Budgeted**  
Expenditures

Quantum Learning Strategies Encumbered in Goal 2  
0

**Estimated Actual**  
Expenditures

0

**Action 2**

**Planned**  
Actions/Services

Employee Engagement: All staff are engaged in school's activities and commit to the success of all students.

**Actual**  
Actions/Services

All staff supported activities such as: Fall Festival, Winter concert, Authors and illustrators, and Family Friday.

**Budgeted**  
Expenditures

n/a 0

**Estimated Actual**  
Expenditures

0

**Action 3**

Planned  
Actions/Services

Utilize a school to home communication software or mobile application, to provide notification of key academic performance information, supports and resources, interventions, attendance, assignments, etc. Enhance Individual School Websites to include parent communication, available supports and resource portals to home. Increase Social Media presence by means of Twitter, Instagram.

Actual  
Actions/Services

School Website was enhanced to include parent communication. Social Media was increased by our Webmaster.

Budgeted  
Expenditures

Report Cards, Webmaster, Messaging 5000-5999: Services And Other Operating Expenditures LCFF \$5,000

Estimated Actual  
Expenditures

Report Cards, Webmaster, messaging 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000

Translation 2000-2999: Classified Personnel Salaries Title I \$328.00

Translation 2000-2999: Classified Personnel Salaries Title I \$328.00

### Action 4

Planned  
Actions/Services

Student Service Director to monitor Social Media. Increase presence by means of Twitter, Facebook, etc.

Actual  
Actions/Services

Student Service Director monitored Social Media and maintained school website.

Budgeted  
Expenditures

2000-2999: Classified Personnel Salaries Base \$53,464.98

Estimated Actual  
Expenditures

Student Service Director 2000-2999: Classified Personnel Salaries LCFF Base \$53,464.98

### Action 5

Planned  
Actions/Services

Increase communication between teacher and families. Teachers will contact parents at least once a month via: phone/email/App/text/in person. Parent meetings with Admin

Actual  
Actions/Services

Teacher/Parent communication was increased this year as evidenced by parent teacher contact log.

Budgeted  
Expenditures

\$0

Estimated Actual  
Expenditures

0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Overall implementation for Goal 5 was rated at Excellent. Parent and community engagement is very important for our school. Our belief that we must have that channel of communication open at all times is a belief we all have.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Overall effectiveness for Goal 5 was rated as "Very Effective". Attendance was increased and the chronic absenteeism went down. More channels for parent/teacher communication were opened.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.  
none noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 5 will remain "As is" for the most part. One change is in the Parent workshop - parents requested a few more workshops where they can improve parenting skills or learn how to support their child at home with the academic rigor, so those will be added for the 2019-2020 school year.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Integrity Charter School (ICS) used multiple channels, venues and technology to engage with our community of stakeholders. The School's efforts began in November 2018 with a series of meetings at the school site and community wide. ICS administrator hosted on-going meetings at the school site.

Information/Input Sessions occurred August 2018 – May 2019

- School Board Meeting
- School Site Staff Meeting
- School Site Council Meetings
- Student Council Advisory Committee
- English Learner Advisory Committee/ Family Friday

\* Discussions with students

- Parent and Community Survey
- San Diego County of Education Meetings
- Administrative review with Leadership team members of each program.

During these meetings opportunities were given for evaluation of certain programs and recommendations from the stakeholders

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The consultation impact on the LCAP for the upcoming school year is noted below:

- Continue to increase support for English Learners, especially in the area of comprehension - more professional development for teachers
- Increase knowledge of Restorative Practices with discipline – Professional development in this area
- Increased teacher communication with families – Teachers will have plans and keep records on Synergy of parent communication with administrative review.
- Increase Technology usage and skills
- Increase support for Social/Emotional development by providing additional counseling, requested 5 days instead of 4.
- Keep Tutoring- everyone felt this was very useful - After school Tutoring as well as In-School tutoring will continue with support during the school day. P.E. teacher will support this Action Item.
- Parents want the consistency of teacher retention. Pay schedules were adjusted to match National School District years 1 – 6. We will continue to work on increased salary change for 2019-2020 school year.
- The need to educate parents and staff on the California Dashboard, PD will include the essentials to ensure all staff understand the requirements.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

Increase students knowledge of A-G coursework, high school graduation requirements, career options and exposure to a variety of higher level institutions.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

To increase the number of students who enter high school at grade level with knowledge of High School graduation requirements and college requirements. Students need to know what coursework is required of them in high school so that they will have full access to College entrance and meet high school graduation requirements.

To motivate and give students purpose for attending school, students have a goal in mind for future employment. Most students do not know why they come to school. The students usually say "Because we have to." Students having purpose for being in school is essential in ensuring student engagement.

Our English Learners, Foster Youth/ Homeless, Students with Disabilities and Low income students do not often know what is required to attend college and universities. Many of the families do not have information on how to attain higher education for their children, beginning with what coursework must be taken in high school. Many families have never visited a college campus or know what is needed to achieve university level entrance.



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have a career goal for future employment and will be able to state that goal. (Purpose) Metric: Student survey/lesson plans	2015-2016 school year 30% of or students established career goals.	80% of all students to have established career goals for future employment and will be able to state it.	90% of all students to have established career goals for future employment and will be able to state it by September.	100% of all students to have established career goals for future employment and will be able to state it by September.
All 8th Grade Students will have an Individual Graduation Plan for attaining their educational goals. Metric: Upper Grade Support Teacher Check list	2015-2016 school year 0% of 8th Grade students had an Individual Graduation Plan	100% of 8th Grade students will leave Integrity Charter School with an Individual Graduation Plan.	100% of 8th Grade students will leave Integrity Charter School with an Individual Graduation Plan.	100% of 8th Grade students will leave Integrity Charter School with an Individual Graduation Plan.
All students will have studied and visited a College campus. Metric: College Trip log	2014-2015 school year all students visited their first college campus. Students did not learn very much about requirements or history of school.	100% of all classrooms will visit and study a new college campus.	100% of all classrooms will visit and study a new college campus.	100% of all classrooms will visit and study a new college campus.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: 7th & 8th

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide 7th Grade and 8th Grade students and parents with A-G requirements for high school.

2018-19 Actions/Services

Provide 7th Grade and 8th Grade students and parents with A-G requirements for high school.

2019-20 Actions/Services

Provide 7th Grade and 8th Grade students and parents with A-G requirements for high school.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150.00	\$150.00	\$150.00
Source	Base	Title I	Title I
Budget Reference	0000: Unrestricted	0000: Unrestricted	Not Applicable Refreshments

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
Specific Grade Spans: 6-8 Grades

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Provide Academic Coach to assist teachers in developing high-quality curriculum and instruction in career goal setting, and support Students to help ensure that they have skills and information that they need to prepare them for High School.

2018-19 Actions/Services

Provide Upper Grade Academic Support Teacher to assist upper grade teachers in implementing high-quality curriculum, instruction in career goal setting, and support students to help ensure that they have skills and information that they need to prepare them for High School.

2019-20 Actions/Services

Classroom teachers and Upper Grade Academic Support teacher will implement high-quality curriculum, instruction in career goal setting, and support Students to help ensure that they have skills and information that they need to prepare them for High School. 8th Grade students leave with an Individual Graduation Plan

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$73,060	\$30,615	\$34,941.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1100 Salary and 3111 Benefits	1000-1999: Certificated Personnel Salaries 1100 Salary and 3111 Benefits	1000-1999: Certificated Personnel Salaries 3000-3999 Benefits Academic Support Teacher 6-8
Amount			\$5,000.00

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) English Learners  
Foster Youth  
Low Income

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Schoolwide

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

7th and 8th Grade Students participation in the after-school program diplomas 2 DEGREES an introduction to academic goal setting.

7th and 8th Grade Students participation in the after-school program diplomas 2 DEGREES an introduction to academic goal setting.

7th and 8th Grade Students participation in the after-school program(ASES) diplomas 2 DEGREES an introduction to academic goal setting.

All other students will participate in extracurricular activities and receive time for homework completion.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$163,800	\$150,000	\$161,300
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	8590	8590	5000-5999: Services And Other Operating Expenditures ASES - After School Educational and Safety Program

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18      Select from New, Modified, or Unchanged for 2018-19      Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students and their families in all grade levels will visit a College or University Campus and learn about its requirements for admissions and history.

Students and their families in all grade levels will visit a College or University Campus and learn about its requirements for admissions and history.

Students and their families in all grade levels will visit a College or University Campus and learn about its requirements for admissions and its history.

All students will have set a career goal.  
In addition educational Field Trips will be provided for all students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$6,400	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Field trips	5000-5999: Services And Other Operating Expenditures Field trips	5000-5999: Services And Other Operating Expenditures Field trips - College 9 buses @ \$400 each Field trips - Theater/ EOY (6,7,8)

Amount	\$2,000	\$3,200	\$2,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Curriculum Materials for College	4000-4999: Books And Supplies Curriculum materials for College - \$200 per classroom	4000-4999: Books And Supplies Curriculum materials for College - \$115.00 per class

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# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Increase proficiency for all students in English Language Arts and Mathematics.

### State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                 Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 5: Pupil Engagement (Engagement)  
                                 Priority 6: School Climate (Engagement)  
                                 Priority 7: Course Access (Conditions of Learning)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:      Integrity Charter School will provide a small school environment.

### Identified Need:

Our English language arts Dashboard score is a Yellow with an increase of 5.1 Points, our Math Dashboard score is a Green with an increase of 92 Points. Our students fall below the standard in both areas.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Support Teachers with instructional framework implementation via coaching and meaningful feedback, resulting in improved	85%	90%	95%	100%



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>classroom teaching with 95% of teachers meeting school's expectation for performance.</p> <p>Metrics: Teacher evaluation rubric.</p>				
<p>Increase by 10% of students and significant student subgroups in meeting standards based on K-2 Literacy and Mathematics.</p> <p>Metrics: Benchmark assessment, Running Records</p>	<p>60%</p>	<p>70%</p>	<p>80%</p>	<p>90%</p>
<p>Increase percentage of students and all significant subgroups in grades 3-8 who scored Proficient or above on the Smarter Balanced English Language Arts Test (SBAC).</p> <p>Metrics: 5% annual growth from SY 2017-2018.</p>	<p>All students - 32% Baseline 2014-2015 Hispanic or Latino English Learners Special Education Socioeconomically Disadvantaged</p>	<p>All students—48% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students—53% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students—58% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Increase percentage of students and all significant subgroups in grades 3-8 who scored Proficient or above on the Smarter Balanced Mathematics Test (SBAC).</p> <p>Metrics: 5% annual growth from SY 2017-2018.</p>	<p>All students—19% Baseline 2014-2015 Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students—28% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students—33% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students—38% Hispanic English Learners Special education Socioeconomically Disadvantaged</p>
<p>All students in grades K-8 grade will take Mathematics and English Language Arts Benchmark assessments.</p> <p>Metrics: Quarterly benchmark assessments, 10% annual growth from beginning of the year data.</p>	<p>All students Baseline beginning of school data Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students Baseline – beginning of school data Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students Baseline - beginning of school data Hispanic English Learners Special education Socioeconomically Disadvantaged</p>	<p>All students Baseline- beginning of school data Hispanic English Learners Special education Socioeconomically Disadvantaged</p>
<p>English Learners will make progress in learning English.</p> <p>Metric: ELPAC Score</p>	<p>59% of our students are making progress in learning English.</p>	<p>64% of our students are making progress in learning English.</p>	<p>BASELINE - ELPAC</p>	<p>Established AMO</p>

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Maintain small Class Size in K-3 (21-1), 4th 8th Grade (27-1)

Adding an additional 5th Grade class

364 students / 1 lower grade teacher (2nd Grade) / 1 upper grade (4th Grade) teacher

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Maintain small Class Size in K-3 (21-1), 4th 8th Grade (27-1)

Adding an additional 6th Grade Class

364 students / 1 lower grade teacher (Grade 3) / 1 upper grade teacher (6th)

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Maintain small Class Size in K-3 (21-1), 4th 8th Grade (25-1)  
Kinder-Rodriguez; 1st Haw; 2nd - Mattison; 3rd Griffith; 5th Qualls

Adding an additional 7th Grade Class

364 students / 3 lower grade teacher / 2 upper grade teacher


**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$145,559	\$144,916	\$363,019
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 3000-3999: Benefits - Small Class Size (2 teachers)	1000-1999: Certificated Personnel Salaries 3000-3999 Benefits (5 teachers) EPA
Amount	\$1,244,298	\$1,244,298	\$1,204,790
Source	Base	Base	LCFF Base
Budget Reference		1000-1999: Certificated Personnel Salaries 3000 - 3999: Benefits Classroom Teachers	1000-1999: Certificated Personnel Salaries 3000-3999 Benefits All Teachers and Director
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	LCFF Base
Budget Reference	4000-4999: Books And Supplies Base – Furniture (\$2,000) Books/Curriculum (\$3,000)	4000-4999: Books And Supplies Base – Furniture (\$2,000) Books/Curriculum (\$3,000)	4000-4999: Books And Supplies Base – Furniture (\$2,000) Books/Curriculum (\$3,000) New 7th Grade classroom

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Strategic Professional Development for staff and Administrators regarding: implementing instructional framework and CCSS with quality, lesson study utilizing adopted curriculum and supplemental materials, utilizing educational technology and instructional strategies to support English learners, students with special needs and at-risk students. Utilize consultants as needed to support Professional development.

Strategic Professional Development to staff and administrators regarding: implementing instructional framework and CCSS with quality, lesson study utilizing adopted curriculum and supplemental materials, utilizing educational technology and instructional strategies to support English learners, students with special needs and at-risk students. Utilize consultants as needed to support Professional development.

Strategic Professional Development to staff and administrators regarding: implementing instructional framework and CCSS with quality, utilizing adopted curriculum and supplemental materials, utilizing educational technology and instructional strategies to support English learners, students with special needs and at-risk students. Utilize consultants as needed to support Professional development.

Administrators receives support from consultants for executive coaching & professional development to improve student achievement.

Administrators receives support from consultants for executive coaching & professional development to improve student achievement.

Administrators receives support from consultants for executive coaching & professional development to improve student achievement.

**Budgeted Expenditures**

Year	Amount	Source	Budget Reference	Amount	Source	Budget Reference	Amount	Source	Budget Reference
2017-18	\$1,500	Title II	1000-1999: Certificated Personnel Salaries Educator Effectiveness	\$10,893	Title II	1000-1999: Certificated Personnel Salaries Educator Effectiveness	\$40,000	Title I	1000-1999: Certificated Personnel Salaries Curriculum Coordinator
2018-19	\$16,000	Title II	5000-5999: Services And Other Operating Expenditures Professional Development	\$40,000	Title I	1000-1999: Certificated Personnel Salaries 3000 - 3999: Benefits & Curriculum Director	\$85,000	Supplemental and Concentration	1000-1999: Certificated Personnel Salaries 3000 - 3999: Benefits Instructional Lead
2019-20	\$17,500	Title II	5000-5999: Services And Other Operating Expenditures New Teacher Induction Program	\$47,031	Title I	1000-1999: Certificated Personnel Salaries 3000-3999: Benefits Instruction & Curriculum	\$90,751	LCFF Supplemental and Concentration	1000-1999: Certificated Personnel Salaries Instructional Lead Teacher
	\$7,000	Title III	1000-1999: Certificated Personnel Salaries GLAD, Quantum Learning, language progress analysis	\$8,000	Title III	5000-5999: Services And Other Operating Expenditures Professional Development	\$5,000	Title III	5000-5999: Services And Other Operating Expenditures Professional Development

Amount	\$30,000	\$30,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures NCUST & other	5800: Professional/Consulting Services And Operating Expenditures NCUST \$25,000 & Quantum Learning \$25,000
Amount	\$3,000	\$4,200	\$8,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Salaries Training for Special Education Needs	1000-1999: Certificated Personnel Salaries 3000-3999 Benefits - K-2 Planning Time 8 months/3 grade levels/ 2 teachers at each grade level
Amount	\$89,060	\$91,130	\$105,368
Source	Base	Base	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 3000-3999: Benefits Assistant Director	1000-1999: Certificated Personnel Salaries 3000-3999: Benefits -/ Assistant Director
Amount			\$115,396
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 3000-3999 Benefits Educational Assistance

Amount		\$15,000
Source		LCFF Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Professional Development

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Formative and summative assessments play an integral role in supporting student achievement to ensure students are college and career ready. Collection of data from formative and summative

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Formative and summative assessments play an integral role in supporting student achievement to ensure students are college and career ready. Collection of data from formative and summative

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Formative and summative assessments play an integral role in supporting student achievement to ensure students are college and career ready. Collection of data from formative and summative



assessment drive teacher instruction and feedback to students regarding their progress and achievement of grade level content standards, common core anchor standards, and 21st thinking skills. Types of Assessment include:

- State Interim Assessments
- Trimester Benchmark Assessments
- STAR assessments through Renaissance Learning for 3- 8
- Data monitoring system with individual and pre-created reports and assessments aligned to the Common Core State Standards in ELA and Mathematics to drive teacher instruction (ex. STAR)
- Director will meet quarterly with each teacher to examine benchmark assessments results, grades and Quarterly exams for ELD progress

assessment drive teacher instruction and feedback to students regarding their progress and achievement grade level content standards, common core anchor standards, and 21st thinking skills. Types of Assessment include:

- State Interim Assessments
- Trimester Benchmark Assessments
- STAR assessments through Renaissance Learning for 3- 8
- Data monitoring system with individual and pre-created reports and assessments aligned to the Common Core State Standards in ELA and Mathematics to drive teacher instruction (ex. STAR, Synergy)

\* Running Records

- Director will meet quarterly with each teacher to examine benchmark assessments results, grades and Quarterly exams for Academic progress

assessment drive teacher instruction and feedback to students regarding their progress and achievement grade level content standards, common core anchor standards, and 21st thinking skills. Types of Assessment include:

- State Interim Assessments
- Trimester Benchmark Assessments

: Running Records

- STAR assessments through Renaissance Learning for 3- 8
- Data monitoring system with individual and pre-created reports and assessments aligned to the Common Core State

Standards in ELA and Mathematics to drive teacher instruction (ex. STAR)

Administration will meet quarterly with each teacher to examine benchmark assessments results, grades and Quarterly exams for ELD progress.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Year			
Amount		\$9,000	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries Lesson Study - Substitute	
Amount	\$5,000	\$14,000	\$9,281.70
Source	Title III	Supplemental and Concentration	Title I
Budget Reference	4000-4999: Books And Supplies	5000-5999: Services And Other Operating Expenditures Renaissance Learning,	5000-5999: Services And Other Operating Expenditures Renaissance Learning,
Amount		\$2,000	\$2,000
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Data Gathering and Calibration - Extra time for teachers	1000-1999: Certificated Personnel Salaries Data gathering and calibration - Extra time for teachers

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase educational technology use for teachers and students.

Increase educational technology use for teachers and students

Increase educational technology use for teachers and students

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Computers for K-2	6000-6999: Capital Outlay Computers for students and teachers
Amount	\$5,000	\$50,000	\$10,000
Source	Title I	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Computers for 8th Grade and Teachers	6000-6999: Capital Outlay Elmo/projectors/copiers
Amount	\$485	\$185	\$10,000
Source	Title III	Title III	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Immigrant	6000-6999: Capital Outlay Teacher/Staff computers

Amount	\$15,000	\$5,000
Source	LCFF	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Infrastructure at K-2 site	5000-5999: Services And Other Operating Expenditures Infrastructure at k-2 Site if needed
Amount	\$12,000	\$57,000
Source	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Software: RAZ Kids, AZ learning, Brain Pop, Zingy Learning	Not Applicable Software: RAZ Kids, AZ Learning, Brain Pop, Zingy Learning, Splash math, ALECK, Thrively,
Amount		\$9,500
Source		LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures David Wright - Computer Repair
Amount		\$3,000
Source		Title IV
Budget Reference		6000-6999: Capital Outlay Computers and AV equipment

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Integration of English Language Arts, Mathematics, Science, Social Studies and supplemental program shifts need to occur in daily instruction. Integrated units of instruction will be created

- Strategies to include: Embedded Sheltered Instruction using SDAIE/GLAD features, techniques and strategies into daily lessons using adopted ELA curriculum and

materials. All staff will use curriculum from the Center for the Collaborative Classroom (CCC) SIPPS/Making Meaning/Caring School Community. Quantum Learning strategies will be included to improve critical thinking skills.

2018-19 Actions/Services

Integration of English Language Arts, Mathematics, Science, Social Studies and supplemental program shifts need to occur in daily instruction. Integrated units of instruction will be created

- Strategies to include: Embedded Sheltered Instruction using SDAIE/GLAD features, techniques and strategies into daily lessons using adopted ELA curriculum and materials.

\* All staff will use curriculum from the Center for the Collaborative Classroom (CCC) SIPPS/Making Meaning/Caring School Community.  
\*Quantum Learning strategies will be included to improve critical thinking skills.

2019-20 Actions/Services

Integration of English Language Arts, Mathematics, Science, Social Studies and supplemental program shifts need to occur in daily instruction. Integrated units of instruction will be created

- Strategies to include: Embedded Sheltered Instruction using SDAIE/GLAD features, techniques and strategies into daily lessons using adopted ELA curriculum and materials.

All staff will use curriculum from the Center for the Collaborative Classroom (CCC) SIPPS/Making Meaning/Caring School Community.  
Quantum Learning strategies will be included to improve critical thinking skills.  
Physical education teacher will support teachers and students by providing

STEAM Enrichment teacher will support hands on learning and use Science as a means of integrating curriculum.

\* Physical Education teacher will support teacher learning by providing a time for teacher planning twice a week.

teacher collaborative time and small group instruction once a week.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$146,120	\$73,760	\$81,591
Source	Supplemental and Concentration	LCFF	LCFF Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries P.E. Teacher	1000-1999: Certificated Personnel Salaries P.E. Teacher
Amount	\$2,000	\$3,000	\$20,000
Source	Title III	Title III	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Extra time for creating Integrated Units of Study	4000-4999: Books And Supplies Curriculum for integrated units of study
Amount	\$4,260	\$6,300	\$59,000
Source	Lottery	Lottery	Lottery
Budget Reference		4000-4999: Books And Supplies Instructional Materials/Curriculum	4000-4999: Books And Supplies Instructional Materials/Curriculum Readers Writers workshop model
Amount	\$7,000	\$8,000	\$7,025
Source	Base	Title III	Title III
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Instructional Materials/ Curriculum	4000-4999: Books And Supplies Instructional Materials/ Curriculum

Amount	\$5,000	\$40,000	\$36,387
Source	Base	Base	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Textbooks: Social Studies/Science/Making Meaning Books other than textbooks	2000-2999: Classified Personnel Salaries 3000-3999 Benefits Instructional PE Assistant
Amount			\$5,000
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies Textbooks/ Curriculum to supplement instruction
Amount			\$7,000
Source			Title I
Budget Reference			4000-4999: Books And Supplies Textbooks/Books/ Supplies Classroom
Amount			\$5,400
Source			Lottery
Budget Reference			4000-4999: Books And Supplies Beginning of the year \$300 per teacher 18 classes

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students in need of supports will participate with a ELA and Math Intervention Teacher and after school tutoring.

Students in need of supports will participate with a ELA and Math Intervention Teacher, In school tutoring and after school tutoring.

Students in need of supports will participate with a ELA and Math Academic Recovery Teacher, small group instruction and after school tutoring

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$150,662	\$235,176
Source	Title I	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries 2 Academic Support Teachers Grades K-5 After School Tutoring	1000-1999: Certificated Personnel Salaries 3 Academic Support Teachers Grades K-5



Amount	\$5,000	\$5,000	\$7,500
Source	Title III	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries After School Tutoring	1000-1999: Certificated Personnel Salaries After School Tutoring \$25 hr. 2x week for 50 days 2 hr/ each day 3 teachers
Amount	\$5,000	\$8,000	\$7,500
Source	Supplemental and Concentration	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries After School Tutoring Focus on Developing Language Development	1000-1999: Certificated Personnel Salaries After School Tutoring - Focus on English Language Development \$25 hr. 2x week for 50 days 2 hr/each day 3 teachers
Amount		\$40,000	
Source		Supplemental and Concentration	
Budget Reference		2000-2999: Classified Personnel Salaries In School Tutoring - Math - Instructional Support Assistant	
Amount			\$2,500
Source			After School Education and Safety (ASES)
Budget Reference			1000-1999: Certificated Personnel Salaries After School Tutoring for students attending ASES 1 teacher 25/hr 2x week ; 50 days ; 2 hr/each day

Amount		\$12,500
Source		LCFF Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries After School Tutoring 5 teachers \$25/hr. 2hr each day, 50 days 2x week

**Action 7**

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools
--	--	-------------

**Actions/Services**

		New Action
		All unduplicated students will get additional tutoring if needed. During school, and after school

**Budgeted Expenditures**

Amount		\$27,000
Source		LCFF Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries After School Tutor 2 (3.5 hrs) \$25.00 Hr.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

All students will participate in daily lessons that develops good character.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Integrity Charter School will equip students with the skills necessary to become Caring, Courteous, Responsible,

### Identified Need:

Student need to practice character traits that build a culture of respect, responsible, courteous, caring and civic minded individuals.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
80% of teachers will implement positive discipline with the Caring Teachers Guide to Discipline as evidenced by decrease in teacher	80%	85%	90%	95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
behavior/academic reports, and office referrals.				

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

All students will receive daily lessons using Caring Schools Community Curriculum to develop good character. Teachers will use Class Meetings and

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

All students will receive daily Character lessons or participate in activities that reinforce a school Anchor trait. Teachers will be using Caring Schools Community

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

All students will receive daily Character lessons or participate in activities that reinforce a school Anchor trait. Teachers will be using Caring Schools Community

Cross Age Buddies to develop a supportive school climate.

Curriculum to develop good character. Teachers will use Class Meetings and Cross Age Buddies to develop a supportive school climate and good character development.

Curriculum to develop good character. Teachers will use Class Meetings and Cross Age Buddies to develop a supportive school climate and good character development.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$4000	\$5,000
Source	Base	LCFF	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Second Steps, Classroom materials	4000-4999: Books And Supplies Second Steps, Classroom materials \$200 per classroom
Amount			\$100
Source			Title I
Budget Reference			Not Applicable Family Parent meeting - Triple PPP Building good character at home

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Teachers will implement Caring Teachers Guide to Discipline as the discipline model for positive reinforcement and that students take responsibility for their actions and understand what it means to have good character. Implement Restorative Practices.

Teachers will implement Restorative Practices and Caring Teachers Guide to Discipline as the discipline model for positive reinforcement and that students take responsibility for their actions and understand what it means to have good character.

Teachers will implement Restorative Practices and Caring Teachers Guide to Discipline as the discipline model for positive reinforcement so that students take responsibility for their actions and understand what it means to have good character.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,611	\$5,000	\$5,000
Source	Base	LCFF	Title IV
Budget Reference	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures TK Foundation Restorative Practice Professional Development	5800: Professional/Consulting Services And Operating Expenditures TK Foundation - Restorative Practice Professional Development

Amount	\$2,000	\$3,200	\$1,500
Source	Base	LCFF	Lottery
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies Classroom materials Reference materials	0001-0999: Unrestricted: Locally Defined Student Incentive - Jaguar Pride, Certificates, 8th Grade plaques, Blue tickets, Clubs,

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Academic Coach will support student success through scheduling of parental meetings for behavioral and academic interventions, while also being an integral member of systematic parental outreach.

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

Community Matters/Girls on the Run Students will participate in Safe School Ambassador Program to create a caring environment. Coach is needed for Program

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Students will participate in Safe School Ambassador Program to create a caring and respectful environment.

Administrators will provide workshops to support Families with participation in Home to School projects

Students will participate in Girls on the Run building girl empowerment and girls feeling confident about themselves. Building strong character is the objective of the program.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	\$6,500	\$2,000
Source		Supplemental and Concentration	Title IV
Budget Reference	n/a	1000-1999: Certificated Personnel Salaries Coach / Supplies/ Incentives	0000: Unrestricted Supplies/ Incentives/ GOTR SSA



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Integrity Charter School shall provide a safe and secure environment for all staff and students.

### State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

To maintain a safe and secure environment for students and staff.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff knows and follows the Comprehensive School Safety Plan	100%	100%	100%	100%
Metrics: Sign In Sheet for training, Agendas				
Staff enforces the established Play Area rules	75%	80%	85%	90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Metrics: Referrals, injury reports, observations</p> <p>Students will be provided individual and group supports with a counselor once requested. Students who need social emotional support will be contacted by Peace Mentor</p> <p>Metrics: Counselor's log, Referral log</p>	30%	40%	50%	60%
<p>Train all staff on digital citizenship and critical thinking skills to identify accurate and relevant resources and appropriate interactions with others online.</p> <p>Metrics: Professional Development sign in sheets, lesson plans</p>	0%	100%	100%	100%
<p>Maintain Facility in good working order, clean and safe.</p>	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metrics: School Maintenance Checklist				

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Schoolwide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Unchanged Action	Unchanged Action	Unchanged Action
All Staff follows the Comprehensive School Safety Plan will be reviewed annually.	All Staff follows the Comprehensive School Safety Plan will be reviewed annually.	All Staff follows the Comprehensive School Safety Plan will be reviewed annually.

[Empty box]

[Empty box]

With Safety in mind, we will look for a new site so that our school may be one, or we are not in a sharing partnership.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	\$72,000
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures New Site Expansion - Developer fees

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Empty box]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Empty box]

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) [Empty box]

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Empty box]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Empty box]

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action  
Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide counseling for students focusing on social- emotional, behavior and academic support. Individual or group sessions

Provide counseling for students focusing on social- emotional and behavior support. Individual or group sessions

Provide counseling for students focusing on social- emotional, behavior and academic support. Individual or group sessions  
SSA instruction in the classroom for a 4 week cycle

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$17,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures TK Foundation 1 day a week	5000-5999: Services And Other Operating Expenditures TK Foundation 4 days a week
Amount		\$10,000	\$500
Source		Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures TK Foundation - Peace Mentor 3 days a week	4000-4999: Books And Supplies Ms. Jose - materials and supplies for Safe School Ambassador lessons

Amount		\$3,500
Source		LCFF Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Additional Day for TKF Mentor

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Integrity will maintain classrooms and school building: flooring, paint and regular maintenance will be on going.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Integrity will maintain classrooms and school building: flooring, paint and regular maintenance will be on going.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Integrity will maintain classrooms and school building: flooring, paint and regular maintenance will be on going.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$20,000	\$12,000
Source	Base	Base	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance/Repair	5000-5999: Services And Other Operating Expenditures Maintenance/Repair	6000-6999: Capital Outlay Maintenance/Repair

#### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

##### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

##### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

##### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

21st Century Safety and Awareness: Increase awareness of digital citizenship through explicit lessons and curriculum using Digital Bytes

2018-19 Actions/Services

21st Century Safety and Awareness: Increase awareness of digital citizenship through explicit lessons and curriculum using Digital Bytes

2019-20 Actions/Services

21st Century Safety and Awareness: Increase awareness of digital citizenship through explicit lessons and curriculum using Digital Bytes

[Empty box]

Needed is a Computer program to monitor sites students have visited or are engaged in. Teacher will be able to block those sites that are inappropriate for students

[Empty box]

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3000	\$15,000	0
Source	Base	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures Free Program Digital Bytes	

**Action 5**

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

Foster Youth  
Low Income

Limited to Unduplicated Student Group(s)

All Schools

**Actions/Services**

[Empty box]

[Empty box]

New Action

[Empty box]

[Empty box]

Provide Transportation/uniforms/Emotional supports for Foster students and students who are homeless

**Budgeted Expenditures**



Amount	Source	Budget Reference
\$2,000	Title I	5000-5999: Services And Other Operating Expenditures Transportation/uniforms/school supplies for Foster/Homeless Youth

DRAFT

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 5

Community and Family Engagement: Integrity Charter School will ensure students, staff, parents and the community are both satisfied and engaged.

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:

### Identified Need:

To increase parent and community engagement

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase attendance by 1% for K-8 Grade students.	2016-2017 K-3 96.08%	1%	1%	1%
Metrics: Attendance Records	4-6 96.49%			
	7-8 95.55%			
	2015-2016 K-3 94.73%			
	4-6 96.25%			

Metrics/Indicators	Baseline		2017-18	2018-19	2019-20
<p>Decrease chronic absenteeism by 2%.</p> <p>Metrics: Attendance Records</p>	<p>7-8 95.46%</p> <p>On an average student who are chronically absent attend school only 55% of the time</p> <p>2016-2017</p> <p>StateWide - 10.8% National School District - 5.9% Integrity Charter School - 8.5%</p>	<p>Decrease by 2%</p>	<p>Decrease by 2%</p>	<p>Decrease by 2%</p>	
<p>Increase the number the Yearly School Experience Surveys that are returned by 10%.</p> <p>Metrics: Surveys</p>	<p>40% 2015-2016</p>	<p>60%</p>	<p>70%</p>	<p>80%</p>	
<p>Improve Communication. Utilize a school to home communication software or mobile application.</p> <p>Metric: Software, mobile application or website improvements</p>	<p>2015-2016 No Software or Mobile Applications were made available to families</p>	<p>75% of families have been contacted using software or mobile application</p>	<p>80% of families have been contacted using software or mobile application</p>	<p>85% of families have been contacted using software or mobile application</p>	

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Student Engagement: Design and implement a responsive process that ensures students are engaged in their learning by providing classroom strategies to actively engage students and ensure that their voice is heard with an end of year survey.

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

ICS will have a monthly Assembly to recognize students for the following: Exceptional Scholarship, Exceptional Citizenship, Exuding positive character

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

ICS will have a monthly Assembly to recognize students for the following: Exceptional Scholarship, Exceptional Citizenship, Exuding positive character, Excellent Attendance

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	Quantum Learning Strategies Encumbered in Goal 2	Quantum Learning Strategies Encumbered in Goal 2	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2017-18 Actions/Services

Employee Engagement: All staff are engaged in school's activities and commit to the success of all students.

2018-19 Actions/Services

Employee Engagement: All staff are engaged in school's activities and commit to the success of all students.

2019-20 Actions/Services

Employee Engagement: All staff are engaged in school's activities and commit to the success of all students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	\$15,000
Source			Title I
Budget Reference	n/a	n/a	5800: Professional/Consulting Services And Operating Expenditures Parent/Teacher workshop Communicating w/each other

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups) [Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income) English Learners  
Foster Youth  
Low Income

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Schoolwide

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Utilize a school to home communication software or mobile application to provide notification of key academic performance	Utilize a school to home communication software or mobile application. to provide notification of key academic performance	Utilize a school to home communication software or mobile application. to provide notification of key academic performance

information, supports and resources, interventions, attendance, assignments, etc.  
 Enhance Individual School Websites to include parent communication, available supports and resource portals to home. Increase Social Media presence by means of Twitter

information, supports and resources, interventions, attendance, assignments, etc.  
 Enhance Individual School Websites to include parent communication, available supports and resource portals to home. Increase Social Media presence by means of Twitter, Instagram.

information, supports and resources, interventions, attendance, assignments, etc.  
 Enhance Individual School Websites to include parent communication, available supports and resource portals to home. Increase Social Media presence by means of Twitter, Instagram and Facebook.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$5,000	\$2,000
Source	Base	LCFF	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Report Cards, Webmaster, Messaging	5000-5999: Services And Other Operating Expenditures Report Card, Webmaster, Messaging
Amount	\$328.00	\$328.00	\$328.00
Source	Title III	Title I	Title I
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries Translation	Not Applicable Translation

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Webmaster to monitor Social Media. Increase presence by means of Twitter, Facebook, etc.

2018-19 Actions/Services

Student Service Director to monitor Social Media. Increase presence by means of Twitter, Facebook, etc.

2019-20 Actions/Services

Student Service Director to monitor Social Media. Increase presence by means of Twitter, Facebook, etc.

**Budgeted Expenditures**

Year 2017-18

Amount \$4,000

Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries

Year 2018-19

Amount \$53,464.98

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries

Year 2019-20

Amount \$2,000

Source LCFF Base

Budget Reference 2000-2999: Classified Personnel Salaries  
Webmaster Stipend- additional hours after regular work time  
Board Approved

Amount

\$83,438

Source

LCFF Supplemental and Concentration

Budget Reference

2000-2999: Classified Personnel Salaries  
Student Service Director



## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Increase communication between teacher and families. Teachers will contact parents at least once a month. Parent meetings with Admin.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Increase communication between teacher and families. Teachers will contact parents at least once a month via: phone/email/App/text/In person. Parent meetings with Admin

Select from New, Modified, or Unchanged for 2019-20

Modified Action  
Unchanged Action

2019-20 Actions/Services

Increase communication between teacher and families. Teachers will contact parents at least once a month via: phone/email/text/App/In Person.  
2 Parent Workshops on How to help your child succeed in school  
Parent meetings with Admin

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$800	\$0	\$0
Source	Base		
Budget Reference	0000: Unrestricted		
Amount			\$1,100
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries \$200 per workshop/ 2 teachers Refreshments \$200

DRAFT

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$966,239.00

Percentage to Increase or Improve Services

35.88%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During school year 2019-2020, Schoolwide Supplemental and Concentration funds will support High School and College, Career Readiness, student achievement in English language arts and math, Daily lessons that develops good character, safe and secure environment, parent and community engagement and additional supporting services. With an unduplicated count of 94%, all of the Supplemental and Concentration grant funds are used in a Schoolwide manner, as all actions are directed to serve unduplicated student groups and benefit other students as well.

Goal 1: High School readiness, College and Career readiness

Many of our students come from families where their parents do not know the California High School or College System. We will provide students and parents with the information they need to make decisions in high school that will lead to a college pathway. Our English Learners, Foster Youth/Homeless, Students with Disabilities and Low Income Students may not have visited a college campus or know what is needed to achieve university level entrance, the following actions will increase students preparedness for High School and career pathways:

Action 2. Academic Support Teacher (Grades 6-8): Cost- \$34,941 Supplemental and Concentration Grant funds. The Academic Support Teacher will implement instruction in career goal setting and support students to help ensure that they have skills and information they need to prepare them for high school. All 8th Grade students will leave with an Individual Graduation Plan. This added resource will enable classroom teachers to increase the quality of services for the unduplicated student population. Curriculum and materials will be purchased; Cost - \$2,000 Supplemental and Concentration Grant funds.

Action 4. College Field Trips \$4,000; Educational field trips; \$6,000. Students and their families, in all grade levels, will visit a College or University Campus and study about the courses being offered students will also visit locations and participate in activities that increase their academic learning off campus. \$3,400 (Books and Supplies) Supplemental and Concentration Grant funds.

#### Goal 2: Student Achievement in English Language Arts and Math

To increase student achievement, Common Core State Standards must be fully implemented. ICS will provide time for teachers to plan units and backwards map the standards, receive professional learning, coaching and modeling of best instructional practices, Collect Data to guide instruction and use differentiation strategies. The following actions are designed to increase student achievement for our unduplicated pupils, specifically English Learners, Students with Disabilities and Foster Youth:

Action 2. Professional Development Hire an Instructional Lead Teacher: Cost- \$90,751 The Instructional Lead Teacher assists teachers during Data Teams, model English Learner lessons, Unit planning and Coaching; Administration Professional development/Mentoring \$52,500; Flex Teachers who will carry on the lessons in the classroom while teachers are released a full day, once a month for Unit Planning, review data, plan lessons, learn new strategies to support EL's \$143,124; Professional Development with Parents/Teacher - Communication - \$15,000; Release K-2 teachers for planning time as this time is not available after school \$8,000. These added resources will enable classroom teachers to increase the quality of services for the unduplicated student population. Supplemental and Concentration Grant funds.

Action 3: Formative and Summative Assessments, Data collection : \$2,000 extra time for teachers to gather data and plan instruction. Collection of Data from formative and summative assessments drive teacher instruction and allows for feedback to students regarding their progress and grade level achievement. These resources will help teachers meet the needs for our unduplicated students. Supplemental and Concentration Grant

Action 4: Increase Technology Computers for students \$25,000; Elmos, projectors, copiers \$10,000 - Supplemental and Concentration Grant funds

Action 5: Integrated Units of Instruction. English Learners make up 63% of Integrity Charter School's student population. The core instructional program provides for daily designated and integrated English language development instruction. Over the past three years teachers have continued to focus on strategies that support English learners. Integrated Units of Study will help improve English language development and reading comprehension in all students. Instructional Lead Teacher will coach and provide planning for all teachers. Books and Materials - \$5,000 - P.E. Instructional Assistant - \$36,387; Books/Supplies Integrated Units \$20,000

Action 6: Instructional Enrichment - Students in need of extra academic support. Academic Support Teachers Grades K-7 - \$235,176; In School Tutoring - \$40,000; After School and In School tutoring \$27,000 After School tutoring(5 teachers) \$12,500.

Goal 3: Students will participate in daily lessons that develop good character.

Integrity Charter School was started with this goal in mind. We have 5 school anchors that drive decisions about what it means to have Integrity; responsible, caring, respectful, courteous and civic minded individuals. Although there are no actions to be budgeted through Supplemental and Concentration Grant, we have a sense of urgency in developing these character traits in our students.

Goal 4: Safe and Secure environment for all staff and students

We must maintain a safe and secure environment for all of our students and staff.

Action 2: Peace Mentor -extra day so that we can have 5 days a week - \$3,500. Materials and supplies for Safe School Ambassadors - \$500 Homeless Youth - \$1,500. It is essential that we ensure that our unduplicated student population is given the skills and strategies necessary to react in a positive way when confronted by a problem. Supplemental and Concentration funds

Goal 5: Community and Family Engagement

Integrity Charter School is committed to a small school setting where we can engage and support our parents and the community.

Action 4: Student Director to monitor social media. Increase presence on Twitter, facebook, etc. \$85,438

Action 6 Parent Workshops, 2 times a year. Parent will be provided the tools they need to support their child at home. \$1,100 - Refreshments and salaries for teachers giving workshop. Supplemental and Concentration fund.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$904,157.00

35.77%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During the 2018-2019 school year, Schoolwide Supplemental and Concentration funds supported High School, College and Career Readiness, Standards based Instruction that directs increasing Student Achievement, Professional Development for teachers, Addition of staff to support student learning and social emotional needs, Technology acquisition and implementation and Restorative Practices.

The proportionality percent required for Integrity Charter School is 35.77% of the new LCFF funds that must be spent on increased or improved services to our unduplicated pupils. ICS has an unduplicated count of 95%, therefore, all services are dedicated to serve the unduplicated student group. Increases and improvements to services for unduplicated students include:

Goal 1: Priority 7 Course Access - High School, College and Career readiness

The \$40,215.00 amount of services listed below have been added and will be effective in the services to support student access to a broad course of study. Typically our unduplicated pupils do not have access to this information.

- Upper Grade Academic Support Teacher - \$30,615
- College Field Trips \$6,400
- College awareness materials - \$3,200

Goal 2: Standards based Instruction, Increased Technology, Increased Student Achievement:

The \$414,862 amount of services listed below has been added to Integrity Charter School's instructional program, and represents the improved services to support student learning. Qualitatively, the Instructional Lead Teacher will be utilized to improve teacher practice. The addition of the Academic Support Teachers, In School Tutor and Instructional Support Assistant will benefit our unduplicated student group with in the moment feedback and support. In addition to this, all teachers will participate in a professional learning community weekly and participate in looking at students responses to our teaching with a lesson study every other month, which is principally directed to increasing data driven instruction.

- Instructional Lead Teacher - \$85,000
- Academic Support teacher with structures in place to support unduplicated students (Direct Service) - \$150,662

- Tutoring/Instructional Support Assistant - (Direct Services) - \$40,000
- Professional development - \$15,200
- Consultants/NCUST - \$30,000
- Computers - (Direct Services) \$80,000
- Materials and Supplies, Books, Assessments and Progress monitoring - \$14,000

**Goal 3: Character Development**

The \$6,500 following actions/services are dedicated to providing our unduplicated students with the Social skills needed to participate in the world around them.

- Community Matters, anti bullying, responsible citizenship and empowering students to do the "right thing" - \$6,500

**Goal 4: Safe and Secure Environment:**

The \$25,000 following actions/services are dedicated to providing our students with a safe, healthy and engaging environment. They represent a qualitative increase in the amount of knowledge for classroom application of trauma informed practices which is effective in meeting this goal for all students but especially our unduplicated pupils.

- Restorative Practice Peace Builders - \$10,000
- Computer Teacher Monitoring System to keep students safe online - \$15,000

**Goal 5: Increase Parent and Community Engagement:**

There are no Supplemental/Concentration funds marked for this Goal. The \$7,328 allocated for this goal comes from Base General Fund and serves all students including unduplicated students.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds  
\$232,731.00

Percentage to Increase or Improve Services  
6.97%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During the 2017-2018 school year, Schoolwide Supplemental and Concentration funds will support High School, College and Career Readiness, Standards based Instruction and Increasing Student Achievement, Technology acquisition, and Restorative Practices. The proportionality percent required for Integrity Charter is 6.97% of the new LCFF funds that must be spent on increased services or improved services to our unduplicated pupils because we have an unduplicated count of 95% all services are dedicated to serve the unduplicated student group. Increases and improvements to services for unduplicated students include:

Goal 1: Priority 7 Course Access - High School, College and Career readiness

The \$78,060 amount of services listed below have been added and will be effective in the services to support student access to a broad course of study. Typically our unduplicated pupils do not have access to this information.

- Academic Coach \$73,060
- College Field Trips \$3,000
- College awareness materials - \$2,000

Goal 2: Standards based Instruction, Increased Technology, Increased Student Achievement:

The \$153,060 amount of services listed below has been added to Integrity Charter School's instructional program, and represents the improved services to support student learning. Qualitatively, the Elective time provides an enrichment program and what the teachers are doing during this elective time did not exist prior to 2014-2015. Included in this time is a 30 minute block -2 times a week- for small group targeted support instruction for our unduplicated pupils which is effective in improving student achievement. In addition to this,



all teachers will participate in a professional learning community with a lesson study for 50 minutes once a week which is principally directed to increasing data driven instruction.

- Enrichment teacher with structures in place to support unduplicated students \$ 73,060
- Tutoring - Direct Services - \$5,000
- Professional development - \$3,000
- Consultants - \$20,000
- Computers - \$30,000
- Materials and Supplies, Books, Assessments and Progress monitoring - \$22,000

Goal 3/Goal 4: Character Development & Safe and Secure Environment:

The \$1,611 following actions/services are dedicated to providing our students with a safe, healthy and engaging environment. They represent a qualitative increase in the amount of knowledge for classroom application of trauma informed practices which is effective in meeting this goal for all students but especially our unduplicated pupils.

- Restorative Practice Professional Development - \$ 1,611

Goal 5: Increase Parent and Community Engagement:

There are not Supplemental/Concentration funds marked for this Goal. The \$14,000 allocated for this goal comes from Base General Fund and serves all students including unduplicated students.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

## For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.



If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

DRAFT

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

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# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*



## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,454,308.98	2,416,111.45	2,105,924.00	2,454,308.98	3,109,072.70	7,669,305.68
	0.00	0.00	0.00	0.00	5,000.00	5,000.00
After School Education and Safety (ASES) Base	150,000.00	163,800.00	163,800.00	150,000.00	163,800.00	477,600.00
LCFF	1,604,808.98	0.00	1,538,478.00	1,604,808.98	0.00	3,143,286.98
LCFF Base	105,960.00	0.00	0.00	105,960.00	0.00	105,960.00
LCFF Supplemental and Concentration	0.00	1,693,768.98	0.00	0.00	1,889,268.00	1,889,268.00
Lottery	0.00	451,677.00	0.00	0.00	787,689.00	787,689.00
Other	6,300.00	6,300.00	4,260.00	6,300.00	70,900.00	81,460.00
Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Title I	486,577.00	0.00	292,180.00	486,577.00	0.00	778,757.00
Title II	57,478.00	57,380.47	75,000.00	57,478.00	145,390.70	277,868.70
Title III	16,000.00	16,000.00	12,393.00	16,000.00	17,500.00	45,893.00
Title IV	27,185.00	27,185.00	19,813.00	27,185.00	19,525.00	66,523.00
	0.00	0.00	0.00	0.00	10,000.00	10,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type							
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
All Expenditure Types	2,454,308.98	2,416,111.45	2,105,924.00	2,454,308.98	3,109,072.70	7,669,305.68	
	150,000.00	0.00	1,412,358.00	150,000.00	5,000.00	1,567,358.00	
0000: Unrestricted	150.00	552.47	950.00	150.00	2,000.00	3,100.00	
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	1,500.00	1,500.00	
1000-1999: Certificated Personnel Salaries	1,893,881.00	1,885,381.00	563,803.00	1,893,881.00	2,203,767.00	4,661,451.00	
2000-2999: Classified Personnel Salaries	93,792.98	93,792.98	0.00	93,792.98	264,221.00	358,013.98	
3000-3999: Employee Benefits	0.00	0.00	2,328.00	0.00	0.00	2,328.00	
4000-4999: Books And Supplies	161,885.00	67,885.00	68,485.00	161,885.00	115,925.00	346,295.00	
5000-5999: Services And Other Operating Expenditures	94,600.00	243,500.00	28,000.00	94,600.00	242,081.70	364,681.70	
5800: Professional/Consulting Services And Operating Expenditures	60,000.00	45,000.00	30,000.00	60,000.00	157,000.00	247,000.00	
6000-6999: Capital Outlay	0.00	80,000.00	0.00	0.00	60,000.00	60,000.00	
Not Applicable	0.00	0.00	0.00	0.00	57,578.00	57,578.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,454,308.98	2,416,111.45	2,105,924.00	2,454,308.98	3,109,072.70	7,669,305.68
		0.00	0.00	0.00	0.00	5,000.00	5,000.00
	After School Education and Safety (ASES)	150,000.00	0.00	163,800.00	150,000.00	0.00	313,800.00
	Base	0.00	0.00	1,244,298.00	0.00	0.00	1,244,298.00
	Lottery	0.00	0.00	4,260.00	0.00	0.00	4,260.00
0000: Unrestricted	Base	0.00	0.00	950.00	0.00	0.00	950.00
0000: Unrestricted	LCFF Supplemental and Concentration	0.00	500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Title I	150.00	52.47	0.00	150.00	0.00	150.00
0000: Unrestricted	Title IV	0.00	0.00	0.00	0.00	2,000.00	2,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Lottery	0.00	0.00	0.00	0.00	1,500.00	1,500.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	0.00	0.00	0.00	0.00	2,500.00	2,500.00
1000-1999: Certificated Personnel Salaries	Base	1,480,344.00	0.00	240,230.00	1,480,344.00	0.00	1,720,574.00
1000-1999: Certificated Personnel Salaries	LCFF	73,760.00	0.00	0.00	73,760.00	0.00	73,760.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,554,104.00	0.00	0.00	1,754,768.00	1,754,768.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	275,277.00	0.00	0.00	384,468.00	384,468.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	283,777.00	0.00	227,180.00	283,777.00	0.00	510,957.00
1000-1999: Certificated Personnel Salaries	Title I	45,000.00	45,000.00	70,000.00	45,000.00	54,531.00	169,531.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	12,393.00	0.00	0.00	12,393.00
1000-1999: Certificated Personnel Salaries	Title III	11,000.00	11,000.00	14,000.00	11,000.00	7,500.00	32,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000-2999: Classified Personnel Salaries	Base	53,464.98	0.00	0.00	53,464.98	0.00	53,464.98
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	53,464.98	0.00	0.00	2,000.00	2,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	40,000.00	0.00	0.00	262,221.00	262,221.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	40,000.00	0.00	0.00	40,000.00	0.00	40,000.00
2000-2999: Classified Personnel Salaries	Title I	328.00	328.00	0.00	328.00	0.00	328.00
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	0.00	2,000.00	0.00	0.00	2,000.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title III	0.00	0.00	328.00	0.00	0.00	328.00
4000-4999: Books And Supplies	Base	45,000.00	0.00	23,000.00	45,000.00	0.00	68,000.00
4000-4999: Books And Supplies	LCFF	7,200.00	0.00	0.00	7,200.00	0.00	7,200.00
4000-4999: Books And Supplies	LCFF Base	0.00	50,200.00	0.00	0.00	5,000.00	5,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	3,200.00	0.00	0.00	27,500.00	27,500.00
4000-4999: Books And Supplies	Lottery	6,300.00	6,300.00	0.00	6,300.00	69,400.00	75,700.00
4000-4999: Books And Supplies	Supplemental and Concentration	83,200.00	0.00	35,000.00	83,200.00	0.00	118,200.00
4000-4999: Books And Supplies	Title I	12,000.00	0.00	5,000.00	12,000.00	7,000.00	24,000.00
4000-4999: Books And Supplies	Title III	8,185.00	8,185.00	5,485.00	8,185.00	7,025.00	20,695.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	0.00	163,800.00	0.00	0.00	161,300.00	161,300.00

Total Expenditures by Object Type and Funding Source								
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total	
5000-5999: Services And Other Operating Expenditures	Base	26,000.00	0.00	28,000.00	26,000.00	0.00	54,000.00	
5000-5999: Services And Other Operating Expenditures	LCFF	20,000.00	0.00	0.00	20,000.00	0.00	20,000.00	
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	31,000.00	0.00	0.00	33,500.00	33,500.00	
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	12,700.00	0.00	0.00	13,500.00	13,500.00	
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	24,600.00	0.00	0.00	24,600.00	0.00	24,600.00	
5000-5999: Services And Other Operating Expenditures	Title I	0.00	12,000.00	0.00	0.00	11,281.70	11,281.70	
5000-5999: Services And Other Operating Expenditures	Title II	16,000.00	16,000.00	0.00	16,000.00	17,500.00	33,500.00	
5000-5999: Services And Other Operating Expenditures	Title III	8,000.00	8,000.00	0.00	8,000.00	5,000.00	13,000.00	
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00	
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00	0.00	0.00	5,000.00	0.00	5,000.00	
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	5,000.00	0.00	0.00	72,000.00	72,000.00	
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	40,000.00	0.00	0.00	65,000.00	65,000.00	

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	190,365.00	202,867.47	242,010.00	190,365.00	213,391.00	645,766.00
Goal 2	2,135,451.00	2,106,251.00	1,821,175.00	2,135,451.00	2,671,215.70	6,627,841.70
Goal 3	18,700.00	12,200.00	6,611.00	18,700.00	13,600.00	38,911.00
Goal 4	51,000.00	36,000.00	21,000.00	51,000.00	107,000.00	179,000.00
Goal 5	58,792.98	58,792.98	15,128.00	58,792.98	103,866.00	177,786.98

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	1,019,766.98			1,019,766.98	3,082,072.70
	150,000.00			150,000.00	5,000.00
After School Education and Safety (ASES)	190,594.98			190,594.98	163,800.00
LCFF Base	100,960.00			100,960.00	1,877,268.00
LCFF Supplemental and Concentration	6,300.00			6,300.00	787,689.00
Lottery	471,577.00			471,577.00	70,900.00
Title I	57,150.00			57,150.00	130,390.70
Title II	16,000.00			16,000.00	17,500.00
Title III	27,185.00			27,185.00	19,525.00
Title IV					10,000.00

**Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source**

<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources	1,488,006.98			1,488,006.98	27,000.00
	0.00			0.00	0.00
LCFF Base	1,467,678.98			1,467,678.98	12,000.00
Title I	5,000.00			5,000.00	15,000.00
	15,000.00			15,000.00	
	328.00			328.00	



# **APPENDIX 2:**

**2020 Learning Continuity**

**and**

**Attendance Plan**

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Integrity Charter School	Dr. Susie Fahey Executive Director	sfahey@integritycharterschool.net 619.336.0808

## General Information

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

On March 16, 2020, Integrity Charter School physically closed its doors in response to the COVID-19 pandemic. Spring break began for our students on March 23 - April 3, 2020. On April 6, 2020 we transitioned to our distance learning plan. Every child at the school received a Chromebook to take home to accomplish the distance learning tasks. Our emergency distance learning plan continued through the end of the school year on June 4, 2020. The abrupt closures had an immediate impact on families and school staff. The March Stay at Home Executive order resulted in additional needs for meals, instruction, and childcare. In response, ICS established a "Grab and Go" meal service for all students which was given out for the week. Teachers began using Zoom meetings to deliver instruction and working with the San Diego County Office of Education early childhood department, established a list of child care facilities in the area that parents could use. We continued to focus on constant communication with families and staff. Students kept their computers during summer break and all digital educational programs continued for student use during the summer months.

We have provided staff and parents with ongoing updates and guidance from State and local agencies over the past few months. We have worked to prepare for a safe and successful fall reopening that considers current challenges. We are located within San Diego County, a county that was, until recently, on the State watch list due to its high COVID-19 rates. We communicate regularly with the San Diego County Offices of Education and monitor the San Diego County Public Health Department (SDCPHD) health guidelines. The most recent SDCPHD advisory for the operation of schools is dated August 22, 2020. It allows all public, charter, and private schools to hold classes and other school activities if State COVID-19 guidelines are met.

Integrity Charter School is committed to support both the academic and social emotional needs of our students during the pandemic. During this time ICS sent out surveys in able to receive feedback on what families were needing. Most families reported receiving resources that provided food, housing and internet. One of the greatest challenges reported by parents was the conflict with work schedules, lack of childcare and ability to provide learning support for their children. Proficient use of technology was a big barrier for our families. Survey regarding the reopening of our school indicated that families wanted the following: 25% of our families wanted 100% Distance Learning for

their children, 22% - Blended Hybrid Model, and 53% wanted at school attendance for their children. Integrity Charter School has developed a reopening plan for all three models.

## Stakeholder Engagement

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

Since the spring of 2020, we have kept our stakeholders informed of the fluidity of the COVID-19 pandemic and engaged in assessing needs through a variety of mediums, including surveys administered in April and August 2020. We translated questionnaires used in surveys into appropriate languages and provided translation services during virtual meetings. We made, and continue to make, a concerted effort to inform all stakeholders of opportunities to participate in the development of our Learning Continuity and Attendance Plan, including our August 31, 2020, public hearing.

When communicating with stakeholders, we do not assume they have access to the internet or speak English at home. Or communication strategies include surveys, email, social media, school websites, telephone calls, our school website, regular mail delivery, and text messages. We also identified families who do not speak English at home (based on Language Surveys) and translated communications in a language accessible to them. We want to ensure all stakeholders have opportunities to contribute to our Learning Continuity and Attendance Plan, including proposed actions and expenditures. We encourage verbal and written comments. We shared a Learning Continuity and Attendance Plan draft with our school's Leadership Team that has a representative from each grade level present.

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

Board meetings, public hearings, and stakeholder input meetings were open to the public via Zoom. All meetings are open, transparent, and accessible to the public. The agenda link is communicated to families and is posted on our school website. Members of the public can submit their comments during the livestream of the Learning Continuity and Attendance Plan public hearing as well as during the board approval meeting. For example, members of the public may call in using a provided number and password. Notice of and the agendas for the public hearing and the board approval meeting are posted at least 72 hours before they occur. We also informed our stakeholders of our public hearing via emails, telephone calls, texts, mail, and our school website. Communications are translated as appropriate. We held our public hearing during a regularly scheduled board meeting on August 31, 2020. The Board is scheduled to formally approve the Learning Continuity and Attendance Plan on September 21, 2020.

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

We received feedback regarding our Learning Continuity and Attendance Plan from parents and staff. Below is a summary:

Staff - Our staff expressed a need to fully understand the meaning of social justice and how to promote equity amongst all of our students. How do we put practices in place that shows respect and value for one another and create a more inclusive environment.

Teachers- Our teachers expressed a desire to learn research based strategies that support both synchronous and asynchronous learning/teaching in a Distance Learning environment.

Virtual assessments are an area of need expressed by teachers. How to administer and what does the data tell us.

Our teachers expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs)

Parents- Given the increased closure of many community resources our parents expressed a desire to learn more about the affects of trauma on their children and strategies and resources to mitigate their negative impact.

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

Our stakeholder feedback informed the final version of our Learning Continuity and Attendance Plan in the following manner:

Staff - Our staff expressed a need to fully understand the meaning of social justice and how to promote equity amongst all of our students. How do we put practices in place that show respect and value for one another and create a more inclusive environment. Professional development will be used to help each staff member understand their position and responsibility in creating an equitable environment. Integrity's founding anchors of practicing Respect, Responsible, Courteous, Caring and Civic Mindedness will be influenced through the lense of social justice.

Teachers- Our teachers expressed a desire to learn research based strategies that support both synchronous and asynchronous learning/teaching in a Distance Learning environment. Our expenditures will be allocated to support professional development and tools needed to implement research based instructional strategies in a synchronous and asynchronous setting. Virtual assessments are an area of need expressed by teachers. How to administer and what does the data tell us. All efforts will be dedicated to provide programs or methods for developing and administering virtual assessments. Our teachers expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs). School initiatives for 2020-2021 will include Professional Development and methodology for increasing English Language Learning for our students.

Parents- Given the increased closure of many community resources our parents expressed a desire to learn more about the affects of trauma on their children and strategies and resources to mitigate their negative impact. This suggestion is incorporated in various sections within this plan, including Mental Health and Social and Emotional Well-Being, Pupil Learning Loss Strategies, Supports for Pupils with Unique Needs, and Distance Learning Professional Development. This feedback also informed expenditures related to staff, and parent training focused on implementing trauma-informed practices through in-person and distance learning curriculum.

## Continuity of Learning

### In-Person Instructional Offerings

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

IN PERSON INSTRUCTIONAL OFFERING 2020-2021 will occur in Phases

Integrity Charter School will use previous data, parent surveys, teacher's recommendations and current assessment data to identify students at risk of not meeting grade level expectations. These students will be monitored closely and will receive appropriate additional supports through the school's tiered system of supports. Students will be monitored by teachers through weekly progress checks, parent outreach, support provider input and review of formative and summative academic assessments.

The most recent SDCPHD advisory for the operation of schools is dated August 22, 2020. It allows all public, charter, and private schools to hold classes and other school activities if State COVID-19 guidelines are met. While most of our curriculum is being offered through a distance format, we strive to ensure the safety of students and staff, consistent with public health guidance, including hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting when we do implement in-person activities, including mandated assessments.

Phase 1:

At this time we are offering in-person support for our most vulnerable students, those whose families are working, students who are homeless, special education students and students who's families do not speak the English language and those students who do not have internet access or ways of acquiring internet services.

With the help and support of our community partner The Boys and Girls Club of Greater San Diego/National City Branch and our After School Education and Safety Grant we have 48 students attending an in-person help center. Students attend the program 8 a.m. - 5 p.m., Monday through Friday. Program leaders help students attend their Synchronous classes and complete their Asynchronous assignments. Classroom tutor is available to support students during the day. All health and safety guidelines are being followed.

Phase 2:

Students who need support and may not have equitable access to their learning from home and all Kindergarten students. Most students from Phase 1 will transition to Phase 2

1. Distance Learning continues for majority of students by their classroom teacher

2. In-person instruction for vulnerable students – Direct instruction by academic support teachers.

3. Kindergarten classes split in half (Group A/B) to come alternating days

Group A comes full day Monday/Wednesday

Group B comes full day Tuesday/Thursday

4. Special Education students continues to receive Special Education support on line, and some students may receive in person direct instruction with General Education teacher.

Phase 3:

Hybrid Distance Learning Model. Combination of in-person and distance learning instruction. Half of students will be on the school campus, half of the students will participate with Distance Learning, Grade Band Phase-in

1. Group A (vulnerable and bubble) comes to school M/W - distance learning T/Th/F

2. Group B comes to school T/TH distance learning M/W/F

Hybrid instruction will encompass the following in an effort to adhere to the legal mandates prescribed in SB 98 and AB77:

- Teachers will be on campus four days with one virtual collaboration day.
- Daily asynchronous and synchronous instruction and activity time value shall adhere to the daily instructional minutes.
- Daily morning attendance will be taken.
- Teachers will provide for social emotional engagement.
- To the greatest extent possible, teachers will provide in person student to student interaction around academic content and social emotional engagement to maintain school connectedness and provide needed support.

- Weekly Attendance will be monitored by School's Administrators.
- Weekly collaborate between teachers and services providers and implement necessary classroom accommodations to meet the requirements of a student's individualized education program.
- Daily teaching of designated and integrated of English language development will be provided for identified English learners.
- Ongoing School and teacher selected formative and summative assessments will monitor student progress.
- Teachers and support staff will provide necessary academic supports to address the needs of students not performing at grade level.
- Teachers will use standards based instructional resources and materials.

#### SAFETY AND PHYSICAL DISTANCING

Students will be placed in learning pods to ensure 6-foot social distancing between desks. All students will be required to wear masks at all times in the classroom and while at school. Staff will be provided personalized protective equipment to be utilized during in-person instruction. Each student desk will have a clear carrel privacy shield. Each classroom teacher will have a clear mobile barricade divider. Disinfecting supplies and gloves will be provided to staff.

#### Phase 4:

Majority in school full day 8AM-3PM Monday-Friday

1. Students who parents feel it is not safe to be at school can continue to work from home in a Distance Learning Model.
2. Special Education Supports are delivered in the classroom during the days that students are in class and on-line with students who are not in the classroom.

#### Phase 5:

State and Health Officials have declared it safe to return to normal operations

1. All students back to our school site.
2. Special Education Supports are delivered in the classroom.

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

Description	Total Funds	Contributing
Providing Vulnerable students with In-person supports in the After School Education and Safety Program. This action provides increasing services to students who really need support and would not be able to participate completely in a Distance Learning Model. ASES \$177,559.00    Sup/Con - \$15,000.00	\$192,559.00	Yes
Personal Protection Equipment CARES	\$20,000.00	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. CARES	\$10,000.00	No
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient. 5 stations needed CARES	\$3,000.00	No
Hire 3 additional teachers to reduce class sizes CARES	\$270,000.00	



## Distance Learning Program

### Continuity of Instruction

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

Full Distance learning – student on full online learning with the potential for some students on campus.

Full Distance learning means instruction in which the student and the teacher are in different locations, and students are learning via online and asynchronous assignments.

- 180 days of instruction (same as typical year
- Live daily synchronous instruction by teacher and “interaction” between students to maintain school connectiveness and social needs.
- Instruction and content are aligned to grade level standards and equivalent to in person instruction.
- Full distance learning may have some potential on campus attendance. On campus attendance may be, but not limited to, the following reasons: special education services, formal testing/assessment, and testing

required by the State.

- Required weekly pickup of instructional resources for students (conducted under the guidance of county health guidance), as well as meals.
- Daily asynchronous and synchronous instruction and activity time value shall adhere to the daily instructional minutes established by CDE.
- Daily live instruction for direct instruction, feedback and progress monitoring substantially equivalent to in-person instruction.
- Daily online instruction to include opportunities for live interaction that engages student to the greatest extent possible.
- Provide daily morning meetings to address social emotional engagement with students to maintain school connectedness and provide needed supports.
- Daily attendance.
- Collaborate with special education personnel and implement necessary classroom accommodations to meet the requirements of a student's individualized education program.
- Daily teaching of designated and integrated of English language development for identified English learners.
- Ongoing teacher and school selected formative and summative assessments to monitor student progress and provide necessary academic and other supports to address the needs of students not performing at grade level.
- Provide instruction using the school's approved standards based instructional resources and materials.

- Deliver instruction in a “virtual classroom” using the school’s choice of learning management system (Google Classroom, Zoom, Seesaw).

We do not attempt to recreate long, traditional school days at home. Instead, we focus on implementing an online instructional delivery method that supports mastery of content that maximized synchronous instructional time with teachers and other students, as well as on-demand or asynchronous approaches. In this way, time on task is viewed as a variable while learning is constant. Considering the effects of COVID-19, our staff collaborate to prioritize learning goals, increased scaffolding/instructional support, and to divide content and standards into manageable chunks through on-demand methods and shorter, targeted synchronous lessons that include trauma-informed practices. These foci are especially important to accelerate the learning of students who are most vulnerable to the negative effects of COVID-19. Further, our curriculum continues with the context of initial diagnostic, formative, interim, and summative assessments to inform our practices and needed adjustments.

## **Access to Devices and Connectivity**

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

As part of our emergency closure in March of 2020, we began creating questionnaires and held planning meetings intended specifically to identify any needed technology, particularly by English Learners (ELs), those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We have continued administering these questionnaires and holding meetings related to identifying technology needs in August and September 2020. Through surveys and meetings, we have made a concerted effort to identify families with a need for technology devices or access to the internet. Most importantly, each of our students and families meets (virtually during closures) with classroom teachers regularly to focus on academic progress and identify needs, including technology. When we learn of families that lacked access to technology, the classroom teacher will follow through immediately to process an appropriate order. Of course, we make certain to provide families with distance learning packets, including hard copies of the curriculum, while they receive the ordered technology.

We have used appropriate funding sources to provide all families with the technology needed to participate in our curriculum equitably. We have used appropriately our funding sources that provide these extra supports for our ELs, those with exceptional learning needs, socioeconomically disadvantaged students, homeless, and foster youth. We increased our focused parent support to maximize student learning.

High-speed internet access is critical to the smooth operation of our regular curriculum delivery options. Based on survey responses and communications, all families and students have access to the technology necessary to participate in learning effectively, including access to internet. Often, this takes the form of Wi-Fi hotspots. We also attempt to use external resources to help families, including learningequality.org, located in San Diego. Learning Equality focuses on making high-quality education technology available to low-resource communities, including rural communities with an insufficient infrastructure for high-speed internet.

Based on our experience, we have learned that our students need an increased diversity in the hardware used to access our curriculum. For example, SPED, ELs, and Early Learners tend to interact better with a Tablet as compared to regular Chromebooks. The Tablet also

function as touchpads that help with the tactile interface. We are currently ordering Tablets for all of our Kindergarten to Second Grade students. We have also learned that certain learning management systems such as SeeSaw are better applicable to help younger students better access the curriculum. Our Kindergarten - Second Grade students will use the SeeSaw as the platform for Distance learning.

Integrity Charter School distributed devices to nearly 97% of the student population; and, if needed, a hotspot for internet access was also provided for those parents who asked for them. Additionally, each child received basic classroom supplies, asynchronous learning packets, access to digital libraries and a digital format of curriculum programs. In support of devices at home, ICS set up a technology help contact for parents and computer swaps for Chromebooks needing repairs at the school site. To help mitigate academic regression, all students returning in 2020-2021 kept their devices at home during the summer.

We are also vigilant of student privacy (e.g., FERPA and California Student Online Personal Protection Act). We take care not to record or take pictures of virtual meetings (unless prior permission has been granted by the parent) and use passwords to help prevent security breaches such as Zoom bombing. We make a concerted effort to use only technology products that meet privacy compliance concerns.

We elaborate on related professional development in the section below called Distance Learning Professional Development.

## **Pupil Participation and Progress**

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

Attendance is required and will be officially taken daily at the end of the first learning session to ensure students are engaged. Additionally, teachers will keep records of attendance for all sections during live sessions. Teachers will need to monitor asynchronous time value of assignments to ensure “virtual attendance”. Attendance protocols for online learning to connect with students and families to promote attendance will be provided. Additional factors will apply to attendance:

- Eliminate attendance incentives during the period of COVID-19 to deter students from attending if they are ill.
- Refer students who have missed 3 days or 60% of the week (time value and live instruction) to site administration.
- Students impacted by COVID-19 will be excused from attending school and not penalized for missed attendance or missed school work.

Assessing Pupil Progress with Instruction:

During distance learning, ICS is offering a structure of instruction that is comparable to that of in-person instruction. In adherence to AB77/SB98, ICS will monitor instructional minutes and engagement in the following ways:

- Using teacher created scheduling
- Completed student assignments
- What materials students are accessing
- Which standards and performance progress of standards students are working on

- Attendance during asynchronous work sessions is monitored by completion of assignments.

#### Monitoring Pupil Synchronous Instructional Minutes

- Teachers will be able to take attendance during each live synchronous session easily and efficiently. Teachers will be able to note attendance reflections/behaviors in the comments section to document any attendance issues. A weekly attendance report will be conducted throughout the distance learning model implementation.
- Teachers will report to site administrators any absenteeism concerns and early intervention communication and outreach will be initiated to ensure attendance in compliance with Compulsory Education.

We measure student engagement through regular meetings with families (minimum of every 30 days) and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic assessments, interim assessments, formative assessments, and the completion of assignments.

### **Distance Learning Professional Development**

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

Professional development will be provided virtually both at the start of the year and throughout the academic school year to support teachers. Our leadership team and our Instructional Coach will deliver the professional development. The Instructional Coach will hold daily office hours to be able to answer in the moment questions from teachers. The following list outlines some of the trainings that will be offered:

- District learning management system - Zoom, SeeSaw
- Digital software and curriculum
- ELD (Benchmark and Roadmap)
- Pedagogy in a distance learning environment
- Assessment in virtual settings
- Social Emotional Supports

#### Collaboration

Teacher collaboration will continue to ensure continuity of learning no matter the instructional model. Teachers will have a monthly collaboration time. During this time they will look at data and create next steps for their students.

### **Staff Roles and Responsibilities**

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

Due to the unique circumstances presented by COVID-19, staff may have to be assigned duties that are not reasonably related to their regular duties, as authorized by Education Code section 45110. Such out-of-job description responsibilities may include duties necessary for the School to ensure compliance with CDPH guidelines, such as cleaning surfaces and administering wellness checks.

## Supports for Pupils with Unique Needs

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

### English learners

We provide leveled designated ELD classes daily. Our Instruction and Curriculum Director, alongside the classroom teacher, monitors student progress. Additionally, we integrate English language development in and through subject matter courses. Further, our virtual curriculum options (E.g., Lucy Calkins Units of Study, BrainPop, Houghton Mifflin, etc.) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. However, given the anticipated learning loss caused by COVID-19, we are increasing the professional staff learning related to in lesson supports to accelerate learning for ELs. For example, we will emphasize the increased use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on providing improved language models-such as sentence frames and starters. Teachers will continue to use strategies and frameworks from GLAD.

Our core instructional program is based on the principles of a balanced approach to learning. Giving students time to see the concept modeled, given time to practice with guidance and then released for independent work advances the students language ability. This instructional program supports all students.

### Pupils with exceptional needs

Our core program implements California's multi-tiered system of support framework (MTSS), an inclusive model for meeting the needs of all students, including those with exceptional needs. Essentially, MTSS is a whole-school, data-driven, prevention-based framework through which we provide a continuum of supports to address varying student needs. We combine our MTSS approach with regular monitoring of academic and behavioral indicators, and tailored differentiated support for all students. In this model, Tier 1 supports are universal and available to all and is intended to meet the needs of approximately 80 to 90% of students. When our universal supports are insufficient to address individual academic or behavioral needs, we administer tier 2 or additional supports individually and in small groups. This year, our tier 2 supports will include virtual small group support from Academic Support personnel. These supports are short term and deployed rapidly to address issues as they arise for approximately 5-10% of students. However, there approximately 1-5% of our students require additional focused tier 3 supports. These supports are intensive and often are longer-term. Despite COVID-19, we have not experienced any student disengaging for ten instructional days or longer necessitating the crafting of specific distance learning plans within a student's individualized education program, or IEP.

### Pupils who are experiencing homelessness and those in foster care

Many of our students are experiencing a negative impact due to COVID-19. As an example, we are noticing a higher transiency rate among our families. An increased number of students are experiencing homelessness (including doubling up with another family) as a direct result

of COVID-19. As an example, several parents/guardians have lost their jobs and have moved in with another family to help make ends meets. To increase our support for students experiencing homelessness, and those in foster care, we are:

1. Strategically planning for and implementing a time during the instructional day to learn more about students and to listen to their concerns and needs. E.g., Community circles during class (online). Many upper grade students still struggle to find a caring adult in school. Checking in regularly, both formally and informally can give young people the space to share their interests, provide feedback on lessons, and open up about what might be affecting their ability to learn. This helps to normalize student struggles and to increase resiliency
2. Focusing on maintaining a personalized relationship with students and families. The impact of the pandemic and societal unrest increases student concerns about their families' safety and emotional wellbeing. We strive to establish meaningful relationships with families to mitigate the adverse effects of the pandemic and unrest by helping to establish a safe and supportive environment for learning. We do this by using CLASS DOJO almost everyday, weekly progress reports and keeping our school's website up to date with information for families.
4. Maximize instructional flexibility and support. Students in foster care or experiencing homelessness may be unable to attend each real-time class or meet a project deadline. We are aware of the need for increased flexibility and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.
5. Increased outreach and coordination with community resources. Given the impact of the pandemic, we are simply unable to meet every student's need without coordinating with community resources including county and state agencies.

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

Description	Total Funds	Contributing
Professional Development Resource: 0981107 Professional learning for staff on research based strategies to support Distance learning instruction Digital software and curriculum	\$15,000.00	Yes
Our teachers expressed a desire to learn how to use Virtual assessments are an area of need expressed by teachers. Professional Development for teachers to learn how to administer virtual assessments and what evaluate what the data tell us in a virtual setting. CARES	\$1,000.00	Yes
Our teachers expressed concern regarding the interruption and completion of the English Language Proficiency Assessments for California (ELPAC) and its impact on the reclassification of English Learners (ELs). Professional development on the ELD Roadmap, and language development strategies, GLAD Virtual training Professional Development Resource: Title III	\$5,000.00	Yes

Description	Total Funds	Contributing
<p>Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs  Supplemental/ Concentration</p>	\$45,000.00	Yes
<p>Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs  CARES</p>	\$12,000.00	Yes
<p>Costs associated with virtual office, cell phone service and office equipment  CARES</p>	\$5,000.00	No
<p>School Learning management systems Zoom, SeeSaw  Supplemental/Concentration</p>	\$10,000.00	Yes
<p>Technology support for repair of chromebooks and tablets  0981206</p>	\$10,000.00	No

## Pupil Learning Loss

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

In response to Governor Newsom's Executive Order N-33-20, we stopped our normal school operations from March through June of 2020. Also, in March 2020, the Governor suspended the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC). Our students were unable to complete their ELPACs, and many did not complete our STAR360 interim assessment cycle. The validity of spring 2020 interim assessment results for those students who did participate is uncertain given the impact of the pandemic on our families, including trauma experienced by students. Additionally, in late March 2020, the U.S. Department of Education approved California's waiver of the Every Student Succeeds Act (ESSA) assessment and accountability requirements for the 2019–20 school year. Consequently, the California Department of Education did not report Dashboard results for the 2019-20 school year.

The foundation of our plan to mitigate learning loss and accelerate learning is the infusion of trauma-informed practices into the curriculum. This year, the core of our instruction is responding to the cultural, social, and emotional needs of students. Accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe. Beyond that, we will rely on a variety of initial assessments to determine the extent of each student's learning loss carried over from the 19-20 school year. As stated, there are no standardized test results or valid interim test results for the 19-20 school year to base on curriculum decisions. However, we are also aware of the limitations of diagnostic assessments in that they are grade-level based. We will use commercial diagnostic assessments (STAR360) and the State CAASPP Interim Assessments to gauge academic levels. We will administer the STAR360 diagnostic at the beginning of the school year, again at the end of semester 2 and a third time toward the end of semester 3. We will administer the State CAASPP Interim Assessment Blocks for ELA and Math at the beginning of semester 2. Benchmark assessments for each grade level will be given at the beginning of the year, middle of the school year and at the end of the school year. We plan to analyze the results of our diagnostic and interim assessments to formulate a general understanding of how students are progressing toward understanding State content standards. The results of these assessments may influence our grades year long plans. We also ensure students and families have access to adequate technology to participate in assessments.

We are doing our best to administer Initial ELPAC within 30 days and are aware of a possible 45-day extension (not official). The county health regulations render it challenging to administer the Initial ELPAC to a student within 30 days. If a student is unable to complete the Initial ELPAC within 30 days, we use the results of the Home Language Survey to identify presumptive English learner students and notify their parents/guardians that English language development courses and resources until such time that the county health department deems it safe to administer the Initial ELPAC in-person/co-located or remotely.

In addition to diagnostic and interim assessments, we will rely heavily on formative assessments to formulate additional details of student learning proficiencies. Ideally, formative assessments occur during each lesson. More than ever, formative assessments are vital. Formative assessments are not tests in the conventional sense. They do not look like a traditional quiz or final examination. A formative assessment refers to a teacher's evaluation of student proficiency during a lesson. This type of evaluation takes on a variety of methods whereby the teacher observes and processes evidence of learning, including asking guiding and probing questions, observing students during student to



student discussions, etc. In this manner, a teacher may also take into account student's English language proficiency and make immediate adjustments.

### **Pupil Learning Loss Strategies**

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

As stated in the previous section, the foundation of our learning loss mitigation strategies is the infusion of trauma-informed practices into the curriculum. Accelerated learning will not occur if instructional practices leave students feeling displaced, invisible, or unsafe, particularly students who live in an environment that directly exposes them to the effects of the pandemic and societal unrest. Specifically, English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs are likely to experience an exacerbation of previous achievement gaps. We cannot reasonably expect a student to be able to focus on her math class if her father lost his job as a result of COVID-19. Similarly, a student whose family is unable to pay the rent may be preoccupied with their living conditions precluding the ability to focus on school. Simply put, students cannot focus on their formal education, let alone making up for lost learning if their basic needs are not met. Each class will begin their day with a Community Circle so that students can share their feelings about the day and be heard.

After making sure to address student social-emotional needs, our teachers will focus on implementing authentic formative assessments and implementing research-proven instructional support (commonly referred to as scaffolds in education) during lessons to bridge the gap between unfinished learning and new learning. Lost learning (or learning loss) includes not just the skills students need to access grade-level material, but content knowledge itself. Our approach is different than remediation, it is focused on what students should have learned during the previous year in isolation of this year's curriculum. Cognitive science informs us that learning is not linear. Further, learning loss has exacerbated past learning deficiencies. Isolating and frontloading remediation leads to further loss of expected learning because students with previous proficiency gaps may never have an opportunity to focus on this year's curriculum, remaining trapped in a cycle of below-grade level work. This approach is similar to isolating English learners while they learn English before integrating them into the core classes to learn English and content simultaneously.

Thus, the crux of our learning loss mitigation strategies focuses on filling the most critical gaps, not in isolation, but at the moment they are needed in this year's curriculum. Our strategy focuses on acceleration of learning and is based on the principles of interleaving, spaced practice, and retrieval practice (independent), all evidence-based strategies that help students learn more efficiently and retain information longer. To accelerate learning, we are focused on identifying what unfinished learning needs to be addressed, grade level teams met to discuss ending units of study and standards that were taught. This includes identifying the content knowledge and skills students may struggle with in their current grade level and filling these gaps when it is necessary during the curriculum. To do this, we will look at the grade level standards and identify essential standards that each grade level will cover.

Next, we will modify our year long plans/pacing guidance for each subject area and grade level to reflect our revised learning priorities. Accelerated learning requires students to consistently receive grade-level materials, tasks, and assignments, along with timely supports (or scaffolds) that make the work accessible. The following are some examples of scaffolding or instructional support for literacy: using text sets (Teachers College) and systematically order them from less to more complex, by topic, to build students' background knowledge; using varying strategies before reading a text, during the initial reading and subsequent readings, and after reading to support all students in comprehending a complex text; building vocabulary with a focus on words that are key to text comprehension; and in addition to grade-level appropriate texts, include time for differentiated support for individual or small groups of students depending on their needs. In math, we find the Understand-Diagnose-Take Action cycle to provide appropriate scaffolding or instructional supports. Understand refers to teachers understanding the revised learning priorities for this year, including prerequisite skills students need to access grade-level content. Diagnosing refers to having an accurate understanding of where individual students stand in relation to the revised learning priorities. To do this, teachers engage in ample formative assessments and review the results of diagnostic and interim assessments. Take Action refers to planning for and appropriately implementing needed supports/scaffolds during a lesson.

Our instructional supports includes maximizing the variety of modalities in which we teach content, skills, concepts, and by which we allow students to express their comprehension. We do not all learn in the same way, let alone express our understanding of a new skill. Some students need visual representations, while others need to experience a skill. In the same, way depending on a student's preference or even ability, they may express their comprehension better if allowed to do it in a variety of ways, including comics, podcasts, short videos, voice-to-text dictation, etc. Further, we stress combining this multi-modality approach by delivering information in manageable chunks.

Further, our academic supports are part of our overall school support structure, commonly known as Multi-Tiered System of Support (MTSS). We supplement our learning loss strategies with our MTSS to make certain each student receives appropriate support. For example, students with exceptional learning or emotional needs may not have their individual needs met through universal supports. In this case, we carefully review their academic progress and provide appropriate support. Additionally, new State law requires districts to craft specific distance learning plans for all students with an Individual Education Plan (IEP) if a closure for ten days or more materially decreases a student's average daily attendance. Thus far, none of our students with an IEP have manifested a significant decline in their attendance. However, we will make certain to comply with State law should it become applicable.

For students learning English, we take care to continue facilitating structured opportunities to practice English with classmates and teachers. Additionally, our learning supports/scaffolding focuses on the increasing use of a range of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on providing improved language models-such as sentence frames and starters. Additionally, specialized support will be provided for English learners and students with disabilities. Daily designated English Language Development lessons will be given.

For students living in an impoverished environment, experiencing homeless, or living in foster care, the effects of COVID-19 can be pervasive. As stated, the foundation of our strategies to help mitigate learning loss for these students is based on trauma-informed practices and our MTSS. Our MTSS approach will allow us to identify individual needs, regardless of circumstances, while our trauma-informed practices allow us to address the effects of the pandemic, across various student demographics. For example, we will:

1. Maximize instructional flexibility and support. Students in foster care, experiencing homelessness, or struggling with poverty may be unable to attend each real-time class or meet a project deadline.

We are aware of the need for increased flexibility and will work with students and parents/guardians to avoid any unnecessary academic penalty related to matters beyond their normal control.

2. Increase outreach and coordination with community resources. Given the impact of the pandemic, we are simply unable to meet every student's need without coordinating with community resources, including county and state agencies.

3. Include student voices, explore societal events, normalize struggles, and listen to one another to increase student agency. This approach is critical because students in foster care, experiencing homelessness, or struggling with poverty often feel a loss of control that will care over into the classroom. Students who feel they have no control in school, in addition to their home environment, are likely to disengage.

4. Given the likely shorter attention spans caused by concerns related to the pandemic, distractions at home, unfamiliarity with technology platforms, and learning loss frustration, we will also implement instruction into shorter, manageable chunks.

Teachers will be provided professional learning opportunities on strategies that support pupil learning loss. Additionally, our Instructional Coach will provide targeted coaching to teachers on distance learning and for a hybrid instructional model.

Additional support staff will collaborate with the classroom teacher to increase student academic performance. Academic Support Teachers will continue to serve students with literacy and mathematical needs in targeted small groups. Special Education staff and Regular Classroom teachers meet weekly to collaborate and ensure services are being delivered and adjusted to meet students with IEP needs.

Instructional Tutors will provide instructional support tutoring services for direct student services under the guidance of the classroom teacher. Tutors will work with small groups to provide feedback and support with asynchronous and synchronous assignments and follow up to direct teacher instruction. The focus will be on remediating skills and providing personalized learning support to ensure equitable access to grade level content.

During the 2020-2021 school year, our Elementary After School Education & Safety Program-(ASES) will be used to mitigate learning loss. Schools have been given flexibility in changing some of the parameters of the grant, Integrity will align services with our community partner, who leads our ASES program, in providing direct tutoring services for students during the school day. 48 of our most vulnerable students will receive daily support during Distance Learning and in an Hybrid Learning Model. Integrity Charter School will provide professional development to all ASES staff on digital platforms, pertinent software, mentoring and tutoring strategies.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

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

ICS will measure the effectiveness of the services provided through multiple measures:

- School benchmark assessments with STAR 360 (math/reading) diagnostic, Curriculum benchmark Assessments, CAASPP Interim Assessment Block and Running Records will be analyzed for all students and targeted to formulate a general understanding of how students are progressing toward understanding State content standards.
- Administer the summative ELPAC
- Teacher formative and summative assessment data
- Leveled Reading Assessment - Beginning of the year and End of the year
- Response to intervention data provided in six-week intervals

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

Description	Total Funds	Contributing
Head sets and cases for Tablets - Supp/Con	\$5,000.00	No
Salary expenditures associated with staff training related to formative assessments and refining year long plans/ identifying essential standards	\$2,000.00	Yes
Hire 4 instructional tutors to provide support for students experiencing learning loss	\$100,000.00	Yes
Instructional Tutors - before and after school for students who are in need of extra support Sup/Con	\$3,000.00	Yes
Instructional Materials Sup/Con	\$5,000.00	Yes
Academic Support Teachers 3 teachers who support each classroom - Sup/Con	\$235,000.00	Yes
Software - Sup/Con	\$10,000.00	Yes

## Mental Health and Social and Emotional Well-Being

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

To mitigate the negative effects of the pandemic, we will implement tiered trauma-informed practices per our MTSS. Unlike previous years, we will implement trauma-informed practices as universal or tier one supports this year. Generally speaking, trauma-informed practices are strategies or practices that help students regulate emotions, build resilience, and overcome the impact of trauma/stress. Our trauma-informed practices are based on the Collaborative for Academic, Social, and Emotional Learning or CASEL Framework. The framework is composed of five components: Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism. Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed. Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others. (<https://casel.org>).

Our first tier of trauma-informed supports includes maintaining school connection by providing needed educational resources and maintaining connections online and through telephone calls. We want to make sure students continue to feel connected and supported by our school. As an example, staff recently created a video about how much we miss our students and families and sent it to all of our families. We offer regular 10-15 minute check-in meetings and office hours via telephone or internet to gauge the current social-emotional state of students. Mental health and wellness resources will be provided on the school's website and in communications with families (newsletters, emails, texts, all call messages, etc.).

Tier 1 supports intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community. Learning will not occur until the primary needs of all learners, including feeling safe, is established. Thus, we try to begin distance-based classes with a community-building activity that offers students opportunities to share personal information, including their interests or concerns, difficulties focusing on schoolwork. Unlike an in-person classroom setting, we consider the best use of synchronous and asynchronous approaches when planning lessons for distance learning.

Within asynchronous tasks or resources, we include a personalized message or words of encouragement. We also will use asynchronous methods to differentiate instruction according to student ability levels and learning styles. For example, many web-based programs infuse algorithms to automatically adjust the starting point or pace of a learning task. Targeted animations, videos, or other media delivered asynchronously also provide a critical context of an abstract concept and allow students to review as often as needed and at their optimal pace. Within synchronous online tasks, we make certain to include student voices, their experiences, increase instructional level decisions, explore societal events, normalize struggles, and listen to one another. As an example, Zoom offers online virtual meeting platforms wherein students can break out into smaller groups allowing teachers to check in with each group. However, given the likely shorter attention spans caused by concerns related to the pandemic, and learning loss frustration, our learning objectives are narrower in focus and broken into smaller chunks. We expect our tier 1 supports will meet the needs of approximately 80 to 90% of our students.

Our second tier of supports includes educating staff and families about the signs and symptoms of trauma in students, including changes in behavior, unexplained headaches or body pain, irritation, and depression. We also will train staff and families in strategies to address signs and symptoms of trauma, including listening attentively, modeling behavior, teaching the physiological effects of stress, and providing a sense of protection. For example, our teachers may model problem-solving and flexibility in the face of new daily schedules. Staff and parents complete the trauma-informed practice training online. We anticipate approximately 5-10% of students will require tier 2 or additional supports in individual or small groups settings. These supports are short term and deployed rapidly to address issues as they arise. For example, students in foster care, experiencing homelessness, or struggling with poverty may be unable to focus on school despite our tier 1 supports. In these cases, our staff will reach out to families and schedule a meeting to explore appropriate supports. Parents play a critical role in helping us identify issues and helping customize supports.

We anticipate that approximately 1-5% of our students will require additional individual supports beyond those outlined in tiers 1 and 2. Tier 3 supports are intensive and often are longer-term and involve outreach to and coordination with community resources. Given the impact of the pandemic, we are simply unable to meet every student's need without coordinating with community resources including county and state agencies.

## **Pupil and Family Engagement and Outreach**

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Attendance and engagement in school are very important parts to Integrity Charter Schools mission. Our guidelines for attendance and engagement is based on the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using ICS ReOpen Plan, which outlines the processes that our school will use when we return to school- in person or virtually, ICS has outlined its engagement and attendance procedures to support students, families and staff.

We are aware that COVID-19 may influence many of our students to disengage and create a challenge for monitoring attendance. Monitoring attendance is vital to help ensure student learning and account for student wellbeing during a pandemic across any instructional model. Our plan reflects positive strategies for encouraging student engagement, with a focus on how to best center in relationships in a virtual setting. We incorporate trauma-informed practices into our regular meetings with students and parents, including social-emotional check-ins and maintaining strong personalized relationships. Through these meetings, we will be able to quickly discern student disengagement, particularly for those who are disengaged for 60% (3 days) of the time.

Student engagement is measured through regular meetings with families and students, weekly 10-15 minute check-in meetings, office hours via telephone or internet, participation in scheduled live synchronous sessions, participation in diagnostic and interim assessments, formative assessments, and completion of assignments as documented in our student information system (Synergy). Our daily engagement records are monitored closely by the classroom teacher. When we notice a student begins to disengage, physically and emotionally, we first speak with his/her parents/guardians. Depending on what we learn during this meeting, we will provide additional supports to meet student needs. As an example, if a student disengages because she needs other emotional support/counseling, we will work with a family to provide resources for the need. There are times when students will need even more supports, including referrals to outside services. When this occurs, we collaborate with the family to explore options and facilitate referrals.

Any time staff communicates with families, documentation is taken. Weekly progress reports are given orally to the parent for any child who might need extra support in the area of Attendance, Assignment completion or Behavior. Parents are encouraged to call in any absences on all assigned school day. Teachers document attendance for each of their synchronous lessons and records completed assignments. When a child is in need of support Administrators and Student Support staff will provide tiered interventions when necessary.

All families have CLASS DOJO accounts and communicate with classroom teachers daily if needed. Parents also have an account in our student information system where they can access students grades and work completion using ParentVue. Integrity uses social media, BrightArrow automated message dialer and the school's website to keep families informed of school activities and resources.

# School Nutrition

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

Integrity Charter School participates in the National School Lunch Program (NSLP), Summer Food Service Program (SFS) and the School Breakfast California Department of Education. (SBP) . Each program requires strict dietary and nutritional adequate meals for all pupils, including those students who are eligible for free or reduced-priced meals.

All students who are enrolled for Distance Learning full time will be able to come to the school, one time each week, to pick up their healthy meals. The students will receive packages containing five days of breakfasts, lunches, and healthy snacks to be taken home with them. The packages will contain all required meal components. Included on the school's website will be instructions on heating and storage of foods and nutritional information for the parents. Milk coolers and insulated carts on wheels will be used to distribute the meals.

Students enrolled in the hybrid learning will have a combination for meals to be consumed on campus, and meals to be taken home. When on campus, students will be able to get a nutritious breakfast in their classrooms. At lunch, students will be served healthy lunch meals in their classroom at their desks. Lunches will be delivered to each classroom. On the days the students are not in school they will receive grab and go meals for the week (as described in the Distance Learning)

Meals distributed will be tracked daily and outreach calls will be conducted for meals not obtained by qualifying students to address any needs families might have that is preventing them from receiving the meals.

## **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
Distance Learning Program (Continuity of Instruction)	Provide stipends to teachers for engaging in professional learning opportunities outside their workday to improve skills necessary for distance learning and hybrid in-person instruction	\$5,000.00	Yes



Section	Description	Total Funds	Contributing
School Nutrition	Additional Supervision Aides for in the classroom meal service	\$10,000.00	No
In-Person Instructional Offerings	Additional pay for staff involved in creating and implementing Reopening Plan	\$10,000.00	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.66%	\$1,025,540.00

### Required Descriptions

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

English learners, students living in poverty, and students placed in foster care, are more vulnerable to the effects of the pandemic, societal unrest, and learning loss so that it exacerbates previous achievement gaps. As such, we considered the unique needs of unduplicated groups throughout this plan. The actions we are implementing to support our unduplicated students to accelerate learning are based on evidence-based research. For example, our trauma-informed practices are based on the CASEL framework. Our English Language Arts program is based on Teachers College Reading and Writing Project approach to literacy instruction where the research shows that kids need to read a lot of texts, with high comprehension in order to move up levels of text complexity.

We provide leveled designated ELD classes daily. Our Testing and Curriculum Director, alongside the classroom teacher, monitors student progress. Additionally, we integrate English language development in and through subject matter courses. Further, our virtual curriculum options (E.g., Lucy Calkins Units of Study, BrainPop, Houghton Mifflin, etc.) facilitate embedded ELD instructional support, including built-in accommodations, parent portals, instructional videos, hands-on activities, performance tasks, and progress monitoring. However, given the anticipated learning loss caused by COVID-19, we are increasing the professional staff learning related to in lesson supports to accelerate learning for ELs. For example, we will emphasize the increased use of information systems, such as graphic organizers, diagrams, videos, or other media to provide comprehensible input and contextualize content. Similarly, we will focus on providing improved language models such as sentence frames and starters. Teachers will continue to use strategies and frameworks from GLAD.

Our core instructional program is based on the principles of a balanced approach to learning. Giving students time to see the concept modeled, given time to practice with guidance and then released for independent work which advances the students academic and language ability. This instructional program supports all students.

During school year 2020-2021, Schoolwide Supplemental and Concentration funds will support High School and College, Career Readiness, student achievement in English language arts and math, Daily lessons that develops good character, safe and secure environment, parent and community engagement and additional supporting services will be provided to our foster youth, English Learners and low-income students. With an unduplicated count of 94%, all of the Supplemental and Concentration grant funds are used in a Schoolwide manner, as all actions are directed to serve unduplicated student groups and benefit other students as well. The goal remains for all English learners to achieve the same grade level standards that are expected for all students.

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

The actions/services intended to increase the quantity and improve the quality of support for English learners, students living in poverty, and students placed in foster care are summarized below according to respective sections:

#### Continuity of Learning

- staff and parent training related trauma-informed practices
- access to community resources.

#### Distance Learning-

- staff and parent training on platforms, strategies and scheduling for Distance Learning
- diagnostic and interim assessments
- additional devices to access the distance-learning curriculum
- expenditures associated with ensuring access to the high-speed internet, including hot-spots

- online learning resources

\* Coaching on monitoring student progress

\* English Language Development - California English Language Development Standards,

#### Learning Loss

- Instruction and Curriculum Director alongside the Instructional Coach will help maximize our MTSS, including analysis of interim assessment results and coordination with community resources/entities
- staff training related to our MTSS
- staff and parent training related to our English Language Development program
- staff training related to formative assessments, instructional supports, and the refinement of our Year long Plans-as explained in the Learning Loss section, these strategies are critical to accelerating learning.

**APPENDIX 3:**  
**Assessment Report**

DRAFT

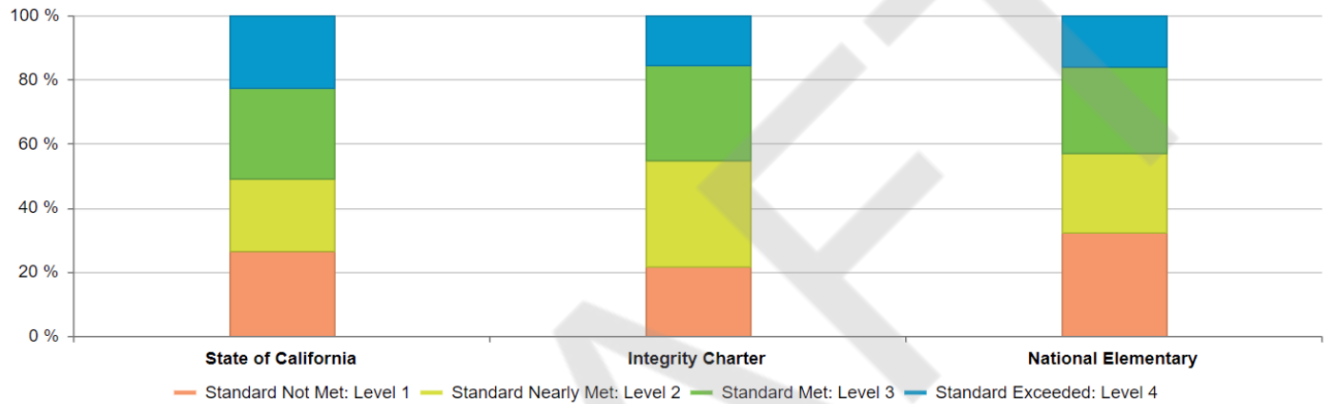
## APPENDIX 3 ASSESSMENT REPORT

### CAASPP Comparison Scores

#### English Language Arts/Literacy Overall Achievement - All Grades 2019

##### ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades



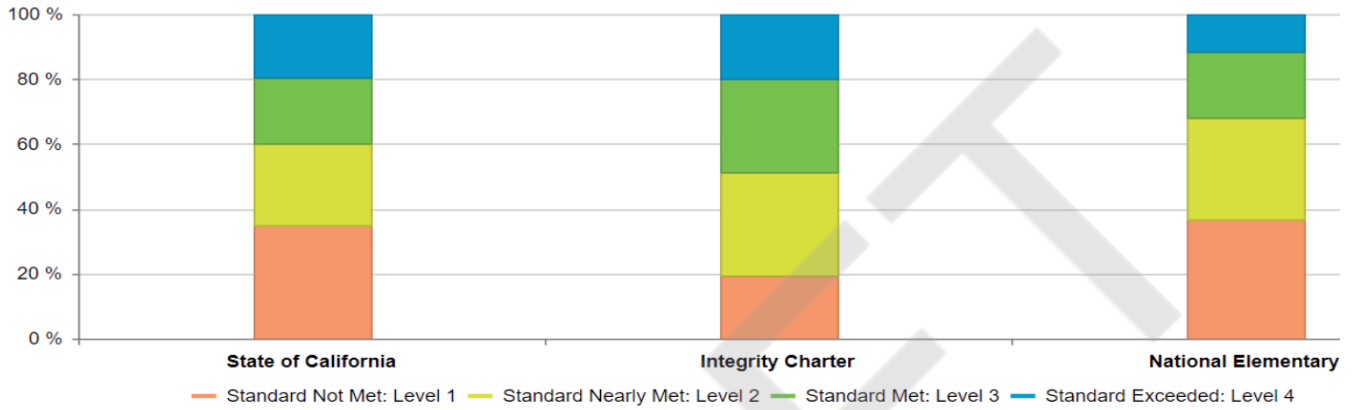
#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
<span style="color: blue;">■</span> Standard Exceeded: Level 4 <sup>(i)</sup>	22.48 %	15.49 %	15.99 %
<span style="color: green;">■</span> Standard Met: Level 3 <sup>(i)</sup>	28.62 %	29.58 %	27.09 %
<span style="color: yellow;">■</span> Standard Nearly Met: Level 2 <sup>(i)</sup>	22.28 %	33.33 %	24.43 %
<span style="color: orange;">■</span> Standard Not Met: Level 1 <sup>(i)</sup>	26.63 %	21.60 %	32.49 %

## Mathematics Overall Achievement - All Grades 2019

### MATHEMATICS

#### 2018–19 Achievement Level Distribution - All Grades



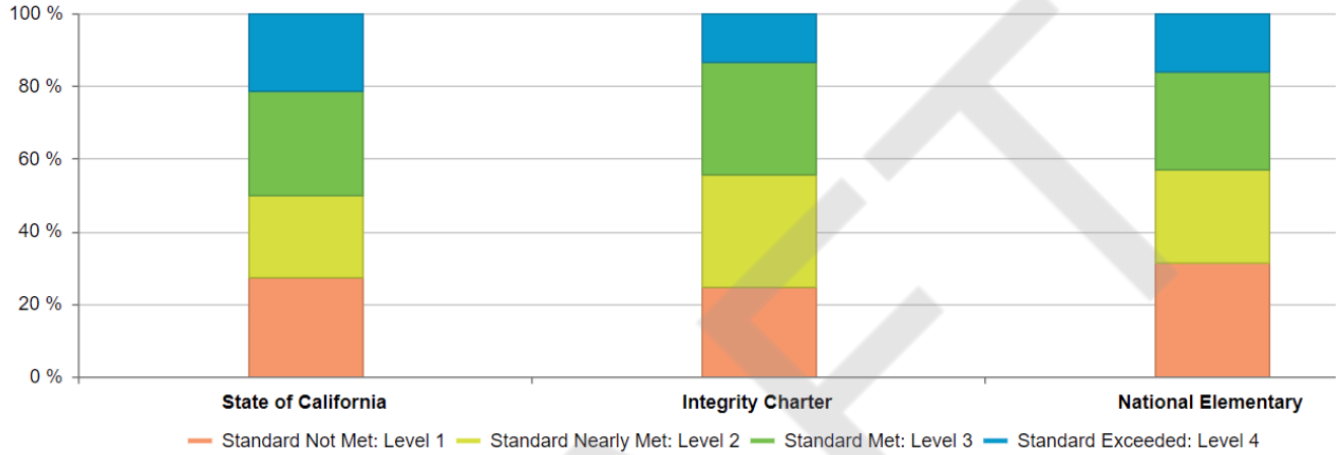
#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>1</sup>	19.69 %	19.81 %	11.56 %
Standard Met: Level 3 <sup>1</sup>	20.04 %	28.77 %	20.48 %
Standard Nearly Met: Level 2 <sup>1</sup>	25.41 %	32.08 %	31.42 %
Standard Not Met: Level 1 <sup>1</sup>	34.86 %	19.34 %	36.55 %

## English Language Arts/Literacy Overall Achievement - All Grades 2018

### ENGLISH LANGUAGE ARTS/LITERACY

#### 2017–18 Achievement Level Distribution - All Grades



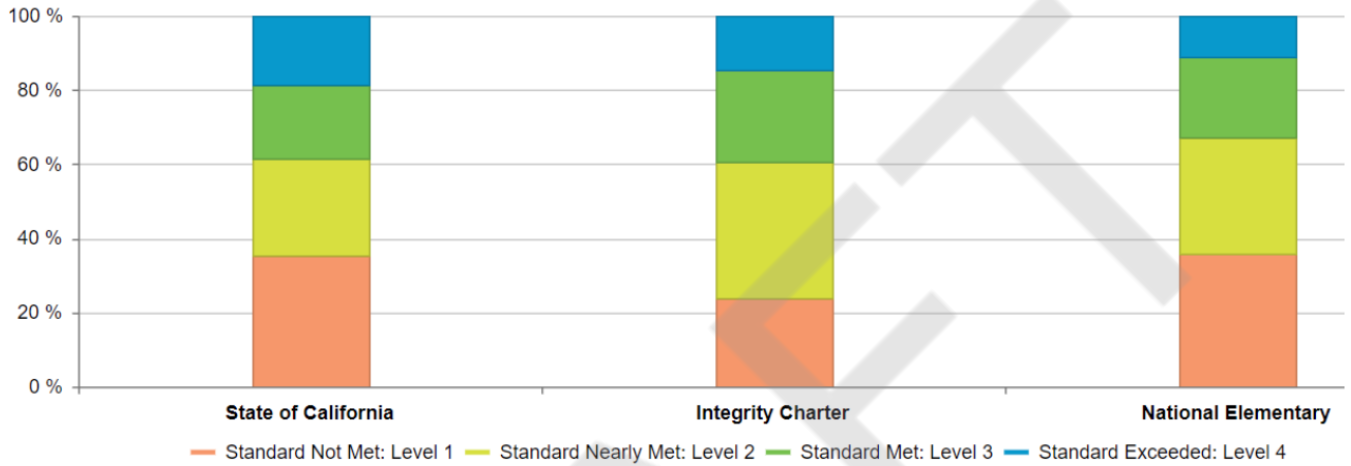
#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>(1)</sup>	21.25 %	13.33 %	16.06 %
Standard Met: Level 3 <sup>(1)</sup>	28.63 %	30.95 %	27.01 %
Standard Nearly Met: Level 2 <sup>(1)</sup>	22.58 %	30.95 %	25.40 %
Standard Not Met: Level 1 <sup>(1)</sup>	27.54 %	24.76 %	31.53 %

## Mathematics Overall Achievement - All Grades 2018

### MATHEMATICS

#### 2017-18 Achievement Level Distribution - All Grades



#### Overall Achievement

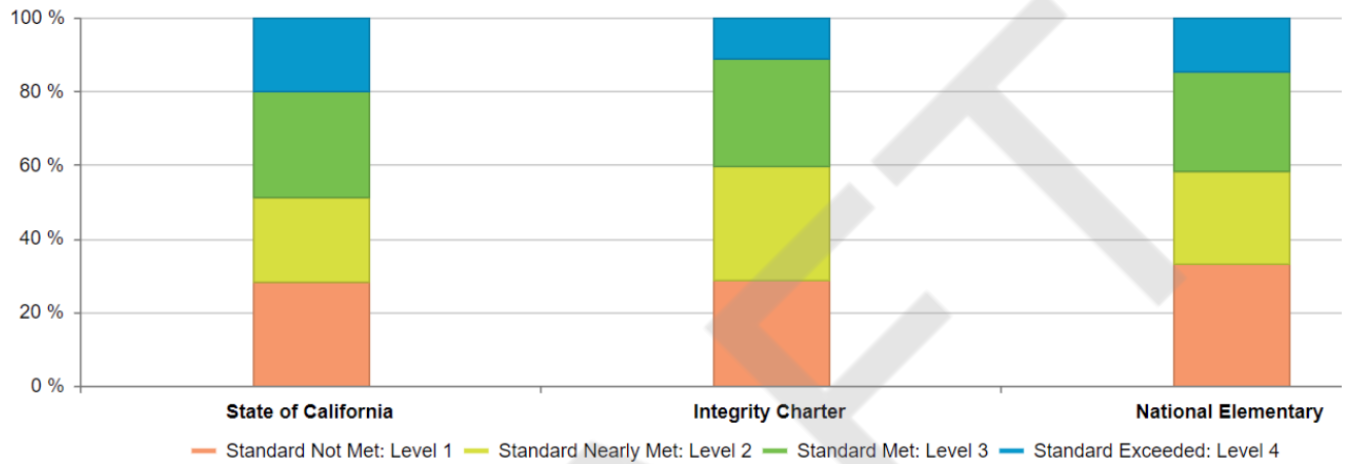
Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	18.64 %	14.76 %	11.14 %
Standard Met: Level 3 <sup>(i)</sup>	20.01 %	24.76 %	21.81 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	25.90 %	36.67 %	31.10 %
Standard Not Met: Level 1 <sup>(i)</sup>	35.45 %	23.81 %	35.96 %



## English Language Arts/Literacy Overall Achievement - All Grades 2017

### ENGLISH LANGUAGE ARTS/LITERACY

#### 2016–17 Achievement Level Distribution - All Grades



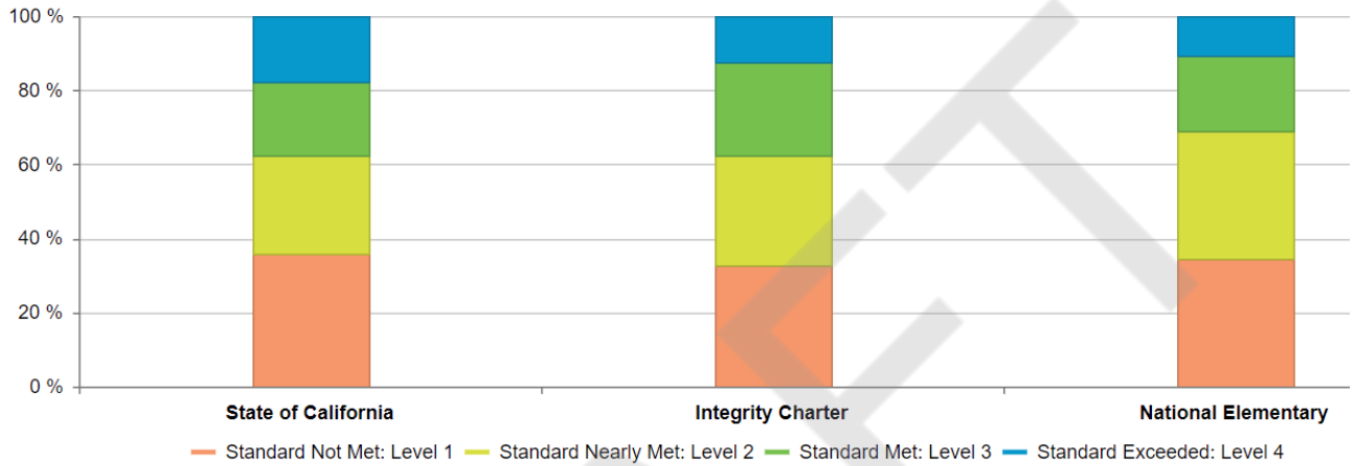
#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	20.12 %	11.00 %	14.50 %
Standard Met: Level 3 <sup>(i)</sup>	28.44 %	29.19 %	27.08 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	23.09 %	31.10 %	25.31 %
Standard Not Met: Level 1 <sup>(i)</sup>	28.35 %	28.71 %	33.11 %

## Mathematics Overall Achievement - All Grades 2017

### MATHEMATICS

#### 2016–17 Achievement Level Distribution - All Grades



#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	17.60 %	12.26 %	10.71 %
Standard Met: Level 3 <sup>(i)</sup>	19.96 %	25.47 %	20.34 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	26.59 %	29.72 %	34.28 %
Standard Not Met: Level 1 <sup>(i)</sup>	35.86 %	32.55 %	34.67 %

# CAASPP Dashboard 2019

## Dashboard Indicator 2019

### LEARN MORE English Language Arts

All Students State

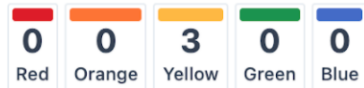


Yellow

9.2 points below standard

Increased 8.1 Points Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color



[View More Details →](#)

### LEARN MORE Mathematics

All Students State



Green

4.2 points below standard

Increased 17.4 Points Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color



[View More Details →](#)

### LEARN MORE English Learner Progress

All Students State

55.2% making progress towards English language proficiency

Number of EL Students: 163

Progress Levels

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%

[View More Details →](#)



## English Language Arts Indicator 2019

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard
All Students	Yellow	Low	Increased	-9.2	8.1	205		209		-17.3
English Learners	Yellow	Low	Increased	-18.4	3.2	153		168		-21.6
Homeless	None	Low	Declined Significantly	-46.2	-25.5	27		27		-20.7
Socioeconomically Disadvantaged	Yellow	Low	Increased	-11.6	4.4	186		194		-16.1
Students with Disabilities	None	Very Low	Increased Significantly	-101.9	26.4	18		18		-128.3
African American	None					4		1		
Filipino	None					5		4		
Hispanic	Yellow	Low	Increased	-12.1	6.3	190		200		-18.4
Native Hawaiian or Pacific Islander	None					1		1		
White	None					3		2		
Two or More Races	None					2		1		

## Mathematics Indicator 2019

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard	School or district is held to the high school cut points	The number of points removed from the current year status due to the participation rate being below 95%
All Students	Green	Medium	Increased Significantly	-4.2	17.4	202		209		-21.6		
English Learners	Green	Medium	Increased	-12.9	12.7	150		168		-25.6		
Homeless	None	Low	Increased	-29.7	4	26		27		-33.7		
Socioeconomically Disadvantaged	Green	Medium	Increased	-7.1	14.4	184		194		-21.5		
Students with Disabilities	None	Low	Increased Significantly	-63.5	55.3	15		18		-118.7		-4
African American	None					4		1				
Filipino	None					5		4				
Hispanic	Green	Medium	Increased Significantly	-7.4	15.9	187		200		-23.3		
Native Hawaiian or Pacific Islander	None					1		1				
White	None					3		2				
Two or More Races	None					2		1				

# CAASPP Dashboard 2018

## Dashboard Indicator 2018

### LEARN MORE English Language Arts

All Students State



Yellow

17.3 points below standard

Increased 5.1 Points ↕

EQUITY REPORT  
Number of Student Groups in Each Color

0	0	3	0	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

### LEARN MORE Mathematics

All Students State



Green

21.6 points below standard

Increased 9.2 Points ↕

EQUITY REPORT  
Number of Student Groups in Each Color

0	0	1	2	0
Red	Orange	Yellow	Green	Blue

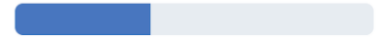
[View More Details →](#)

### LEARN MORE English Learner Progress

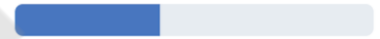
All Students State

English Language Proficiency Assessments for California Results

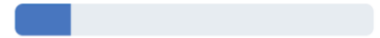
Level 4 - Well Developed  
38.2%



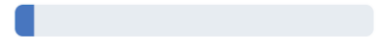
Level 3 - Moderately Developed  
40.7%



Level 2 - Somewhat Developed  
15.6%



Level 1 - Beginning Stage  
5.5%



[View More Details →](#)

## Student Group Report 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Blue	None	None	Yellow	Green
English Learners	Green	Blue	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Blue	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Blue	None	None	Yellow	Green
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	Yellow	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

## English Language Arts Indicator 2018

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from Standard	CHANGE - Difference between current status and prior status	Current year number of valid students	Current year number of valid students with disabilities	Prior year number of valid students	Prior year number of valid students with disabilities	PRIOR STATUS - Average distance from Standard
All Students	Yellow	Low	Increased	-17.3	5.1	209		206		-22.4
English Learners	Yellow	Low	Increased	-21.6	9.8	168		165		-31.4
Homeless	None	Low	Maintained	-20.7	-2.5	27		21		-18.2
Socioeconomically Disadvantaged	Yellow	Low	Increased	-16.1	9.2	194		196		-25.3
Students with Disabilities	None	Very Low	Declined	-128.3	-13	18	18	14	14	-115.3
African American	None					1		1		
Filipino	None					4		1		
Hispanic	Yellow	Low	Increased	-18.4	6	200		198		-24.4
Native Hawaiian or Pacific Islander	None					1		3		
White	None					2		2		
Two or More Races	None					1		1		



## Mathematics Indicator 2018

<b>Student Group</b>	<b>Color</b>	<b>Status Level</b>	<b>Change Level</b>	<b>CURRENT STATUS - Average distance from Standard</b>	<b>CHANGE - Difference between current status and prior status</b>	<b>Current year number of valid students</b>	<b>Current year number of valid students with disabilities</b>	<b>Prior year number of valid students</b>	<b>Prior year number of valid students with disabilities</b>	<b>PRIOR STATUS - Average distance from Standard</b>
All Students	Green	Medium	Increased	-21.6	9.2	209		206		-30.8
English Learners	Yellow	Low	Increased	-25.6	12.4	168		165		-38.1
Homeless	None	Low	Increased	-33.7	12.5	27		21		-46.3
Socioeconomically Disadvantaged	Green	Medium	Increased	-21.5	10	194		196		-31.5
Students with Disabilities	None	Very Low	Increased Significantly	-118.7	24.1	18	18	14	14	-142.9
African American	None					1		1		
Filipino	None					4		1		
Hispanic	Green	Medium	Increased	-23.3	9.6	200		198		-32.8
Native Hawaiian or Pacific Islander	None					1		3		
White	None					2		2		
Two or More Races	None					1		1		

# CAASPP Dashboard 2017

## Dashboard Indicator 2017

### LEARN MORE English Language Arts

All Students State



Orange

22.4 points below standard

Maintained 1.1 Points

EQUITY REPORT  
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	3	0	0	0

[View More Details](#) →

### LEARN MORE Mathematics

All Students State



Yellow

30.8 points below standard

Increased 27 Points Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

[View More Details](#) →

### LEARN MORE English Learner Progress

All Students State



Green

74.2% making progress

Increased 5.8% Ⓢ

EQUITY REPORT  
Number of Student Groups in Each Color

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

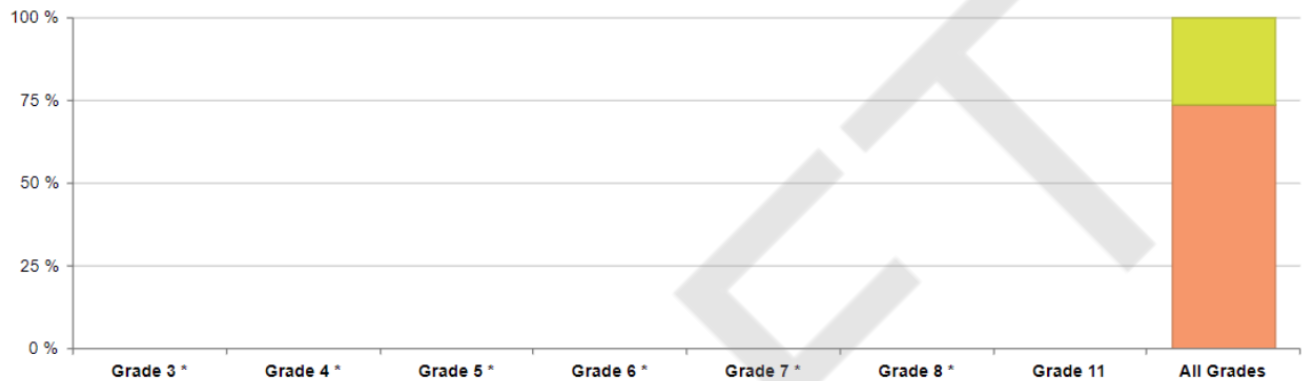
[View More Details](#) →

## English Language Arts/Literacy Detailed Test Results - by Disability Status 2017

### ENGLISH LANGUAGE ARTS/LITERACY

#### ▼ Students with disability

#### Achievement Level Distribution



#### Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Number of Students Tested <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Number of Students With Scores <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
<span style="color: blue;">■</span> Standard Exceeded: Level 4 <sup>(i)</sup>	*	*	*	*	*	*	N/A	0.00 %
<span style="color: green;">■</span> Standard Met: Level 3 <sup>(i)</sup>	*	*	*	*	*	*	N/A	0.00 %
<span style="color: yellow;">■</span> Standard Nearly Met: Level 2 <sup>(i)</sup>	*	*	*	*	*	*	N/A	26.67 %
<span style="color: orange;">■</span> Standard Not Met: Level 1 <sup>(i)</sup>	*	*	*	*	*	*	N/A	73.33 %

## Mathematics Detailed Test Results - by Disability Status 2017

### MATHEMATICS

#### ▼ Students with disability

#### Achievement Level Distribution



#### Overall Achievement

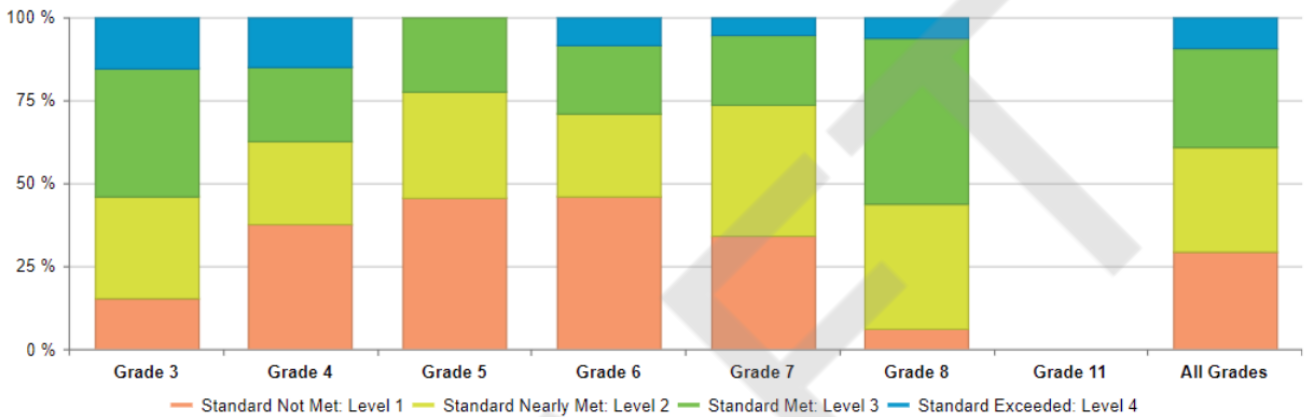
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Number of Students Tested <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Number of Students With Scores <sup>(i)</sup>	*	*	*	*	*	*	N/A	15
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	*	*	*	*	*	*	N/A	0.00 %
Standard Met: Level 3 <sup>(i)</sup>	*	*	*	*	*	*	N/A	0.00 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	*	*	*	*	*	*	N/A	33.33 %
Standard Not Met: Level 1 <sup>(i)</sup>	*	*	*	*	*	*	N/A	66.67 %

## English Language Arts/Literacy Detailed Test Results by Economic Status 2017

### ENGLISH LANGUAGE ARTS/LITERACY

#### ▼ Economically disadvantaged

#### Achievement Level Distribution



#### Overall Achievement

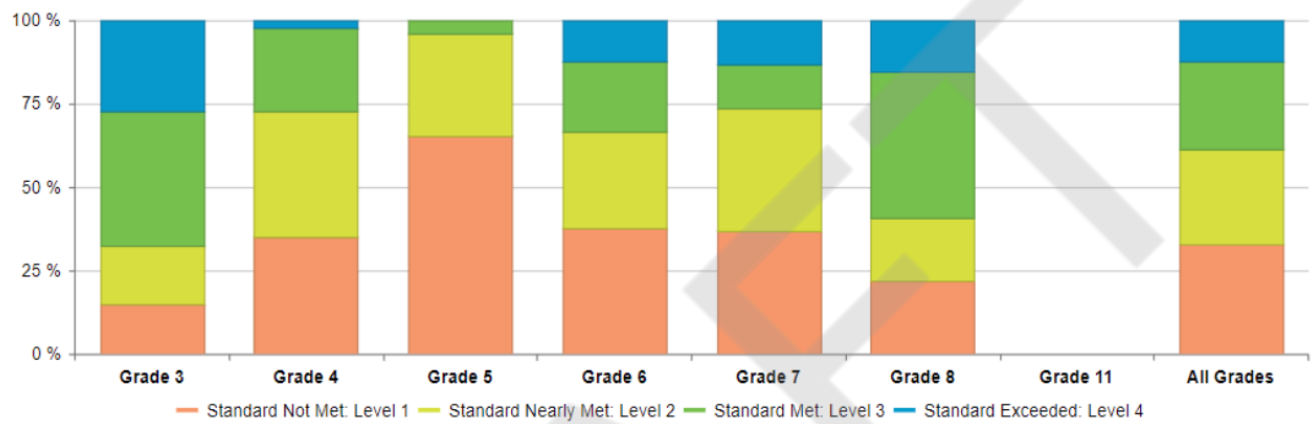
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	40	40	23	24	38	32	N/A	197
Number of Students Tested <sup>(i)</sup>	39	40	22	24	38	32	N/A	195
Number of Students With Scores <sup>(i)</sup>	39	40	22	24	38	32	N/A	195
Mean Scale Score	2429.6	2437.1	2425.6	2478.5	2526.6	2578.2	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	15.38 %	15.00 %	0.00 %	8.33 %	5.26 %	6.25 %	N/A	9.23 %
Standard Met: Level 3 <sup>(i)</sup>	38.46 %	22.50 %	22.73 %	20.83 %	21.05 %	50.00 %	N/A	29.74 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	30.77 %	25.00 %	31.82 %	25.00 %	39.47 %	37.50 %	N/A	31.79 %
Standard Not Met: Level 1 <sup>(i)</sup>	15.38 %	37.50 %	45.45 %	45.83 %	34.21 %	6.25 %	N/A	29.23 %

## Mathematics Detailed Test Results by Economic Status 2017

### MATHEMATICS

#### ▼ Economically disadvantaged

#### Achievement Level Distribution



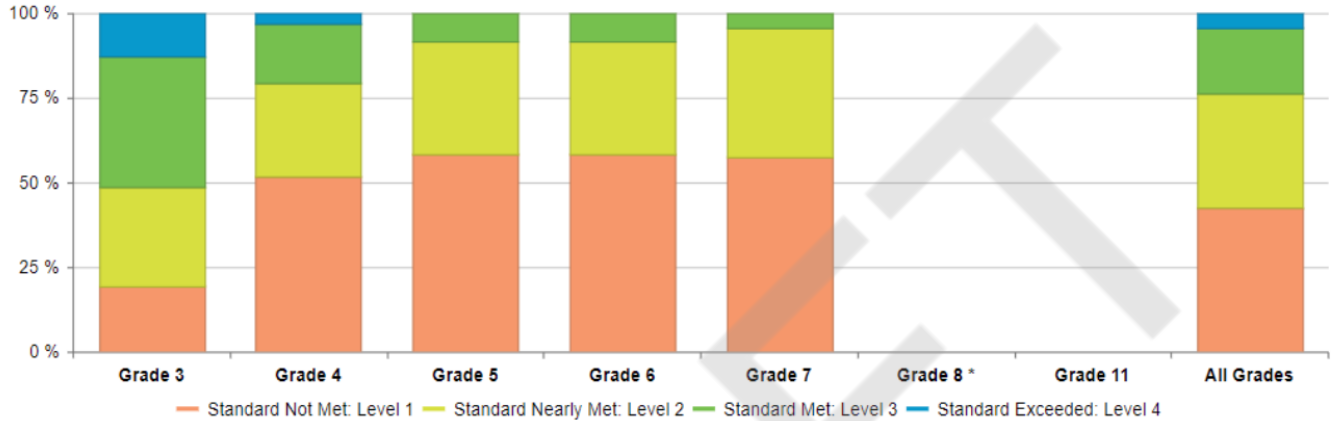
#### Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(t)</sup>	40	40	23	24	38	32	N/A	197
Number of Students Tested <sup>(t)</sup>	40	40	23	24	38	32	N/A	197
Number of Students With Scores <sup>(t)</sup>	40	40	23	24	38	32	N/A	197
Mean Scale Score	2452.4	2438.1	2429.7	2505.0	2526.7	2575.8	N/A	N/A
Standard Exceeded: Level 4 <sup>(t)</sup>	27.50 %	2.50 %	0.00 %	12.50 %	13.16 %	15.63 %	N/A	12.69 %
Standard Met: Level 3 <sup>(t)</sup>	40.00 %	25.00 %	4.35 %	20.83 %	13.16 %	43.75 %	N/A	25.89 %
Standard Nearly Met: Level 2 <sup>(t)</sup>	17.50 %	37.50 %	30.43 %	29.17 %	36.84 %	18.75 %	N/A	28.43 %
Standard Not Met: Level 1 <sup>(t)</sup>	15.00 %	35.00 %	65.22 %	37.50 %	36.84 %	21.88 %	N/A	32.99 %

## English Language Arts/Literacy Detailed Test Results by English Learner 2017

### ▼ English learner

#### Achievement Level Distribution



#### Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	32	29	13	12	21	*	N/A	115
Number of Students Tested <sup>(i)</sup>	31	29	12	12	21	*	N/A	113
Number of Students With Scores <sup>(i)</sup>	31	29	12	12	21	*	N/A	113
Mean Scale Score	2422.5	2407.6	2378.1	2428.4	2486.3	*	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	12.90 %	3.45 %	0.00 %	0.00 %	0.00 %	*	N/A	4.42 %
Standard Met: Level 3 <sup>(i)</sup>	38.71 %	17.24 %	8.33 %	8.33 %	4.76 %	*	N/A	19.47 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	29.03 %	27.59 %	33.33 %	33.33 %	38.10 %	*	N/A	33.63 %
Standard Not Met: Level 1 <sup>(i)</sup>	19.35 %	51.72 %	58.33 %	58.33 %	57.14 %	*	N/A	42.48 %

## Mathematics Detailed Test Results by English Learner 2017

### English learner

#### Achievement Level Distribution



#### Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	32	29	13	12	21	*	N/A	115
Number of Students Tested <sup>(i)</sup>	32	29	13	12	21	*	N/A	115
Number of Students With Scores <sup>(i)</sup>	32	29	13	12	21	*	N/A	115
Mean Scale Score	2450.1	2422.1	2401.5	2456.1	2487.9	*	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	31.25 %	0.00 %	0.00 %	0.00 %	0.00 %	*	N/A	8.70 %
Standard Met: Level 3 <sup>(i)</sup>	34.38 %	17.24 %	0.00 %	8.33 %	9.52 %	*	N/A	18.26 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	15.63 %	41.38 %	23.08 %	33.33 %	33.33 %	*	N/A	29.57 %
Standard Not Met: Level 1 <sup>(i)</sup>	18.75 %	41.38 %	76.92 %	58.33 %	57.14 %	*	N/A	43.48 %



**Overall CAASPP Data for ELA and Math 2016-2019**

<b>Percentage of All Students Who Met or Exceeded ELA CAASPP 2016-2019</b>					
Year	2016	2017	2018	2019	Percent Change 2016-2019
All Students	43%	40%	44%	45%	+2%
Grade 3	37%	56%	51%	46%	+9%
Grade 4	44%	37%	52%	46%	+2%
Grade 5	26%	34%	31%	55%	+29%
Grade 6	31%	28%	52%	36%	+5%
Grade 7	76%	21%	44%	43%	-33%
Grade 8	47%	57%	38%	40%	-7%

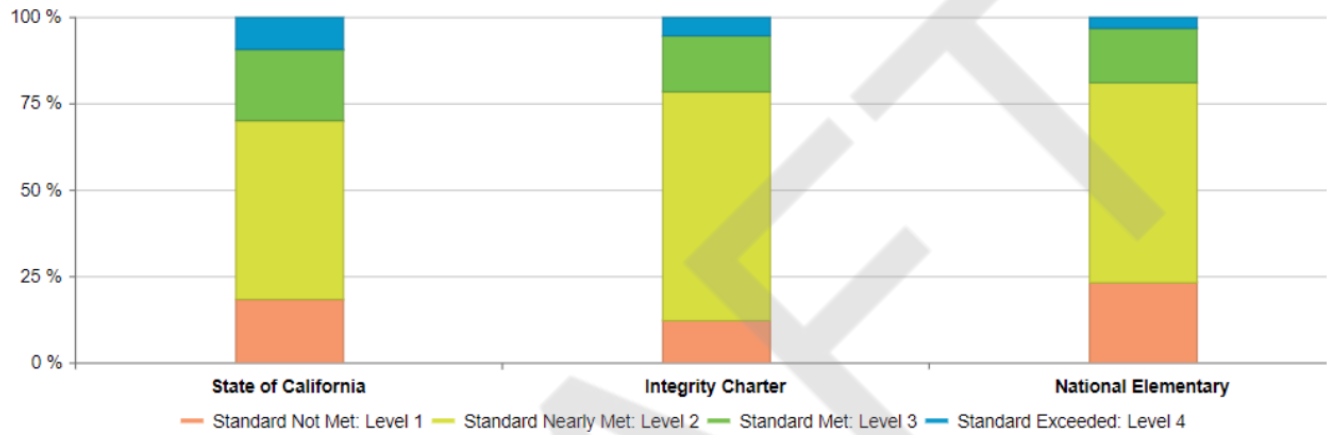
<b>Percentage of All Students Who Met or Exceeded Math CAASPP 2016-2019</b>					
Year	2016	2017	2018	2019	Percent Change 2016-2018
All Students	23%	38%	40%	48%	+25%
Grade 3	33%	68%	48%	38%	+5%
Grade 4	26%	25%	26%	33%	+7%
Grade 5	18%	8%	13%	46%	+28%
Grade 6	18%	33%	44%	41%	+23%
Grade 7	33%	26%	48%	76%	+43%
Grade 8	8%	56%	65%	76%	+68%

## California Science Test (CAST) Overall Achievement for All Students 2019

### SCIENCE

▼ Data Detail - All Students (accessible data)

#### Achievement Level Distribution



#### Overall Achievement

Achievement Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	9.39 %	5.41 %	3.43 %
Standard Met: Level 3 <sup>(i)</sup>	20.54 %	16.22 %	15.74 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	51.85 %	66.22 %	57.65 %
Standard Not Met: Level 1 <sup>(i)</sup>	18.22 %	12.16 %	23.18 %

English Language Proficiency

## Summative ELPAC Overall Performance - All Grades 2019

*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

### Overall Performance

Performance Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Level 4 <sup>(i)</sup>	16.40 %	21.69 %	12.19 %
Level 3 <sup>(i)</sup>	37.77 %	46.03 %	42.93 %
Level 2 <sup>(i)</sup>	30.12 %	24.87 %	31.51 %
Level 1 <sup>(i)</sup>	15.71 %	7.41 %	13.37 %

## Summative ELPAC Overall Performance - All Grades 2018

*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

### Overall Performance

Performance Level	State of California	Integrity Charter	National Elementary
Mean Scale Score	N/A	N/A	N/A
Level 4 <sup>(i)</sup>	30.56 %	38.19 %	25.95 %
Level 3 <sup>(i)</sup>	34.57 %	40.70 %	35.85 %
Level 2 <sup>(i)</sup>	20.20 %	15.58 %	22.29 %
Level 1 <sup>(i)</sup>	14.67 %	5.53 %	15.90 %

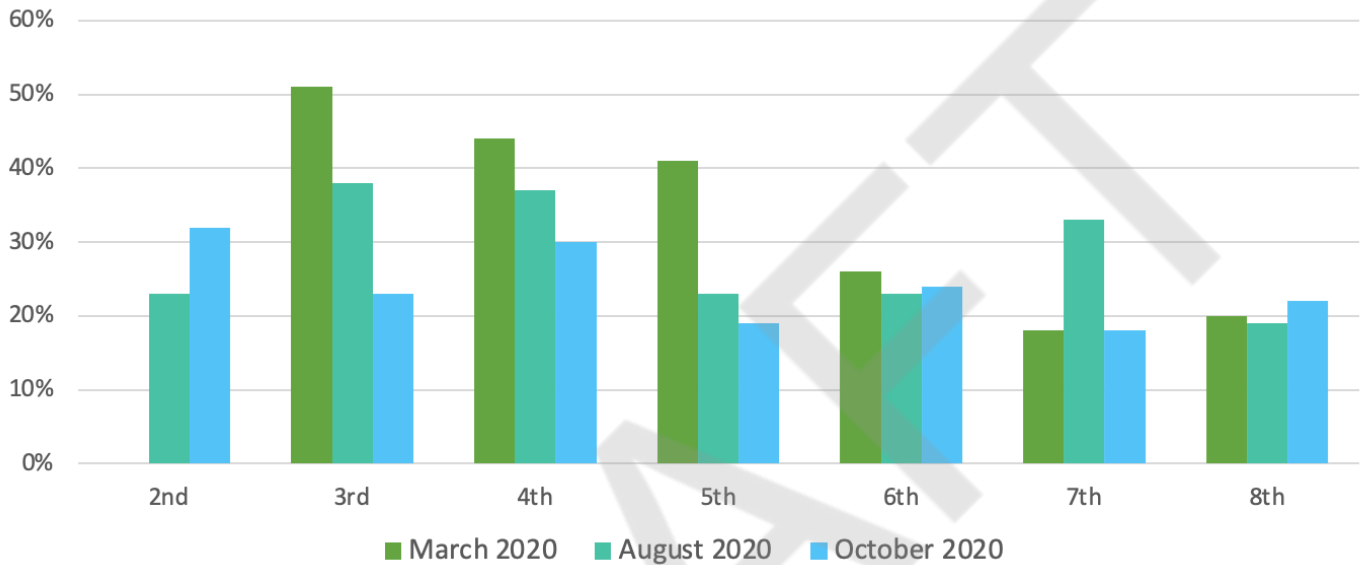
## CELDT Overall Performance Level - All Grades 2017

### Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	(0.0%)	(0.0%)	(0.0%)	3 (9.0%)	2 (7.0%)	4 (25.0%)	2 (15.0%)	5 (20.0%)	2 (18.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	18 (10.0%)
Early Advanced	(0.0%)	12 (48.0%)	5 (21.0%)	8 (24.0%)	6 (21.0%)	5 (31.0%)	5 (38.0%)	11 (44.0%)	6 (55.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	58 (33.0%)
Intermediate	(0.0%)	7 (28.0%)	14 (58.0%)	12 (35.0%)	12 (43.0%)	5 (31.0%)	5 (38.0%)	9 (36.0%)	3 (27.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	67 (38.0%)
Early Intermediate	(0.0%)	3 (12.0%)	2 (8.0%)	7 (21.0%)	3 (11.0%)	2 (13.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	17 (10.0%)
Beginning	(0.0%)	3 (12.0%)	3 (13.0%)	4 (12.0%)	5 (18.0%)	(0.0%)	1 (8.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	16 (9.0%)
Number Tested	(0.0%)	25 (100.0%)	24 (100.0%)	34 (100.0%)	28 (100.0%)	16 (100.0%)	13 (100.0%)	25 (100.0%)	11 (100.0%)	(0.0%)	(0.0%)	(0.0%)	(0.0%)	176 (100.0%)

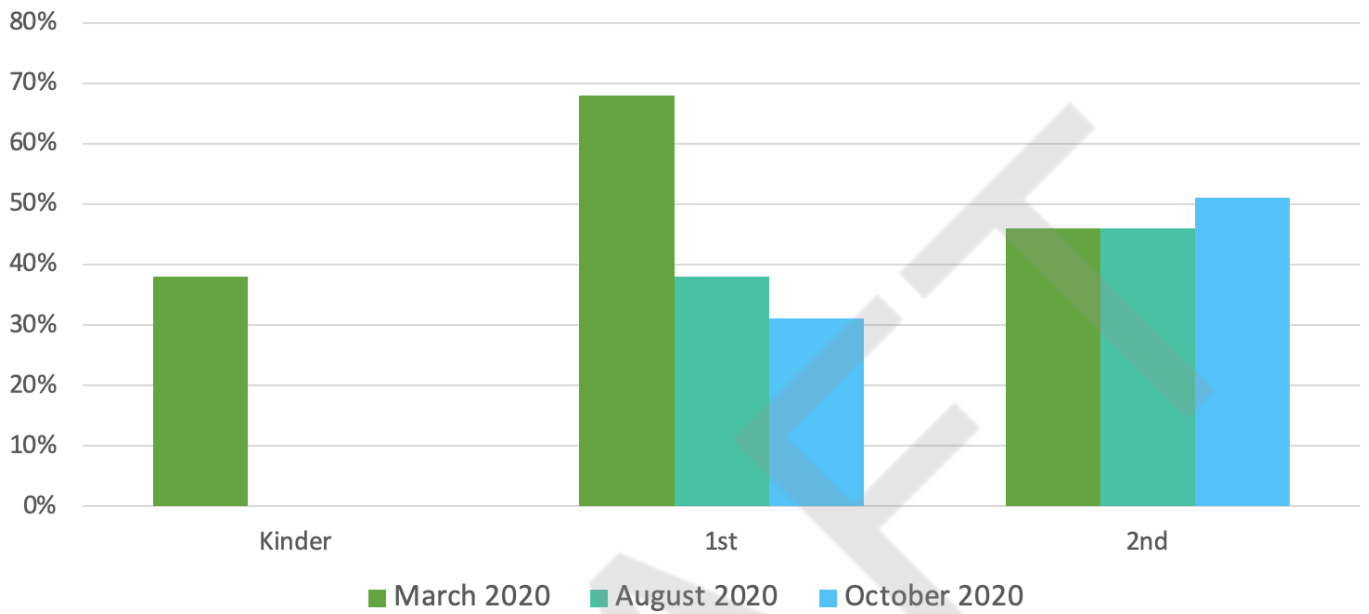
**School Data for English Language Arts in Distance Learning 2020  
(March 2020/August 2020/October 2020)**

Percent of All Students At/Above Grade Level in Reading  
STAR 2<sup>nd</sup> – 8<sup>th</sup>



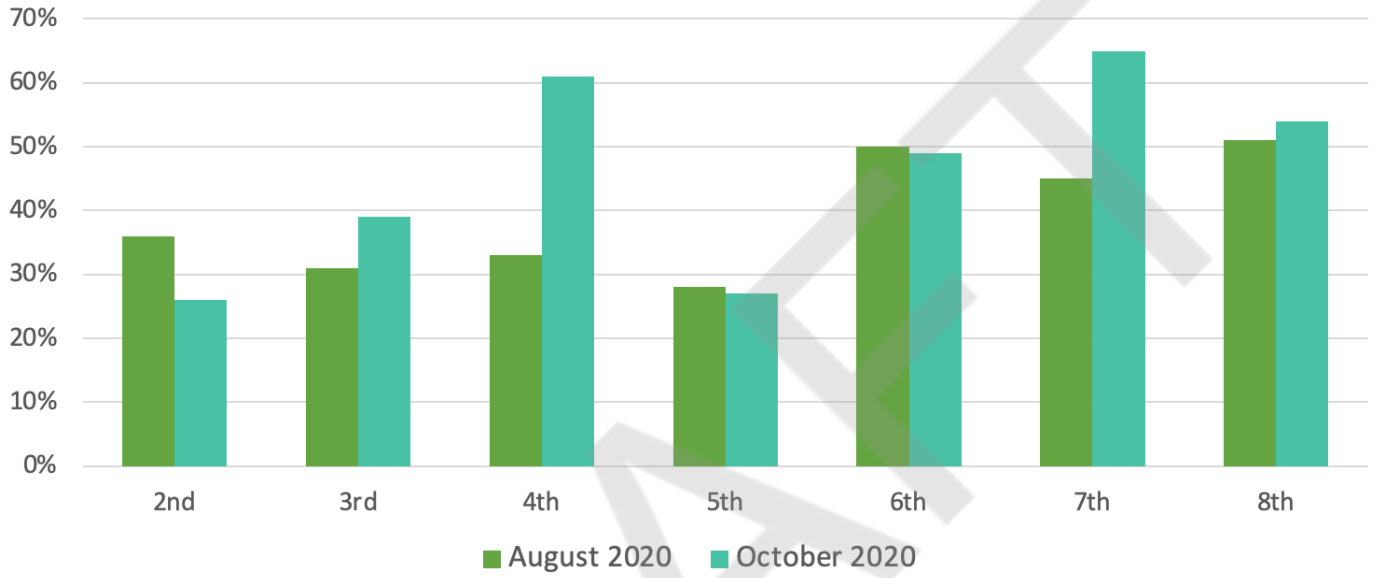
2020-2021	STAR Reading Average Percentile Rank		
	March 2020	August 2020	October 2020
2nd	NA	26%	30%
3rd	41%	20%	16%
4th	50%	24%	29%
5th	47%	25%	25%
6th	29%	27%	28%
7th	20%	28%	24%
8th	NA	25%	25%

### Percent of All Students At/Above Grade Level in Reading Running Record K-2



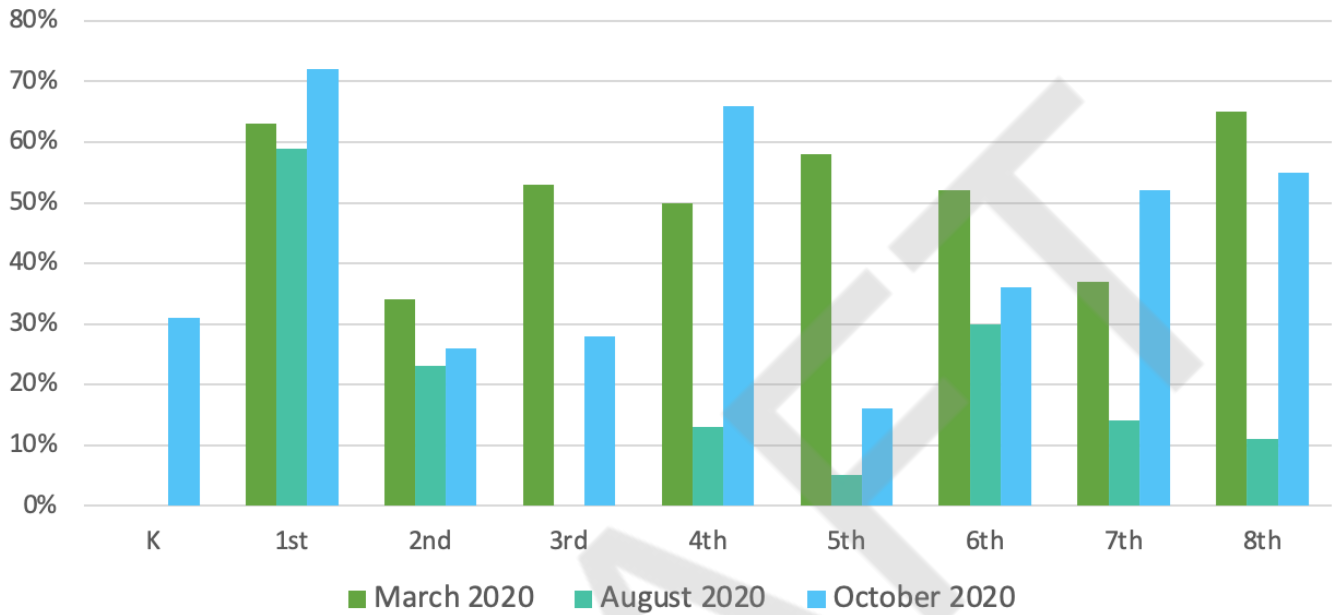
**School Data for Mathematics in Distance Learning 2020  
(March 2020/August 2020/October 2020)**

Percent of All Students At/Above Grade Level  
STAR Math 2<sup>nd</sup> – 8<sup>th</sup>



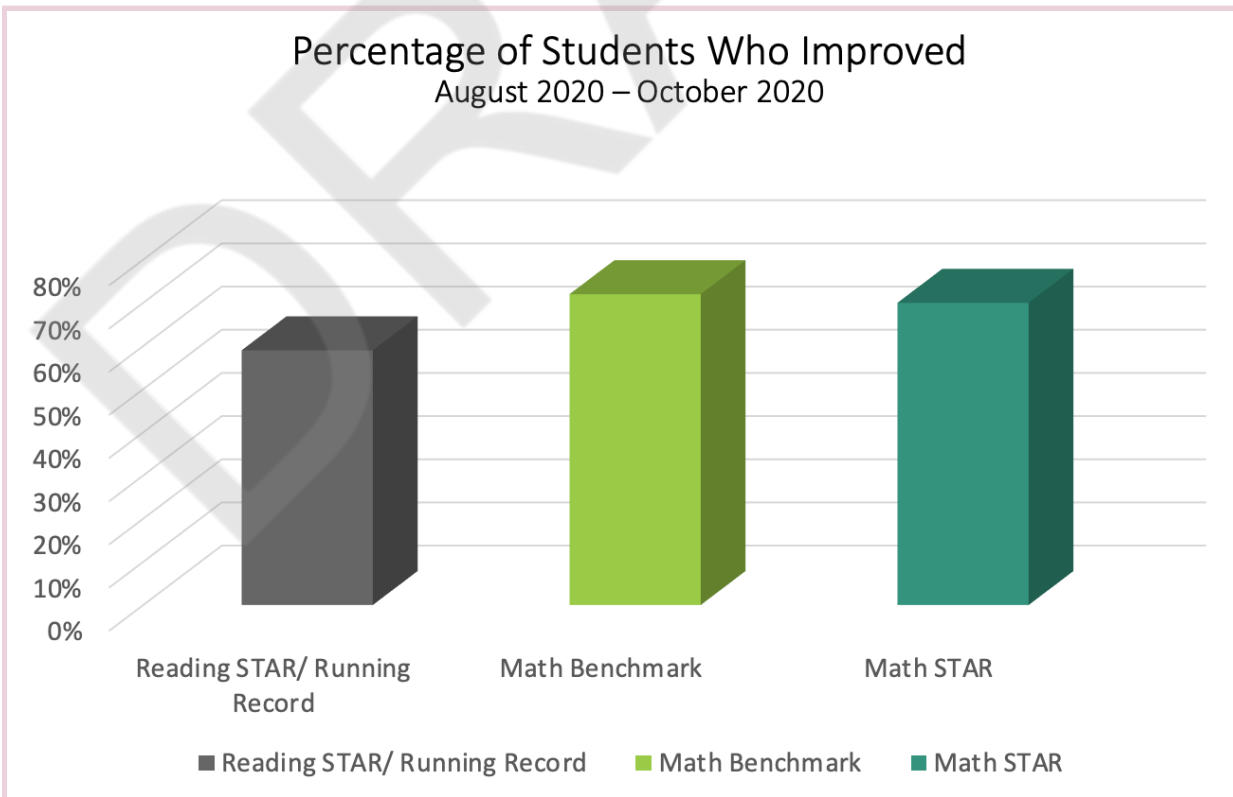
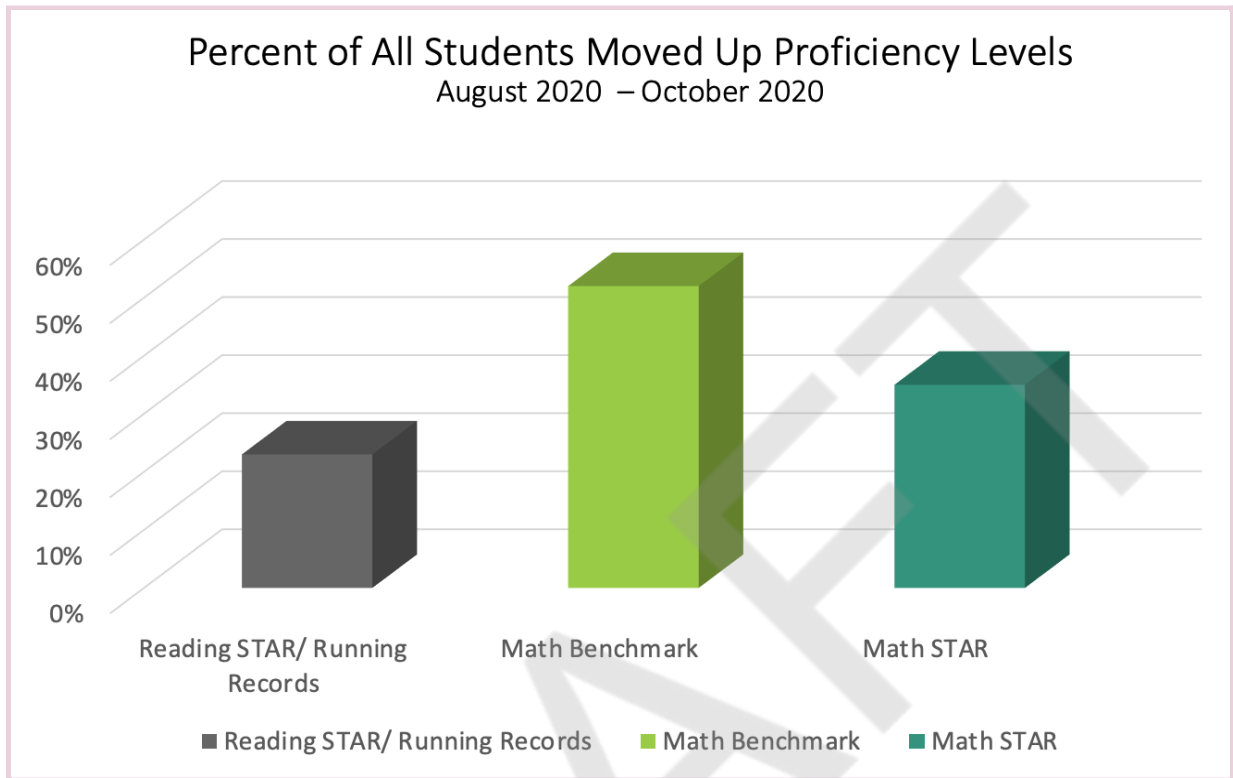
2020-2021	STAR Math Average Percentile Rank		
	March 2020	August 2020	October 2020
2nd	NA	24%	31%
3rd	NA	4%	37%
4th	NA	27%	45%
5th	NA	31%	34%
6th	NA	38%	48%
7th	NA	43%	53%
8th	NA	46%	51%

### Percent of All Students At/Above Grade Level Math Benchmark Adopted Curriculum K-8<sup>th</sup>





## Current Student Progress 2020-2021



Due to COVID-19 and lack of testing data, CCSA is supporting all schools.



## CCSA Academic Accountability Report 2019-20

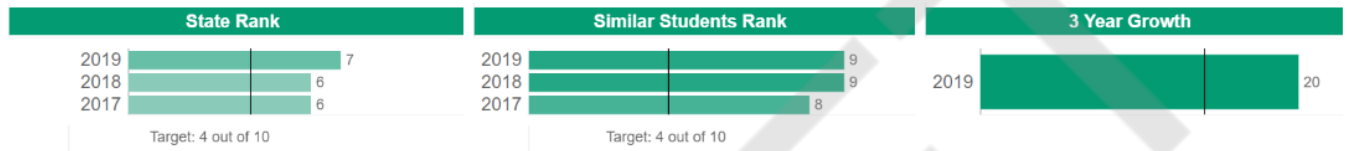
### Integrity Charter (National Elementary)

Open Status 2019: Active  
DASS Status: Non-DASS

Charter Renewal Date: June 30, 2021

#### 2019-20 INITIAL FILTERS:

To meet CCSA's initial filters of accountability, a school must be above on at least one of the three filters below. See the **School Info Overview** tab above for more details.



This school was at/above the target

**3 out of 3 year(s),**

meeting the standard for this metric for 2019.

This school was at/above the target

**3 out of 3 year(s),**

meeting the standard for this metric for 2019.

This school's DFS changed by

**20 points,**

meeting the 2019 target of 14 points.

#### MULTIPLE MEASURE REVIEW:

Charter schools who do not meet at least one of the initial filters are invited to present additional measures for review:



Due to COVID-19 and a lack of state testing data, CCSA will support all schools renewing during 2020-21.

[Click here to learn more about CCSA's Initial Filters](#)

Similar students rank, esimated DFS, and state rank are calculated using the October 9, 2019 release of the CAASPP file, and CCI is calculated using the CDE Dashboard data files released December 12, 2019. Click metric names to view information on each metric.

CCSA's Minimum Academic Accountability Criteria would not apply if a school participates in the DASS program or has fewer than 30 valid test takers. No report is generated for schools fitting these criteria.

# **APPENDIX 4:**

## **5 Year Budget Projection**

DRAFT

INTEGRITY CHARTER SCHOOL  
2020-25 Working Budget

Description	2020-21	2021-22	2022-23	2023-24	2024-25
Grade K-3 Base & Span Grants	\$ 1,190,160.00	\$ 1,342,160.00	\$ 1,382,136.00	\$ 1,424,240.00	\$ 1,424,240.00
Grade 4-6 Base Grants	\$ 991,662.25	\$ 1,118,254.50	\$ 1,151,590.00	\$ 1,186,716.25	\$ 1,186,716.25
Grants 7-8 Base Grants	\$ 668,933.00	\$ 794,105.00	\$ 817,760.00	\$ 842,745.00	\$ 842,745.00
Supplemental K-8	\$ 223,869.10	\$ 251,735.53	\$ 259,233.43	\$ 267,130.45	\$ 267,130.45
Concentration K-8	\$ 196,435.91	\$ 221,657.72	\$ 228,328.87	\$ 235,284.45	\$ 235,284.45
Supplemental 4-6	\$ 186,531.67	\$ 209,739.81	\$ 215,992.22	\$ 222,580.50	\$ 222,580.50
Concentration 4-6	\$ 163,673.85	\$ 184,679.73	\$ 190,242.67	\$ 196,045.52	\$ 196,045.52
Supplemental 7-8	\$ 125,826.30	\$ 148,942.33	\$ 153,379.07	\$ 158,065.25	\$ 158,065.25
Concentration 7-8	\$ 110,407.39	\$ 131,146.44	\$ 135,093.95	\$ 139,221.47	\$ 139,221.47
ChtrschGenl Purpose - Ent					
ChtrschGenl Purpose - PY					
Trns to CHTR SCH in lieu of Prop. Tax					
Education protection account					
<b>Total Revenue Limit</b>	<b>\$ 3,857,499.47</b>	<b>\$ 4,402,421.07</b>	<b>\$ 4,533,756.20</b>	<b>\$ 4,672,028.90</b>	<b>\$ 4,672,028.90</b>
Chld Nutrition - Sch PR	\$ 312,078.96	\$ 315,979.95	\$ 315,979.95	\$ 315,979.95	\$ 315,979.95
Title I, Part A	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00	\$ 135,000.00
CARES Act (ESSER)	\$ 112,730.00	\$ -	\$ -	\$ -	\$ -
Coronavirus Relief Fund (CRF)	\$ 373,734.00	\$ -	\$ -	\$ -	\$ -
Esea Title IV, Part A, Student	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Title III - LEP Student	\$ 21,897.26	\$ 23,997.00	\$ 24,296.96	\$ 24,296.96	\$ 24,296.96
Title IV Part A	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
<b>Total Federal Revenue</b>	<b>\$ 975,440.22</b>	<b>\$ 494,976.95</b>	<b>\$ 495,276.91</b>	<b>\$ 495,276.91</b>	<b>\$ 495,276.91</b>
Child Nutrition - SCH PR	\$ 27,543.63	\$ 27,887.92	\$ 27,887.92	\$ 27,887.92	\$ 27,887.92
Mandated one time funds	\$ -	\$ -	\$ -	\$ -	\$ -
Mandated Block Grant	\$ 5,846.21	\$ 6,406.80	\$ 6,486.89	\$ 6,486.89	\$ 6,486.89
State Lottery	\$ 28,690.00	\$ 29,048.63	\$ 58,097.25	\$ 58,097.25	\$ 58,097.25
State Lottery - Instructional matls	\$ 15,010.00	\$ 15,197.63	\$ 20,391.75	\$ 20,391.75	\$ 20,391.75
After Sch Education	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00
Charter School Facilities Grant	\$ 292,681.58	\$ 300,993.84	\$ 309,546.11	\$ 318,345.40	\$ 327,398.93
California COVID-19 LLMF	\$ 33,273.00				
<b>Total State Revenue</b>	<b>\$ 533,571.41</b>	<b>\$ 543,334.82</b>	<b>\$ 586,209.92</b>	<b>\$ 595,009.21</b>	<b>\$ 604,062.74</b>
Child Nutrtn - Parent Paymts	\$ -	\$ 10,570.50	\$ 10,570.50	\$ 10,570.50	\$ 10,570.50
Donations - ICS Foundation	\$ -	\$ -	\$ -	\$ -	\$ -
Donations - Fund Raisers	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Uniform Payments	\$ -	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
<b>Total Local Revenue</b>	<b>\$ -</b>	<b>\$ 19,570.50</b>	<b>\$ 19,570.50</b>	<b>\$ 19,570.50</b>	<b>\$ 19,570.50</b>
<b>TOTAL REVENUE</b>	<b>\$ 5,366,511.10</b>	<b>\$ 5,460,303.34</b>	<b>\$ 5,634,813.53</b>	<b>\$ 5,781,885.52</b>	<b>\$ 5,790,939.05</b>

INTEGRITY CHARTER SCHOOL  
2020-25 Working Budget

Description	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Teacher Salaries</b>	\$ 1,440,186.86	\$ 1,370,812.03	\$ 1,452,576.37	\$ 1,485,285.17	\$ 1,509,685.17
Classroom education	\$ 826,508.26	\$ 825,148.26	\$ 841,466.26	\$ 865,624.26	\$ 882,829.26
EPA- Small class sizes- Agua, Lang, Matt,Griff & Qual	\$ 265,419.26	\$ 276,083.26	\$ 281,525.26	\$ 285,321.26	\$ 288,889.26
LCAP- Academic Coach-Kat & Jose, Brink & Meraz	\$ 308,070.76	\$ 229,391.93	\$ 234,174.27	\$ 237,411.98	\$ 239,332.98
LCAP- PE	\$ -	\$ -	\$ 55,222.00	\$ 56,879.00	\$ 58,585.00
Title I	\$ 40,188.57	\$ 40,188.57	\$ 40,188.57	\$ 40,048.67	\$ 40,048.67
Teacher - Extra Time (incentive pay)	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Teacher - Extra Time	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00	\$ 32,000.00
Teacher - Subs/ Personal	\$ 14,250.00	\$ 14,250.00	\$ 14,250.00	\$ 14,250.00	\$ 14,250.00
Teacher - Subs/ training	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Certificated Admin & Supervision	\$ 247,400.00	\$ 247,400.00	\$ 247,400.00	\$ 247,400.00	\$ 247,400.00
<b>Total Certificated Salaries</b>	<b>\$ 1,735,836.86</b>	<b>\$ 1,676,462.03</b>	<b>\$ 1,758,226.37</b>	<b>\$ 1,790,935.17</b>	<b>\$ 1,815,335.17</b>
<b>Educational Assistant</b>	<b>\$ 134,843.28</b>	<b>\$ 124,568.50</b>	<b>\$ 130,820.29</b>	<b>\$ 137,597.94</b>	<b>\$ 137,597.94</b>
<b>Classified Support Salaries</b>	<b>\$ 121,087.31</b>	<b>\$ 124,597.72</b>	<b>\$ 125,325.07</b>	<b>\$ 125,325.07</b>	<b>\$ 125,325.07</b>
Custodians- Ismael & Cristian	\$ 90,791.17	\$ 93,600.83	\$ 93,600.83	\$ 93,600.83	\$ 93,600.83
Cafeteria- Mrs. Diaz & Laura	\$ 30,296.14	\$ 30,996.89	\$ 31,724.24	\$ 31,724.24	\$ 31,724.24
Classified Supp Xtra Time	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Supp Subs	\$ 1,258.70	\$ 1,258.70	\$ 1,258.70	\$ 1,258.70	\$ 1,258.70
Class Super & Admin Salary (Consultant)	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Clerical & Office Salaries	\$ 225,848.52	\$ 235,830.15	\$ 240,335.59	\$ 241,680.13	\$ 241,680.13
Clerical & Office extra time	\$ 5,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Other Class - Noon Supervisors	\$ 56,736.00	\$ 59,508.00	\$ 62,424.00	\$ 62,424.00	\$ 62,424.00
<b>Total Classified Salaries</b>	<b>\$ 544,773.80</b>	<b>\$ 553,763.07</b>	<b>\$ 568,163.66</b>	<b>\$ 576,285.84</b>	<b>\$ 576,285.84</b>
STRS - Certificated	\$ 310,883.98	\$ 303,118.88	\$ 300,619.63	\$ 306,404.61	\$ 310,742.57
PERS - Classified	\$ 102,938.12	\$ 108,499.53	\$ 112,518.26	\$ 114,399.70	\$ 114,399.70
Medicare - Certificated	\$ 24,499.01	\$ 24,241.48	\$ 24,649.66	\$ 25,123.94	\$ 25,477.74
OASID - Classified	\$ 27,991.94	\$ 28,147.97	\$ 28,814.92	\$ 29,318.49	\$ 29,318.49
Medicare - Classified	\$ 7,808.47	\$ 7,895.31	\$ 8,104.12	\$ 8,221.89	\$ 8,221.89
Alternate Retire System - Classified	\$ 1,131.42	\$ 1,176.56	\$ 1,223.93	\$ 1,223.93	\$ 1,223.93
Health Benefits - Certificated	\$ 219,300.00	\$ 202,100.00	\$ 210,700.00	\$ 210,700.00	\$ 210,700.00
Health Benefits - Classified	\$ 94,604.00	\$ 86,003.00	\$ 86,003.00	\$ 86,003.00	\$ 86,003.00
Certificated Unemploymt Ins (SUI)	\$ 844.79	\$ 835.91	\$ 849.99	\$ 866.34	\$ 878.54
Classified Unemployment Ins (SUI)	\$ 269.26	\$ 272.25	\$ 279.45	\$ 283.51	\$ 283.51
Certificated Worker's Comp	\$ 20,781.92	\$ 20,563.46	\$ 20,909.71	\$ 40,884.44	\$ 41,460.18
Classified Worker's Comp	\$ 6,623.74	\$ 6,697.40	\$ 6,874.53	\$ 13,379.57	\$ 13,379.57
<b>Total Employee Benefits</b>	<b>\$ 817,676.64</b>	<b>\$ 789,551.77</b>	<b>\$ 801,547.20</b>	<b>\$ 836,809.43</b>	<b>\$ 842,089.13</b>
Textbooks	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00
Books other than Textbooks	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Materials & Supplies (Class/Curriculum)	\$ 40,000.00	\$ 40,000.00	\$ 95,268.69	\$ 98,126.75	\$ 101,070.56
Materials & Supplies(Furniture)	\$ 3,000.00	\$ 3,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Materials & Supplies (Office)	\$ 6,365.40	\$ 6,638.32	\$ 6,837.47	\$ 7,042.59	\$ 7,253.87
Materials & Supplies (Custodial)	\$ 12,730.80	\$ 13,276.63	\$ 13,674.93	\$ 14,085.18	\$ 14,507.74
Materials & Supplies (Uniforms)	\$ -	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00

INTEGRITY CHARTER SCHOOL  
2020-25 Working Budget

Description	2020-21	2021-22	2022-23	2023-24	2024-25
Fieldtrips	\$ -	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Computer Software	\$ 64,272.00	\$ 67,027.66	\$ 69,038.49	\$ 71,109.65	\$ 73,242.94
Certificates/Awards	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00
Refreshmt/Meetings	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Kitchen equipment	\$ -	\$ -	\$ 500.00	\$ 500.00	\$ 500.00
Comp/Periph/AV	\$ 80,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Child Nutrition -Food	\$ 317,935.80	\$ 317,935.80	\$ 317,935.80	\$ 317,935.80	\$ 317,935.80
<b>Total Books &amp; Supplies</b>	<b>\$ 560,804.00</b>	<b>\$ 522,378.41</b>	<b>\$ 586,755.38</b>	<b>\$ 592,299.97</b>	<b>\$ 598,010.90</b>
Travel and Conferences	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Dues and Memberships	\$ 10,609.00	\$ 11,063.86	\$ 11,395.78	\$ 11,737.65	\$ 12,089.78
Property &Liability Insurance	\$ 12,875.00	\$ 13,261.25	\$ 13,659.09	\$ 14,068.86	\$ 14,490.93
Operations & Housekeeping	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00
Trash	\$ 3,090.00	\$ 3,182.70	\$ 3,278.18	\$ 3,376.53	\$ 3,477.82
Computer Maint & Repair	\$ 15,000.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00	\$ 9,500.00
All other Maint & Repair	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Copier - Annual Maint.	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00	\$ 17,000.00
Equipment rental	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Bldg/Rentals 701 location	\$ 337,652.64	\$ 347,782.22	\$ 358,215.69	\$ 368,962.16	\$ 380,031.02
Bldg/Rentals B&G Club Location	\$ 63,672.48	\$ 64,945.93	\$ 66,244.85	\$ 67,569.75	\$ 68,921.14
Prof/Const Sev & Oper	\$ 122,030.00	\$ 122,030.00	\$ 122,030.00	\$ 122,030.00	\$ 122,030.00
Prof/Const- (Prof. Dev)	\$ 30,000.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00	\$ 82,500.00
Other Serv/ Oper. Exp	\$ 17,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Consultants/Lect/Etc (After School Pr)	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00	\$ 163,800.00
X-Rays & Phy Exams	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
County Dept of Ed Servcs	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
Attorney Fees	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Audit Expenses	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Advertising	\$ 500.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00
Other Fees & Notices (Child Nutrition)	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00
Other Fees - District Admin Chrg	\$ 53,665.11	\$ 54,603.03	\$ 56,348.14	\$ 57,818.86	\$ 57,909.39
Other Fees - District Buy Back Serv	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00	\$ 400,000.00
Other Fees - Synergy SIS	\$ 3,139.00	\$ 3,440.00	\$ 3,483.00	\$ 3,483.00	\$ 3,483.00
Telephone	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Stamps & Postage	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
<b>Total Services, Other Oper. Expenses</b>	<b>\$ 1,286,533.23</b>	<b>\$ 1,332,609.00</b>	<b>\$ 1,347,954.72</b>	<b>\$ 1,362,346.80</b>	<b>\$ 1,375,733.08</b>
<b>TOTAL EXPENSES</b>	<b>\$ 4,945,624.55</b>	<b>\$ 4,874,764.27</b>	<b>\$ 5,062,647.32</b>	<b>\$ 5,158,677.21</b>	<b>\$ 5,207,454.12</b>
<b>Net Gain or Loss</b>	<b>\$ 420,886.55</b>	<b>\$ 585,539.07</b>	<b>\$ 572,166.21</b>	<b>\$ 623,208.31</b>	<b>\$ 583,484.93</b>

# **APPENDIX 5:**

## **Articles of Incorporation**

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# State of California



## SECRETARY OF STATE

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 22 2003



*Kevin Shelley*  
Secretary of State



MAY 22 2003

**KEVIN SHELLEY**  
Secretary of State

ARTICLES OF INCORPORATION  
OF  
INTEGRITY CHARTER SCHOOL  
(A California Non-Profit Public Benefit Corporation)

**I.**

The name of the Corporation shall be Integrity Charter School.

**II.**

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote the Integrity Charter School.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

**III.**

The name and address in the State of California of this Corporation's initial agent for service of process is:

Phillip Murray  
Spector, Middleton, Young & Minney, LLP  
7 Park Center Drive  
Sacramento, CA 95825

**IV.**

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the non-profit public benefit provisions of the Non-Profit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

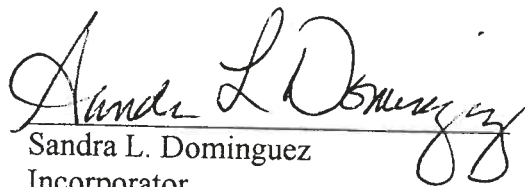
V.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

VI.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Dated: 5/20/03

  
Sandra L. Dominguez  
Incorporator



# **APPENDIX 6:**

## **Bylaws**

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**BYLAWS**  
**OF**  
**INTEGRITY CHARTER SCHOOL CHARTER SCHOOL**  
A California Nonprofit Public Benefit Corporation

**ARTICLE I**  
**NAME**

Section 1. NAME. The name of this Corporation is Integrity Charter School.

**ARTICLE II**  
**PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this Corporation is located at 701 National City Blvd, National City, County of San Diego, State of California. The Board of Directors may change the location of the principal office. However, a change in the principal office may constitute a material revision to the charter. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III**  
**GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of this Corporation are to manage, guide, direct and promote the Integrity Charter School, a California public charter school. Also, in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a Corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a Corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or

the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

#### **ARTICLE IV CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

#### **ARTICLE V DEDICATION OF ASSETS**

Section 1. DEDICATION OF ASSETS. This Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Integrity Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or Corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501©(3) or if no such nonprofit fund, foundation, or Corporation can be found within a reasonable period of time, to the National School District or other public agency engaged in public education.

#### **ARTICLE VI CORPORATION WITHOUT MEMBERS**

Section 1. CORPORATION WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **ARTICLE VII BOARD OF DIRECTORS**

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Governance Council"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
3. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. All Directors, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) Directors and no more than five (5), unless changed by amendment to these bylaws.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law,

daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTORS TERM. Each Director shall hold office for two (2) years and until a successor Director has been designated and qualified or they are reelected for another term. The first year two members served for two (2) years, one member for one (1) year in order to avoid having an entire new Board each year.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of Directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No Corporation funds may be expended to support a nominee for Director.

Section 8 EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any Director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a Director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California NonProfit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of Directors; or (d) the failure of the Directors, at any meeting at which any Director or Directors are to be elected, to elect the number of Directors required to be elected at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a Director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. REMOVAL OF DIRECTORS. Any Director, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). Any vacancy caused by the removal of a Board designated Director shall be filled as provided in Section 12.

Section 11. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director or Directors.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors then in office is less than a quorum, by (1) the affirmative vote of a majority of the Directors then in office at a regular or special meeting of the Board, or (2) a sole remaining Director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of Directors shall not result in any Directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. TELEPHONE OR TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in conference telephone, teleconference or other communication equipment meetings so long as all of the following requirements in the Brown Act are complied with:

- a. Each member participating in the meeting can communicate concurrently with all other members;
- b. Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose and objection to, a specific action to be taken by the Corporation;
- c. All votes taken during a teleconference meeting shall be by roll call;
- d. The teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held on the third Monday of every month unless that Monday should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday or on the following Monday. The Board of Directors shall hold an annual meeting in August for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted



pursuant to these by laws. The Board may hold regular, special and emergency meetings. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board, if any, or a majority of the Board of Directors. If a Chair of the Board has not been elected then the President and Chief Executive Officer is authorized to call a special meeting in place of the President of the Board.

Section 18. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Notice of the time and place of special meetings shall be given to each Director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the Director or to a person at the Director's office who would reasonably be expected to communicate that notice promptly to the Director; (d) facsimile; (e) electronic mail; or (f) other electronic means. All such notices shall be given or sent to the Director's address, email or telephone number as shown on the Corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to the Integrity Charter School.

The notice shall state the time of the meeting, the place and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Brown Act.

Section 19. QUORUM. A majority of the Directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the Directors present at a duly held meeting at which a quorum is present shall be an act of the Board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some Directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. ADJOURNMENT. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation, for their services as Directors or officers, and only such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to

the Corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the Directors then in office, may create one or more committees, to serve at the pleasure of the Board. Committees may be structured so that they report to the Integrity Charter School Executive Director. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of Directors. The Board of Directors may appoint one or more Directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution, except that no committee may:

- (a) Fill vacancies on the Board of Directors or any committee of the Board;
- (b) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (c) Amend or repeal bylaws or adopt new bylaws;
- (d) Amend or repeal any resolution of the Board of Directors that by its express terms are not so amendable or subject to repeal; or
- (e) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (f) Approve any contract or transaction to which the Corporation is a party and in which one or more of its Directors has a material financial interest, except a special approval is provided for in Corporations Code section 5233(d)(3).

The Board may also create one or more advisory committees composed of Directors and non-Directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. NON-LIABILITY OF DIRECTORS. No Director shall be personally

liable for the debts, liabilities, or other obligations of this Corporation.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. OFFICES HELD. The officers of this Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chair of the Board and a Vice-Chair, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President and the Chair of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the by laws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chair of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board shall also be the chief executive officer and shall have the powers and duties of the president of the Corporation set forth in these bylaws. If a Chair of the Board of Directors is elected, there shall also be a Vice-Chair of the Board of Directors. In the absence of the Chair, the Vice-Chair shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chair of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable contract, agreement, or job specification. The President shall preside at all members meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors meetings. The president shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If Vice-Presidents are appointed, and if the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of persons present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the Directors such financial statements and reports as are required to be given by law,

by these bylaws, or by the Board. The books of account shall be open to inspection by any Director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (ii) disburse the Corporation's funds as the Board of Directors may order; (iii) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

#### **ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS**

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** The Corporation shall not enter into a contract or transaction in which a Director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other Corporation, firm, association, or other entity in which one or more of the Corporation's Directors are Directors and have a material financial interest).

#### **ARTICLE X LOANS TO DIRECTORS AND OFFICERS**

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This Corporation shall not lend any money or property to or guarantee the obligation of any Director or officer; provided, however, that the Corporation may advance money to a Director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that Director or officer would be entitled to reimbursement for such expenses of the Corporation.

#### **ARTICLE XI INDEMNIFICATION**

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions,

against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c), the approval of such indemnification may be made by:

- (a) A majority vote of a quorum consisting of Directors who are not parties to such proceeding; or
- (b) The court in which such proceeding is or was pending upon application made by this Corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this Corporation.

## **ARTICLE XII INSURANCE**

Section 1. **INSURANCE.** This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

## **ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS**

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This Corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its Board and committees of the Board; and
- (b) Such reports and records as required by law.

## **ARTICLE XIV INSPECTION RIGHTS**

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every Director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the Director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the Director's interest, as a member. Any such inspection and copying may be made in person or by the Director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This Corporation shall keep at its principal California office the original or a copy of the Article of Incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the Corporation has no business office in California, the Secretary shall, on the written request of any Director, furnish to that Director a copy of the articles of incorporation and bylaws, as amended to the current date.

## **ARTICLE XV REQUIRED REPORTS**

Section 1. **ANNUAL REPORTS.** The Board of Directors shall cause an annual report to be sent to each Director within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The Corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporations shall comply with Corporations Code section 6322.

## **ARTICLE XVI EFFECTIVE DATES; AMENDMENTS**

Section 1. EFFECTIVE DATE. These bylaws and any amendments shall become effective immediately upon their adoption.

Section 2. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these bylaws by a majority of the Directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charter governing any charter school operated as or by the Corporation or make any provisions of these bylaws inconsistent with such charter, the Corporation's articles of incorporation, or any laws.

Amended: February 22, 2021



## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of the Integrity Charter School, Inc, a California Nonprofit Public Benefit Corporation, that these Bylaws, consisting of 13 pages, are the Bylaws of the Corporation as amended by the Board of Directors on February 22, 2021.

Executed on February 22, 2021 at National City, California.

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Rosa Mendez, Secretary

**APPENDIX 7:**

**State of California  
Certificate of Status**

DRAFT

State of California  
Secretary of State

CERTIFICATE OF STATUS

ENTITY NAME:

INTEGRITY CHARTER SCHOOL

FILE NUMBER: C2535980  
FORMATION DATE: 05/22/2003  
TYPE: DOMESTIC NONPROFIT CORPORATION  
JURISDICTION: CALIFORNIA  
STATUS: ACTIVE (GOOD STANDING)

I, ALEX PADILLA, Secretary of State of the State of California,  
hereby certify:

The records of this office indicate the entity is authorized to  
exercise all of its powers, rights and privileges in the State of  
California.

No information is available from this office regarding the financial  
condition, business activities or practices of the entity.



IN WITNESS WHEREOF, I execute this certificate  
and affix the Great Seal of the State of  
California this day of July 18, 2016.

A handwritten signature in black ink, appearing to read 'Alex Padilla'.

ALEX PADILLA  
Secretary of State

# **EXHIBIT C**

**April 14, 2021**

# National SD Board Policy

Community Relations

BP 1312.3(a)

## UNIFORM COMPLAINT PROCEDURES

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

BP 1312.3(b)

## UNIFORM COMPLAINT PROCEDURES (continued)

### Complaints Subject to UCP

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

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000

*(cf. 3553 Free and Reduced Price Meals)*

*(cf. 3555 Nutrition Program Compliance)*

*(cf. 5148 Child Care and Development)*

*(cf. 5148.2 Before/After School Programs)*

*(cf. 5148.3 Preschool/Early Childhood Education)*

*(cf. 6171 Title I Programs)*

*(cf. 6174 Education for English Learners)*

*(cf. 6175 Migrant Education Program)*

~~(cf. 6178 Career Technical Education)~~  
~~(cf. 6178.1 Work Based Learning)~~  
~~(cf. 6178.2 Regional Occupational Center/Program)~~  
~~(cf. 6200 Adult Education)~~

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national

BP 1312.3(c)

## UNIFORM COMPLAINT PROCEDURES (continued)

~~origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)~~

~~(cf. 0410 Nondiscrimination in District Programs and Activities)~~  
~~(cf. 5145.3 Nondiscrimination/Harassment)~~  
~~(cf. 5145.7 Sexual Harassment)~~

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding related needs of the student (Education Code 222)

~~(cf. 5146 Married/Pregnant/Parenting Students)~~

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

~~(cf. 3260—Fees and Charges)~~  
~~(cf. 3320—Claims and Actions Against the District)~~

6. ~~Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)~~

~~(cf. 0460—Local Control and Accountability Plan)~~  
~~(cf. 3100—Budget)~~

7. ~~Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)~~

BP 1312.3(d)

## UNIFORM COMPLAINT PROCEDURES (continued)

~~(cf. 0420—School Plans/Site Councils)~~

8. ~~Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

~~(cf. 6173.1—Education for Foster Youth)~~

9. ~~Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board imposed graduation requirements (Education Code 51225.1)~~

~~(cf. 6173—Education for Homeless Children)~~  
~~(cf. 6173.2—Education of Children of Military Families)~~  
~~(cf. 6173.3—Education for Juvenile Court School Students)~~

~~10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)~~

~~11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)~~

~~(cf. 6152 - Class Assignment)~~

BP 1312.3(e)

## **UNIFORM COMPLAINT PROCEDURES (continued)**

~~12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~13. Complaints regarding the noncompliance of a license exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)~~

### **1. Accommodations for pregnant and parenting students (Education Code 46015)**

~~(cf. 5146 - Married/Pregnant/Parenting Students)~~

### **2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)**

~~(cf. 6200 - Adult Education)~~

### **3. After School Education and Safety programs (Education Code 8482-8484.65)**

~~(cf. 5148.2 - Before/After School Programs)~~

### **4. Agricultural career technical education (Education Code 52460-52462)**

### **5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)**



*(cf. 6178 - Career Technical Education)*  
*(cf. 6178.1 - Work-Based Learning)*

**6. Child care and development programs (Education Code 8200-8498)**

*(cf. 5148 - Child Care and Development)*

**7. Compensatory education (Education Code 54400)**

*(cf. 6171 - Title I Programs)*

**8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)**

BP 1312.3(f)

**UNIFORM COMPLAINT PROCEDURES (continued)**

**9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)**

*(cf. 6152 - Class Assignment)*

**10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

**11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)**

*(cf. 6173 - Education for Homeless Children)*  
*(cf. 6173.1 - Education for Foster Youth)*  
*(cf. 6173.2 - Education of Children of Military Families)*  
*(cf. 6173.3 - Education for Juvenile Court School Students)*

**12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)**

**13. Local control and accountability plan (Education Code 52075)**

*(cf. 0460 - Local Control and Accountability Plan)*

**14. Migrant education (Education Code 54440-54445)**

*(cf. 6175 - Migrant Education Program)*

**15. Physical education instructional minutes (Education Code 51210, 51222, 51223)**

BP 1312.3(g)

## **UNIFORM COMPLAINT PROCEDURES (continued)**

*(cf. 6142.7 - Physical Education and Activity)*

**16. Student fees (Education Code 49010-49013)**

*(cf. 3260 - Fees and Charges)*

**17. Reasonable accommodations to a lactating student (Education Code 222)**

**18. Regional occupational centers and programs (Education Code 52300-52334.7)**

*(cf. 6178.2 - Regional Occupational Center/Program)*

**19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)**

*(cf. 0420 - School Plans/Site Councils)*

**20. School safety plans (Education Code 32280-32289)**

*(cf. 0450 - Comprehensive Safety Plan)*

**21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)**

*(cf. 0420 - School Plans/Site Councils)*

**22. State preschool programs (Education Code 8235-8239.1)**

*(cf. 5148.3 - Preschool/Early Childhood Education)*

**23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)**

BP 1312.3(h)

**UNIFORM COMPLAINT PROCEDURES (continued)**

**14.24.** Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~15. Any other complaint as specified in district policy~~

**25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate**

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

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

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

## UNIFORM COMPLAINT PROCEDURES (continued)

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

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

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

*(cf. 3580 - District Records)*

### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: ~~(5 CCR 4611)~~ **investigated and resolved by the specified agency or through an alternative process:**

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division ~~and or~~ the appropriate law enforcement agency. **(5 CCR 4611)**

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services ~~and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.~~ **(5 CCR 4611)**

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

~~3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.~~

**4.** Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

**5.** Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

**6.** Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

**UNIFORM COMPLAINT PROCEDURES** (continued)

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

- 7.** Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with ~~the procedures in~~ AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code ~~8235.5,~~ 35186)

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*Legal Reference: (see next page)*

**UNIFORM COMPLAINT PROCEDURES** (continued)

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

46015 Parental leave for students

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49014 Student fees

49060-49079 Student records, especially:

49069.5 Records of foster youth

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51222 *Physical education, secondary schools*  
51223 *Physical education, elementary schools*  
51225.1-51225.2 *Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements*  
51226-51226.1 *Career technical education*  
51228.1-51228.3 *Course periods without educational content*  
**52059.5 *Statewide system of support***  
52060-52077 *Local control and accountability plan, especially:*  
52075 *Complaint for lack of compliance with local control and accountability plan requirements*  
52300-52462 *Career technical education*  
52500-52616.24 *Adult schools*  
54400-54425 *Compensatory education programs*  
54440-54445 *Migrant education*  
54460-54529 *Compensatory education programs*  
59000-59300 *Special schools and centers*  
64000-64001 *Consolidated application process; school plan for student achievement*  
65000-65001 *School site councils*  
GOVERNMENT CODE  
11135 *Nondiscrimination in programs or activities funded by state*  
12900-12996 *Fair Employment and Housing Act*

*Legal Reference continued: (see next page)*

BP 1312.3(m)

## **UNIFORM COMPLAINT PROCEDURES (continued)**

*Legal Reference: (continued)*

HEALTH AND SAFETY CODE

1596.792 *California Child Day Care Act; general provisions and definitions*

1596.7925 *California Child Day Care Act; health and safety regulations*

PENAL CODE

422.55 *Hate crime; definition*

422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 2

11023 *Harassment and discrimination prevention and correction*

CODE OF REGULATIONS, TITLE 5

**3200-3205 *Special education compliance complaints***

4600-4670 *Uniform complaint procedures*

4680-4687 *Williams uniform complaint procedures*

**4690-4694 *Complaints regarding health and safety issues in license-exempt preschool programs***

4900-4965 *Nondiscrimination in elementary and secondary education programs*

**15580-15584 *Child nutrition programs complaint procedures***

UNITED STATES CODE, TITLE 20

1221 *Application of laws*

1232g *Family Educational Rights and Privacy Act*

1681-1688 *Title IX of the Education Amendments of 1972*

6301-6576 *Title I Improving the Academic Achievement of the Disadvantaged*

6801-7014 *Title III language instruction for limited English proficient and immigrant students*

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

**11431-11435 McKinney-Vento Homeless Assistance Act**

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

**106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:**

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

BP 1312.3(n)

## UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

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

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

Dear Colleague Letter: Harassment and Bullying, October 2010

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

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin

Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco>

Student Privacy Policy Office: <https://www2.ed.gov/about/offices/list/opepd/sppo>

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

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

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Policy Reference UPDATE Service

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# National SD

## Administrative Regulation

Community Relations

AR 1312.3(a)

### UNIFORM COMPLAINT PROCEDURES

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

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 4030 - Nondiscrimination in Employment)*

Compliance Officers

AR 1312.3(b)

### UNIFORM COMPLAINT PROCEDURES (continued)

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) **and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment**. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

*(cf. 5145.3 - Nondiscrimination/Harassment)*  
*(cf. 5145.7 - Sexual Harassment)*  
***(cf. 5145.71 - Title IX Sexual Harassment Complaints Procedures)***

Director of Student Support Services  
Assistant Superintendent of Educational Services  
Educational Services  
1500 N Ave National City, CA 91950  
(619)-336-7550  
[jpiper@nsd.us](mailto:jpiper@nsd.us)  
[skraft@nsd.us](mailto:skraft@nsd.us)

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

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

AR 1312.3(c)

## **UNIFORM COMPLAINT PROCEDURES** (continued)

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

*(cf. 4331 - Staff Development)*

*(cf. 9124 - Attorney)*

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

### **Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

AR 1312.3(d)

## UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 5145.6 - Parental Notifications)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and **a list of** all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
- 2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate**
- 4.3. A statement that a UCP complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred**
- 4. A statement that, in the case of a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, a UCP complaint must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct**
- 3.5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities**
- 2.6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint**

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3260 - Fees and Charges)

**UNIFORM COMPLAINT PROCEDURES** (continued)

~~3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities~~

~~4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred~~

**5.7.** A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.2 - Education of Children of Military Families)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

*(cf. 6175 - Migrant Education Program)*

~~6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints~~

**7.8.** A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

**8.9.** A statement that the complainant has a right to appeal the district's **decision investigation report** to CDE **for programs within the scope of the UCP** by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

**9.10.** A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

~~**10.11.** A statement that copies of the district's UCP are available free of charge~~

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

*(cf. 1113 - District and School Web Sites)*  
*(cf. 1114 - District-Sponsored Social Media)*

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

### **Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. ~~However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.~~
3. ~~However, any such~~ A UCP complaint shall be filed no later than one year from the date the alleged violation occurred. **For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Board. (5 CCR 4630)**

**UNIFORM COMPLAINT PROCEDURES** (continued)

- 3.4.** A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by **a persons** who alleges **that they have having** personally suffered unlawful discrimination, **a person** ~~or~~ who believes that ~~an individual~~ ~~or~~ any specific class of individuals has been subjected to unlawful discrimination, **or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying.** The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
- 4.5.** When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- 5.6.** When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

## **Mediation**

AR 1312.3(i)

### **UNIFORM COMPLAINT PROCEDURES** (continued)

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

### **Investigation of Complaint**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

**UNIFORM COMPLAINT PROCEDURES** (continued)

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)



**UNIFORM COMPLAINT PROCEDURES** (continued)

**Timeline for ~~Final Decision~~ Investigation Report**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written **investigation** report, as described in the section "~~Final Written Decision~~ **Investigation Report**" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the ~~district's final written decision~~ **investigation report** at the same time it is provided to the complainant.

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 9321 - Closed Session)*

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's ~~final written decision~~ **investigation report**, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

**~~Final Written Decision~~ Investigation Report**

For all complaints, the district's ~~final written decision~~ **investigation report** shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. ~~In reaching a factual determination, the following factors may be taken into account:~~

- a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. ~~The conclusion(s) of law~~ **A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law**
  3. Disposition of the complaint
  4. Rationale for such disposition

AR 1312.3(m)

## UNIFORM COMPLAINT PROCEDURES (continued)

~~For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.~~

~~The determination of whether a hostile environment exists may involve consideration of the following:~~

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred

f. ~~Other incidents at the school involving different individuals~~

- 5.3. Corrective action(s) **whenever the district finds merit in the complaint**, including, **when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600** any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

~~For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:~~

a. ~~The corrective actions imposed on the respondent~~

b. ~~Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.~~

c. ~~Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence~~

AR 1312.3(n)

## UNIFORM COMPLAINT PROCEDURES (continued)

- 6.4. Notice of the complainant's ~~and respondent's~~ right to appeal the district's **decision investigation report** to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal, **except when the district has used the UCP to address a complaint not specified in 5 CCR 4610**

## 5. **Procedures to be followed for initiating an appeal to CDE**

The **decision investigation report** may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a **decision an investigation report** may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the **decision investigation report** or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the **district's decision investigation report** to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a

AR 1312.3(o)

## **UNIFORM COMPLAINT PROCEDURES** (continued)

single primary language other than English, then the **decision investigation report** shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the **decision investigation report** shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### **Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

*(cf. 5137 - Positive School Climate)*

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

**UNIFORM COMPLAINT PROCEDURES** (continued)

*(cf. 6164.2 - Guidance/Counseling Services)*

2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

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

*(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)*

7. Disciplinary action, such as suspension or expulsion, as permitted by law

*(cf. 5144 - Discipline)*

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

**UNIFORM COMPLAINT PROCEDURES** (continued)

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

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

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

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, **courses without educational content**, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

## Appeals to the California Department of Education

AR 1312.3(r)

### UNIFORM COMPLAINT PROCEDURES (continued)

Any complainant who is dissatisfied with the district's ~~final written decision~~ **investigation report** on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within ~~45~~ **30** calendar days of receiving the district's ~~decision~~ **investigation report**. (5 CCR 4632)

~~The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied.~~ The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's ~~decision in~~ **investigation report for** that complaint. The complainant shall specify **and explain** the basis for the appeal, including as least one of the following: (5 CCR 4632)

- 1. The district failed to follow its complaint procedures.**
- 2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.**
- 3. The material findings of fact in the district's investigation report are not supported by substantial evidence.**
- 4. The legal conclusion in the district's investigation report is inconsistent with the law.**
- 5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.**

~~When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.~~

## **UNIFORM COMPLAINT PROCEDURES** (continued)

Upon notification by CDE that the district's **decision investigation report** has been appealed, the Superintendent or designee shall forward the following documents to CDE **within 10 days of the date of notification**: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the **written decision-district's investigation report**
- ~~3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision~~
- 4.3.** A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
- 5.4.** A report of any action taken to resolve the complaint
- 6.5.** A copy of the district's UCP
- 7.6.** Other relevant information requested by CDE

**If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)**

### **Health and Safety Complaints in Licensed-Exempt Preschool Programs**

**Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.**

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; **5 CCR 4690**)



**The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)**

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; **5 CCR 4690**)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; **5 CCR 4692**)

AR 1312.3(u)

#### **UNIFORM COMPLAINT PROCEDURES (continued)**

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, **within 45 working days of the initial filing of the complaint**, report the resolution of the complaint to the complainant **and CDE's assigned field consultant** ~~within 45 working days of the initial filing of the complaint~~. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. ~~If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting.~~ (Education Code 8235.5; **5 CCR 4692**)

~~A complainant may file a written appeal of the district's decision to CDE in accordance with 5 CCR 4632. (Education Code 8235.5)~~

~~Any such appeal shall be filed within 30 days of receiving the decision.~~

**If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)**

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools. **(5 CCR 4693)**

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# National SD

## Administrative Regulation

All Personnel

AR 4030(a)

### NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or other person contracted to provide services to the district shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1240 - Volunteer Assistance)*

*(cf. 3312 - Contracts)*

*(cf. 3600 - Consultants)*

*(cf. 4032 - Reasonable Accommodation)*

AR 4030(b)

### NONDISCRIMINATION IN EMPLOYMENT (continued)

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to organize and manage the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent, Human Resources

(position title)

1500 N Avenue, National City, CA 91950

(address)

619-336-7722

(telephone number)

leticiahernandez@nsd.us

(email)

### Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the district has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Department of Fair Employment and Housing (DFEH) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)

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

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

AR 4030(c)

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

2. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
  - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
  - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 4111/4211/4311 - Recruitment and Selection)*

3. Disseminate the district's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)
  - a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return
  - b. Sending a copy via email with an acknowledgment return form
  - c. Posting a copy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
  - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session

- e. Any other way that ensures employees receive and understand the policy

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

4. Provide to employees a handbook which contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to employees who believe they have been the victim of any discriminatory or harassing behavior

AR 4030(d)

## **NONDISCRIMINATION IN EMPLOYMENT (continued)**

5. Provide training regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

The district may also provide bystander intervention training to employees which includes information and practical guidance on how to recognize potentially problematic behaviors and which may motivate them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

## **Complaint Procedure**

**NONDISCRIMINATION IN EMPLOYMENT** (continued)

**Complaints of sexual harassment shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures if the alleged conduct meets the definition of sexual harassment pursuant to 34 CFR 106.30.**

Any **other** complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant may inform a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a written complaint.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, any available evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

**NONDISCRIMINATION IN EMPLOYMENT** (continued)

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be disclosed as necessary to conduct an effective investigation.

*(cf. 3580 - District Records)*

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed in order to prevent further incidents. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made

AR 4030(g)

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 9321 - Closed Session)*

### **Other Remedies**

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either DFEH or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with DFEH alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)



**NONDISCRIMINATION IN EMPLOYMENT** (continued)

2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

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# National SD

## Board Policy

All Personnel

BP 4119.11(a)

4219.11

**SEXUAL HARASSMENT**

4319.11

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 4030 - Nondiscrimination in Employment)*

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

BP 4119.11(b)

4219.11

4319.11

**SEXUAL HARASSMENT** (continued)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Ensuring prompt, thorough, fair, and equitable investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

BP 4119.11(c)  
4219.11  
4319.11

## **SEXUAL HARASSMENT** (continued)

### **Sexual Harassment Reports and Complaints**

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through **either** AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures **for complaints meeting the Title IX definition of sexual harassment** or AR 4030 - Nondiscrimination in Employment **for complaints meeting the state definition**, as applicable, **and shall offer supportive measures to the complainant. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.**

*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)*

**The Title IX Coordinator ~~and~~ shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.**

## **SEXUAL HARASSMENT** (continued)

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7/4317.7 - *Employment Status Reports*)  
(cf. 4118 - *Dismissal/Suspension/Disciplinary Action*)  
(cf. 4218 - *Dismissal/Suspension/Disciplinary Action*)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

#### GOVERNMENT CODE

12900-12996 *Fair Employment and Housing Act, especially:*

12940 *Prohibited discrimination*

12950 *Sexual harassment; distribution of information*

12950.1 *Sexual harassment training*

#### LABOR CODE

1101 *Political activities of employees*

1102.1 *Discrimination: sexual orientation*

#### CODE OF REGULATIONS, TITLE 2

11009 *Employment discrimination*

11021 *Retaliation*

11023 *Harassment and discrimination prevention and correction*

11024 *Sexual harassment training and education*

11034 *Terms, conditions, and privileges of employment*

#### CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs*

#### UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

#### UNITED STATES CODE, TITLE 42

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

#### CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 *Nondiscrimination on the basis of sex in education programs or activities*

106.51-106.82 *Nondiscrimination on the basis of sex in employment in education programs or activities*

#### COURT DECISIONS

*Department of Health Services v. Superior Court of California*, (2003) 31 Cal.4th 1026

*Fragher v. City of Boca Raton*, (1998) 118 S.Ct. 2275

*Burlington Industries v. Ellreth*, (1998) 118 S.Ct. 2257

*Gebser v. Lago Vista Independent School District*, (1998) 118 S.Ct. 1989

*Oncale v. Sundowner Offshore Serv. Inc.*, (1998) 118 S.Ct. 998

*Meritor Savings Bank, FSB v. Vinson et al.*, (1986) 447 U.S. 57

Management Resources: (see next page)

BP 4119.11(e)  
4219.11  
4319.11

## **SEXUAL HARASSMENT** (continued)

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

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

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

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

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# National SD

## Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

### **Title IX Coordinator/Compliance Officer**

Note: Pursuant to 34 CFR 106.8, districts that receive federal financial assistance are mandated to designate an employee to ensure district compliance with Title IX of the Education Amendments of 1972 and its implementing regulations. The following paragraph specifies that the Title IX Coordinator will be the same person(s) designated to serve as the coordinator for nondiscrimination in employment pursuant to AR 4030 – Nondiscrimination in Employment. Districts may modify this policy to designate separate district employees to serve these functions.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate and resolve sexual harassment complaints under AR 4030 – Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

\_\_\_\_\_  
\_\_\_\_\_  
(title or position)

\_\_\_\_\_  
\_\_\_\_\_  
(address)

\_\_\_\_\_  
\_\_\_\_\_  
(telephone number)

\_\_\_\_\_  
\_\_\_\_\_  
(email)

*(cf. 4030 – Nondiscrimination in Employment)*  
*(cf. 5145.7 – Sexual Harassment)*  
*(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)*

AR 4119.11(b)  
4219.11  
4319.11

**SEXUAL HARASSMENT** (continued)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

**Prohibited Conduct Definitions**

~~Prohibited~~ *Sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

AR 4119.11(c)  
4219.11  
4319.11

**SEXUAL HARASSMENT** (continued)

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

*(cf. 4030 - Nondiscrimination in Employment)*

**For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, *sexual harassment* is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)**

- 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 person 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**

*(cf. 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaints)*

### **Examples of Sexual Harassment**

Examples of actions that might constitute sexual harassment **under state or federal law in accordance with the definitions above**, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

AR 4119.11(d)  
4219.11  
4319.11

### **SEXUAL HARASSMENT (continued)**

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements



## **Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 **in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures**, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent of Human Resources

(title or position)

1500 N Avenue, National City, CA 91950

(address)

619-336-7722

(telephone number)

(email)

AR 4119.11(e)

4219.11

4319.11

## **SEXUAL HARASSMENT** (continued)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

*A supervisory employee* is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

*(cf. 4300 - Administrative and Supervisory Personnel)*

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be

presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment
2. The types of conduct that constitute sexual harassment
3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability
4. Strategies to prevent harassment in the workplace
5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

AR 4119.11(f)  
4219.11  
4319.11

#### **SEXUAL HARASSMENT** (continued)

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
7. The limited confidentiality of the complaint process
8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment
9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint
10. What to do if the supervisor is personally accused of harassment
11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation
13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

### **Notifications**

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement

AR 4119.11(g)

4219.11

4319.11

### **SEXUAL HARASSMENT** (continued)

extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall: **(Education Code 231.5)**

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted **(Education Code 231.5)**
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired **(Education Code 231.5)**

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct **(Education Code 231.5)**
4. **Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)**
5. **Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)**

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law

AR 4119.11(h)  
4219.11  
4319.11

#### **SEXUAL HARASSMENT (continued)**

3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

## **Complaint Procedures**

**All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.**

**If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.**

(3/18 7/20) 10/20

# National SD

## Administrative Regulation

All Personnel	AR 4119.12(a)
	4219.12
<b>TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES</b>	4319.12

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 district employee, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person'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 person equal access to the district's education program or activity

AR 4119.12(b)  
4219.12  
4319.12

### **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

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

All other sexual harassment complaints **or allegations** shall be investigated and **responded to pursuant to** **resolved in accordance with** AR 4030 - Nondiscrimination in Employment. **The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

*(cf. 4030 - Nondiscrimination in Employment)*

**Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.**

## Reporting Allegations/Filing a Formal Complaint

~~A report of sexual harassment shall be submitted directly to or forwarded~~ **An employee who is the alleged victim of sexual harassment may submit a report of sexual harassment** to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment **or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.**

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

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)

AR 4119.12(c)  
4219.12  
4319.12

## TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

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~~ **when** 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, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, the **Title IX Coordinator shall provide the alleged victim** ~~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~~ **shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~**S**uch persons **shall** 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,** and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** **Such Supportive** measures may include, but are not limited to, counseling, extensions of

AR 4119.12(d)  
4219.12  
4319.12

## TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, 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)

**The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)**

## Emergency Removal

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)

If the respondent is a student, the district may, on an emergency basis, remove the 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)

### **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~~ **in which the alleged conduct** 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

AR 4119.12(e)  
4219.12  
4319.12

### **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

complaint, the respondent is no longer 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 ~~simultaneously to the parties,~~ **and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.** (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30,~~ the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

### **Informal Resolution Process**

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

**Formal Complaint Process Written Notice**

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

AR 4119.12(f)  
4219.12  
4319.12

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

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

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise~~

concerns of conflict of interest or bias regarding any of these persons and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

### **Investigation Procedures**

AR 4119.12(g)

4219.12

4319.12

### **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

During the investigation process, the district's **designated investigator** 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 **obtained as part of the investigation** 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

AR 4119.12(h)  
4219.12  
4319.12

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

- ~~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. **(34 CFR 106.45)**

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)

~~After sending the investigative report to the parties and~~ **the investigative report has been sent to the parties but** before reaching a determination regarding responsibility, **the decision-maker shall** 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

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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 60** 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 decision-maker** shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (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 **or policies** to the facts

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

An appeal must be filed in writing within 10 calendar days of receiving the **determination notice of the decision or dismissal**, 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.

**Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.**

**The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.**

### **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)

### **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)

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)*

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**Record-Keeping**

The Superintendent or designee shall maintain, for a period of seven years: **(34 CFR 106.45)**

- 1. a 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, **and** any appeal or informal resolution and the results therefrom, **and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)**
- 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances**
- 3. The Superintendent or designee shall also maintain for a period of seven years all 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. 1113 - District and School Web Sites)**

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*



## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)**

### *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:*

#### WEB SITES

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

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

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

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# National SD

## Exhibit

All Personnel

E 4119.12(a)

4219.12

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES**

4319.12

### NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**Assistant Superintendent of Human Resources**

*(name and/or title/position)*

**1500 N Avenue, National City, CA 91950**

*(address)*

**619-336-7722**

*(telephone number)*

---

*(email address)*

**Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.**

**To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at nsd.us.**

**To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact: Human Resources Department, 619-336-7722.**

**Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.**

# National SD Board Policy

All Personnel

BP 4157(a)

4257

**EMPLOYEE SAFETY**

4357

The Governing Board is committed to maximizing employee safety and believes that workplace safety is ~~every employee's the~~ responsibility **of every employee**. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

*(cf. 0450 - Comprehensive Safety Plan)*

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

~~The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.~~

~~The Board expects a~~ All employees **are expected** to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, ~~he/she the employee~~ shall immediately report the problem to the Superintendent or designee.

~~The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.~~

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

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

The Superintendent or designee shall establish and implement a written injury and illness prevention program, **and provide employees with access to such program**, in accordance with law. (Labor Code 6401.7; **8 CCR 3203**)

*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

**EMPLOYEE SAFETY** (continued)

(cf. 3516 - *Emergencies and Disaster Preparedness Plan*)  
(cf. 4119.41/4219.41/4319.41 - *Employees with Infectious Disease*)  
(cf. 4119.42/4219.42/4319.42 - *Exposure Control Plan for Bloodborne Pathogens*)  
(cf. 4119.43/4219.43/4319.43 - *Universal Precautions*)  
(cf. 4157.2/4257.2/4357.2 - *Ergonomics*)  
(cf. 4158/4258/4358 - *Employee Security*)

The Superintendent or designee shall **ensure the ready availability of** **make** first aid materials **readily available** at district workplaces and shall make effective provisions, **in advance, to prepare** for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for **exercising any right regarding employee safety or health specified in Labor Code 6310, including:**

1. **Mmaking a report or** complaints;
2. **Instituting proceedings or causing proceedings to be instituted, or**
3. **T**estifying with regard to employee safety or health **or for**
4. **P**articipating in any occupational health and safety committee established pursuant to Labor Code 6401.7 (~~Labor Code 6310~~)
5. **Requesting access to injury or illness reports and records**
6. **Exercising any other right protected by the Occupational Safety and Health Act**

*Legal Reference: (see next page)*

## EMPLOYEE SAFETY (continued)

### Legal Reference:

#### EDUCATION CODE

32030-32034 Eye safety

32225-32226 Communications devices in classrooms

32280-32289.5 School safety plans

44984 Required rules for industrial accident and illness leave of absence

#### GOVERNMENT CODE

3543.2 Scope of bargaining

#### LABOR CODE

**132a Workers' compensation; nondiscrimination**

3300 Definitions of employer

6305 Occupational safety and health standards; special order

6310 Retaliation for filing complaint prohibited

6400-6413.5 Responsibilities and duties of employers and employees, especially:

6401.7 Injury and illness prevention program

#### CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program

**3204 Access to employee exposure and medical records**

3400 Medical services and first aid

5095-5100 Control of noise exposure

**5193 Bloodborne pathogens**

**14000-14316 Occupational injury or illness reports and records**

#### CODE OF REGULATIONS, TITLE 17

**2508 Reporting of communicable diseases**

#### CODE OF FEDERAL REGULATIONS, TITLE 29

**651-678 Occupational safety and health**

1910.95 Occupational noise exposure standards

**1910.1030 Bloodborne pathogens**

### Management Resources:

#### DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 2011

#### WEB SITES

California Department of Industrial Relations, Occupational Safety and Health:

[http://www.dir.ca.gov/occupational\\_safety.html](http://www.dir.ca.gov/occupational_safety.html)

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

National Hearing Conservation Association: <http://www.hearingconservation.org>

National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>

U.S. Department of Labor, Occupational Safety and Health Administration: <http://www.osha.gov>

(7/99 3/10) 10/20

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# National SD

## Administrative Regulation

All Personnel

AR 4157(a)

4257

**EMPLOYEE SAFETY**

4357

The Superintendent or designee shall provide ~~and implement~~ safety devices, and implement safeguards, methods, and processes that are reasonably **necessary for the safety and health of employees in the workplace** ~~adequate to render the employment and place of employment safe and healthful~~. (Labor Code 6401)

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*

*(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)*

### **Injury and Illness Prevention Program**

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:
  - a. Recognition of employees who follow safe and healthful work practices

*(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)*

- b. Training and retraining programs
- c. Disciplinary actions

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

**EMPLOYEE SAFETY** (continued)

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

3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:
  - a. Meetings
  - b. Training programs
  - c. Posting
  - d. Written communications
  - e. A system of anonymous notification by employees about hazards
  - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
  - a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace
  - b. Whenever the district is made aware of a new or previously unrecognized hazard



**EMPLOYEE SAFETY** (continued)

*(cf. 3514 - Environmental Safety)*  
*(cf. 3514.1 - Hazardous Substances)*

5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:
  - a. To all new employees
  - b. To all employees given new job assignments for which training has not previously been received
  - c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard
  - d. Whenever the district is made aware of a new or previously unrecognized hazard
  - e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

**EMPLOYEE SAFETY (continued)**

**The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)**

- 1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee**

**When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.**

**The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.**

- 2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program**

**The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)**

## **EMPLOYEE SAFETY** (continued)

***(cf. 4112.9/4212.9/4312.9 - Employee Notifications)***

### **Labor/Management Safety and Health Committee**

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions.
7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

### **Hearing Protection**

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance

## **EMPLOYEE SAFETY** (continued)

with state and federal regulations, including, when required, monitoring of sound levels, **audiogram evaluation and** audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

### **Eye Safety Devices**

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

### **First Aid and Medical Services**

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a **district facility or district grounds are** ~~workplace is~~ not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

**The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)**

**EMPLOYEE SAFETY** (continued)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

*(cf. 5141.6 - School Health Services)*

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

**Protection from Communicable Diseases and Infections**

**The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)**

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

**Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or noncasual means. Such**

**EMPLOYEE SAFETY** (continued)

strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

*(cf. 5141.22 - Infectious Diseases)*

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

**COVID-19 Exposure**

If the district receives notice of potential exposure to COVID-19, the Superintendent or designee shall, within one business day of the notice, take all of the following actions: (Labor Code 6409.6)

1. Provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the qualifying individual within the infectious period that they may have been exposed to COVID-19. The notice shall be provided in a manner normally used to communicate employment-related information, which may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending.
2. Provide a written notice to the exclusive representative, if any, of employees who were on the premises within the infectious period
3. Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding:
  - a. COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including, but not limited to, workers' compensation
  - b. Available leave options for exposed employees
  - c. Antiretaliation and antidiscrimination protections of the employee

**EMPLOYEE SAFETY** (continued)

- 4. Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, of the disinfection and safety plan that the district plans to complete in accordance with Centers for Disease Control and Prevention guidelines**

**The above notifications shall be maintained for a period of at least three years. (Labor Code 6409.6)**

**If the district is notified of the number of cases that meet the definition of a COVID-19 outbreak, as defined by the California Department of Public Health, within 48 hours, the Superintendent or designee shall, within 48 hours of the notice, notify the local public health agency of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual. The Superintendent or designee shall continue to give notice to the local health department of any subsequent laboratory-confirmed cases of COVID-19 at the worksite. (Labor Code 6409.6)**

**In the event that Cal/OSHA prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees, the district shall post a notice thereof provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the place of employment, operation, or process is made safe and the required safeguards or safety appliances or devices are provided. (Labor Code 6325)**

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# National SD

## Administrative Regulation

All Personnel

AR 4157.1(a)

4257.1

**WORK-RELATED INJURIES**

4357.1

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

*(cf. 3320 - Claims and Actions Against the District)*

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

*(cf. 4157/4257/4357 - Employee Safety)*

*(cf. 4157.2/4257.2/4357.2 - Ergonomics)*

*(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)*

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of **the employee's his/her** right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, **the employee he/she** shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. **The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.**

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to **the employee's his/her** dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should



AR 4157.1(b)  
4257.1  
4357.1

## **WORK-RELATED INJURIES (continued)**

have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

### **~~OPTION 1: (Districts insured for workers' compensation through a third party insurer)~~**

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier **or DIR, as applicable,** within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death **must shall** be filed **with the insurance carrier** within five days after being notified of or learning about the death. (Labor Code 6409.1)

### **~~OPTION 2: (Districts insured for workers' compensation through self-insurance)~~**

~~Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the DIR within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the DIR within five days after being notified of or learning about the death. (Labor Code 6409.1)~~

AR 4157.1(c)  
4257.1  
4357.1

## WORK-RELATED INJURIES (continued)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

For the purpose of this report, *serious injury or illness* means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

### Claims Related to COVID-19

Until January 1, 2023, an employee is presumed to be entitled to workers' compensation benefits for illness or death resulting from COVID-19 if the diagnosis was made within

AR 4157.1(d)  
4257.1  
4357.1

## WORK-RELATED INJURIES (continued)

14 days after the employee performed labor or services at the place of employment and if the employee contracted COVID-19 during an outbreak at the employee's specific place of employment. (Labor Code 3212.86, 3212.88)

For this purpose, an *outbreak* means that, within 14 calendar days, one of the following occurs at a specific place of employment: (Labor Code 3212.88)

1. If a specific place of employment has 100 employees or fewer, four employees test positive for COVID-19.

2. If a specific place of employment has more than 100 employees, four percent of the number of employees who reported to the specific place of employment test positive for COVID-19.
3. A specific place of employment is ordered to close by a local public health department, the California Department of Public Health, Cal/OSHA, or the Superintendent due to a risk of infection with COVID-19.

The Superintendent or designee may rebut a presumption that COVID-19 was contracted during the course and scope of employment by offering evidence to the Workers' Compensation Appeals Board, such as the measures that were in place at the employee's specific place of employment to reduce potential transmission of COVID-19 and evidence of an employee's nonoccupational risk of contracting COVID-19. (Labor Code 3212.86, 3212.88)

*Legal Reference: (see next page)*

AR 4157.1(e)  
4257.1  
4357.1

## WORK-RELATED INJURIES (continued)

*Legal Reference:*

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-48565 Workers' compensation, especially:

**3212.86 COVID-19: critical workers pre-July 5, 2020**

**3212.88 COVID-19: critical workers post-July 5, 2020**

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer

4906 Disclosures and statements

5400-5413 Notice of injury or death

**6302 Definition of serious injury or illness**

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights **to workers' compensation benefits**

*Management Resources:*

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

**Workers' Compensation in California: A Guidebook for Injured Workers, 2016**

*Notice to Employees -- Injuries Caused by Work*

*Time of Hire Pamphlet*

*Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility*

WEB SITES

*California Department of Industrial Relations, Division of Occupational Safety and Health:*

*<http://www.dir.ca.gov/dosh>*

*California Department of Industrial Relations, Division of Workers Compensation:*

*<http://www.dir.ca.gov/dwc>*

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

(7/02 10/16) 10/20

**Policy Reference UPDATE Service**

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# National SD Board Policy

Students

BP 5141.22(a)

## INFECTIOUS DISEASES

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing **an appropriate a high-quality** education for all students. **The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.** The Superintendent or designee shall collaborate with **parents/guardians and local and state health agencies and organizations officials** to develop **and regularly update** a comprehensive **approach to plan for** disease prevention that promotes preventative measures, **mitigation, and 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.**

### **Infectious Disease Prevention**

**The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures, and education of students and staff.**

*(cf. 0400 - Comprehensive Plans)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(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)*

BP 5141.22(b)

## INFECTIOUS DISEASES (continued)

*(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 ~~Superintendent or designee shall ensure that the~~ district's comprehensive health education program **shall provide age-appropriate** information about the ~~prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza.~~ **He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff. 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)**

### **Universal Precautions**

BP 5141.22(c)

## **INFECTIOUS DISEASES (continued)**

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)

BP 5141.22(d)

## INFECTIOUS DISEASES (continued)

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

(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 of use in emergencies**

49602 **Counseling and c**Confidentiality of student information

51202 Instruction in personal and public health and safety

#### CALIFORNIA CONSTITUTION

**Article I, Section 1 Right to Privacy**

#### CIVIL CODE

56-56.37 Confidentiality of Medical Information Act

1798-~~1798.76~~ **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-~~121022~~ **121023** Mandated blood testing and confidentiality to protect public health  
121475-121520 Tuberculosis tests for ~~pupils~~ **students**  
**CALIFORNIA CONSTITUTION**  
**Article 1, Section 1 Right to Privacy**  
**CODE OF REGULATIONS, TITLE 8**  
5193 ~~California BB~~ **bloodborne pathogens standard**  
**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

Legal Reference: (see next page)

BP 5141.22(e)

## **INFECTIOUS DISEASES (continued)**

Legal Reference: (continued)

**UNITED STATES CODE, TITLE 29**  
794 Section 504 of the Rehabilitation Act of 1973  
**CODE OF FEDERAL REGULATIONS, TITLE 45**  
164.500-164.534 **Health Insurance Portability and Accountability Act (HIPAA) Privacy of individually identifiable health information**  
**COURT DECISIONS**  
*Thomas v. Atascadero Unified School District, (1987 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>  
**U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>**

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**Policy Reference UPDATE Service**

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# National SD

## Administrative Regulation

Students

AR 5141.22(a)

### 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

**INFECTIOUS DISEASES** (continued)

**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)

**Universal Precautions in the Classroom**

**INFECTIOUS DISEASES** (continued)

Before students work with blood, blood products, or other body fluids, the teacher shall explain the potentially hazardous nature of blood and body fluids in the transmission of various agents from one person to another and the specific procedures and safety precautions to be used in the lesson.

The following precautions shall be used when students are working with blood or other body fluids:

1. Before and after exposure to blood or other body fluids, students shall wash their hands with soap and water and cover any existing cut, wound, or open sore with a sterile dressing.
2. Students shall wear gloves or other personal protective equipment as appropriate.

*(cf. 5142 - Safety)*

3. Blood typing or similar experiments may be conducted by teacher demonstrations. When being performed individually, students shall work with their own blood or use prepackaged ABO/Rh blood cell kits that have vials of blood previously tested for transmissible agents.
  - a. For finger punctures, students shall use individual sterile lancets **that have engineered sharps injury protection** ~~for finger punctures~~ and shall not reuse them.
  - b. Before the finger is punctured, it shall be wiped with a piece of cotton that has been immersed in alcohol.
  - c. If bleeding persists after the finger is punctured, the student shall apply a sterile bandage using moderate pressure.

**INFECTIOUS DISEASES** (continued)

4. Lancets and any other materials contaminated with blood or body fluids shall be discarded into a solution consisting of one part bleach to 10 parts water (1:10), made fresh daily.
5. At the end of the class, surfaces shall be wiped with alcohol or a solution of one part bleach to 10 parts water.

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

***(cf. 5022 - Student and Family Privacy Rights)***

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

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.93 - Science Instruction)*

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# National SD

## Board Policy

Students

BP 5141.5(a)

### MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

**MENTAL HEALTH** (continued)

*(cf. 6142.8 - Comprehensive Health Education)*

**The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.**

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*(cf. 5141.52 - Suicide Prevention)*

**The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.**

**A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.**

*(cf. 5141.6 - School Health Services)*

*(cf. 6164.2 - Guidance/Counseling Services)*

**If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)**

**MENTAL HEALTH** (continued)

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

**The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.**

*Legal Reference:*

**EDUCATION CODE**

*215-216 Student suicide prevention*

*234.6 Posting suicide prevention policy on web site*

*32280-32289.5 Comprehensive safety plan*

*49060-49079 Student records*

*49600 Responsibilities of school counselors*

*49602 Confidentiality of student information*

*49604 Suicide prevention training for school counselors*

*56171 Duty to identify and assess children in private schools who need special education services*

*56300-56385 Identification, referral, and assessment for special education*

**WELFARE AND INSTITUTIONS CODE**

*5698 Emotionally disturbed youth; legislative intent*

*5840-5840.8 Prevention and early intervention programs*

*5850-5886 Children's Mental Health Services Act*

**UNITED STATES CODE, TITLE 20**

*1400-1482 Individuals with Disabilities Education Act*

**UNITED STATES CODE, TITLE 29**

*794 Rehabilitation Act of 1973, Section 504*

*Legal Reference continued: (see next page)*

**MENTAL HEALTH** (continued)

*Legal Reference: (continued)*

**CODE OF FEDERAL REGULATIONS, TITLE 28**

*35.101-35.190 Nondiscrimination on the basis of disability*

**CODE OF FEDERAL REGULATIONS, TITLE 34**

*34 CFR 300.1-300.818 Individuals with Disabilities Education Act*

**Management Resources:**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008**

**Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2019**

**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

**School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009**

**NATIONAL CHILD TRAUMATIC STRESS NETWORK PUBLICATIONS**

**Child Trauma Toolkit for Educators, 2008**

**WEB SITES**

**American Association of Suicidology: <http://www.suicidology.org>**

**American Foundation for Suicide Prevention: <https://afsp.org>**

**American Psychological Association: <http://www.apa.org>**

**American School Counselor Association: <https://www.schoolcounselor.org>**

**California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>**

**California Department of Health Care Services, Mental Health Services:**

**<http://www.dhcs.ca.gov/services/MH>**

**Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>**

**National Association of School Psychologists: <https://www.nasponline.org>**

**National Child Traumatic Stress Network: <https://www.nctsn.org>**

**National Council for Behavioral Health, Mental Health First Aid: <https://www.mentalhealthfirstaid.org>**

**National Institute for Mental Health: <http://www.nimh.nih.gov>**

**Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org>**

**Suicide Prevention Resource Center: <https://www.sprc.org/about-suicide>**

**U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services**

**Administration: <http://www.samhsa.gov>**



# National SD Board Policy

Students

BP 5145.3(a)

## NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts **constituting unlawful discrimination or harassment** related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

BP 5145.3(b)

## NONDISCRIMINATION/HARASSMENT (continued)

The Governing Board desires to provide a safe school environment that allows all students equal access **to** and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, **medical condition**, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

~~This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school related or school-sponsored activities but which may have an impact or create a hostile environment at school.~~

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also **includes the creation of a hostile environment through occurs when** prohibited conduct ~~that~~ is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

BP 5145.3(c)

## **NONDISCRIMINATION/HARASSMENT** (continued)

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. **In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.**

~~He/she~~ **The Superintendent or designee** shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. ~~He/she~~ **The Superintendent or designee** shall report ~~his/her~~ **the** findings and recommendations to the Board after each review.

**NONDISCRIMINATION/HARASSMENT** (continued)

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 1330 - Use of Facilities)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 5144 - Discipline)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 5145.2 - Freedom of Speech/Expression)*

**Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

**NONDISCRIMINATION/HARASSMENT (continued)**

*Legal Reference:*

EDUCATION CODE

200-262.4 *Prohibition of discrimination*  
48900.3 *Suspension or expulsion for act of hate violence*  
48900.4 *Suspension or expulsion for threats or harassment*  
48904 *Liability of parent/guardian for willful student misconduct*  
48907 *Student exercise of free expression*  
48950 *Freedom of speech*  
48985 *Translation of notices*  
49020-49023 *Athletic programs*  
**49060-49079 *Student records***  
51500 *Prohibited instruction or activity*  
51501 *Prohibited means of instruction*  
60044 *Prohibited instructional materials*

CIVIL CODE

1714.1 *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*

PENAL CODE

422.55 *Definition of hate crime*  
422.6 *Crimes, harassment*

CODE OF REGULATIONS, TITLE 5

432 *Student record*  
4600-4670 *Uniform complaint procedures*  
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1681-1688 *Title IX of the Education Amendments of 1972*

**12101-12213 *Title II equal opportunity for individuals with disabilities***

UNITED STATES CODE, TITLE 29

794 *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*

2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*

6101-6107 *Age Discrimination Act of 1975*

**12101-12213 *Title II equal opportunity for individuals with disabilities***

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 *Disclosure of personally identifiable information*  
100.3 *Prohibition of discrimination on basis of race, color or national origin*  
104.7 *Designation of responsible employee for Section 504*

**104.8 *Notice***

106.8 *Designation of responsible employee for Title IX*

106.9 *Notification of nondiscrimination on basis of sex*

110.25 *Prohibition of discrimination based on age*

COURT DECISIONS

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

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

Management Resources: (see next page)

BP 5145.3(f)

## **NONDISCRIMINATION/HARASSMENT (continued)**

Management Resources:

### CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, ~~July 2016~~ **March 2017**

### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

### FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

**Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70**

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

### **U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS**

**Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003**

### WEB SITES

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

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

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

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

First Amendment Center: <http://www.firstamendmentcenter.org>

~~National School Boards Association: <http://www.nsba.org>~~

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

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**Policy Reference UPDATE Service**

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# National SD

## Administrative Regulation

Students

AR 5145.3(a)

### NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, **medical condition**, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent of Educational Services

(title or position)

1500 N Avenue National City 91950

(address)

(619) 336-7500

(telephone number)

skraft@nsd.us

(email)

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

### Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

**NONDISCRIMINATION/HARASSMENT** (continued)

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
  
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 5131.2 - Bullying)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

AR 5145.3(d)

**NONDISCRIMINATION/HARASSMENT** (continued)

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
  - a. The name and contact information of the district's Title IX **eC**oordinator, including the phone number and email address

- b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
- c. A description of how to file a complaint of noncompliance under Title IX ~~in accordance with AR 1312.3—Uniform Complaint Procedures~~, which shall include:
  - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
  - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
  - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
- d. A link to the Title IX information included on the California Department of Education's (CDE) web site

AR 5145.3(e)

#### **NONDISCRIMINATION/HARASSMENT (continued)**

- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
- 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
- 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall



also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

*(cf. 5145.6 - Parental Notifications)*

AR 5145.3(f)

## **NONDISCRIMINATION/HARASSMENT** (continued)

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

**NONDISCRIMINATION/HARASSMENT** (continued)

**Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

*(cf. 5131.5 - Vandalism and Graffiti)*

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*

*(cf. 5125 - Student Records)*

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

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

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

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

**NONDISCRIMINATION/HARASSMENT** (continued)

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a **verbal** report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall **make a note of the report and encourage** **notify** the student or parent/guardian **of the right to file a formal complaint in accordance with** ~~to file the complaint in writing, pursuant to the provisions in~~ **AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title**

**NONDISCRIMINATION/HARASSMENT** (continued)

**IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.** Once notified verbally or in writing, the **principal or** compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

**Transgender and Gender-Nonconforming Students**

*Gender identity* of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity,

appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

*Gender expression* means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

*Gender transition* refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

*Gender-nonconforming student* means a student whose gender expression differs from stereotypical expectations.

*Transgender student* means a student whose gender identity is different from the gender -assigned at birth.

AR 5145.3(j)

## **NONDISCRIMINATION/HARASSMENT** (continued)

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) **or Title IX sexual harassment procedures (AR 5145.71), as applicable**, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

AR 5145.3(k)

#### **NONDISCRIMINATION/HARASSMENT** (continued)

1. **Right to privacy:** A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or

others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be

AR 5145.3(l)

#### **NONDISCRIMINATION/HARASSMENT** (continued)

affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-

nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

*(cf. 7110 - Facilities Master Plan)*

AR 5145.3(m)

## **NONDISCRIMINATION/HARASSMENT** (continued)

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

*(cf. 5125.3 - Challenging Student Records)*

6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

*(cf. 5132 - Dress and Grooming)*

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# National SD

## Board Policy

Students

BP 5145.6(a)

### PARENTAL NOTIFICATIONS

The Governing Board desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send parents/guardians ~~and students~~ all notifications required by law and any other notifications ~~he/she~~ **the Superintendent or designee** believes will promote parental understanding and involvement.

*(cf. 5020 - Parent Rights and Responsibilities)*  
*(cf. 5022 - Student and Family Privacy Rights)*  
*(cf. 6020 - Parent Involvement)*

Notice of the rights and responsibilities of parents/guardians as specified in Education Code 48980 shall be sent at the beginning of each academic year and may be provided by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication with parents/guardians. (Education Code 48981)

No activity specified in Education Code 48980 shall be undertaken with respect to any particular student unless ~~his/her~~ **the student's** parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, ~~his/her~~ **the student's** parents/guardians shall be given all required parental notifications at that time.



## **PARENTAL NOTIFICATIONS** (continued)

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985)

Whenever an employee learns that a student's parent/guardian is unable to understand the district's printed notifications for any reason, **he/she the employee** shall inform the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

### *Legal Reference:*

#### EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

234.7 Student protections relating to immigration and citizenship status

262.3 Appeals for discrimination complaints; information regarding availability of civil remedies

310 Language acquisition programs

313 Reclassification of English learners, parental consultation

313.2 Long-term English learner, notification

440 English language proficiency assessment; instruction in English language development

8483 Before/after school program; enrollment priorities

17288 Building standards for university campuses

17611.5-17612 Notification of pesticide use

32221.5 Insurance for athletic team members

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian

33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act

35160.5 Extracurricular and cocurricular activities

35178.4 Notice of accreditation status

35182.5 Advertising in the classroom

35183 School dress codes; uniforms

35186 Complaints concerning deficiencies in instructional materials and facilities

35211 Driver training; district insurance, parent/guardian liability

*Legal Reference continued: (see next page)*

**PARENTAL NOTIFICATIONS (continued)**

*Legal Reference: (continued)*

EDUCATION CODE (continued)

- 35256 School Accountability Report Card
- 35258 School Accountability Report Card
- 35291 Rules for student discipline
- 37616 Consultation regarding year-round schedule
- 39831.5 School bus rider rules and information
- 44050 Employee codes of conduct, employee interactions with students
- 44808.5 Permission to leave school grounds
- 46010.1 Notice regarding excuse to obtain confidential medical services
- 46014 Regulations regarding absences for religious purposes
- 46600-46611 Interdistrict attendance agreements
- 48000 Minimum age of admission
- 48070.5 Promotion or retention of students
- 48204 Residency requirements
- 48205 Absence for personal reasons
- 48206.3 Students with temporary disabilities; individual instruction; definitions
- 48207-48208 Students with temporary disabilities in hospitals
- 48213 Prior notice of exclusion from attendance
- 48216 Immunization
- 48260.5 Notice regarding truancy
- 48262 Need for parent conference regarding truancy
- 48263 Referral to school attendance review board or probation department
- 48301 Interdistrict transfers
- ~~48350-48361 Open Enrollment Act~~
- ~~48354 Option to transfer from school identified under Open Enrollment Act~~
- ~~48357 Status of application for transfer from school identified under Open Enrollment Act~~
- 48412 Certificate of proficiency
- 48432.3 Voluntary enrollment in continuation education
- 48432.5 Involuntary transfers of students
- 48850-48859 Education of foster youth and homeless students
- 48900.1 Parental attendance required after suspension
- 48904 Liability of parent/guardian for willful student misconduct
- 48904.3 Withholding grades, diplomas, or transcripts
- 48906 Notification of release of student to peace officer
- 48911 Notification in case of suspension
- 48911.1 Assignment to supervised suspension classroom
- 48912 Closed sessions; consideration of suspension
- 48915.1 Expelled students; enrollment in another district
- 48916 Readmission procedures
- 48918 Rules governing expulsion procedures
- 48929 Transfer of student convicted of violent felony or misdemeanor
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Parent signature acknowledging receipt of notice
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English

*Legal Reference continued: (see next page)*

**PARENTAL NOTIFICATIONS** (continued)

*Legal Reference: (continued)*

*EDUCATION CODE* (continued)

- 48987 *Child abuse information*
- 49013 *Use of uniform complaint procedures for complaints regarding student fees*
- 49063 *Notification of parental rights*
- 49067 *Student evaluation; student in danger of failing course*
- 49068 *Transfer of permanent enrollment and scholarship record*
- 49069 *Absolute right to access*
- 49070 *Challenging content of student record*
- 49073 *Release of directory information*
- 49073.6 *Student records, social media*
- 49076 *Access to student records*
- 49077 *Access to information concerning a student in compliance with court order*
- 49403 *Cooperation in control of communicable disease and immunization*
- 49423 *Administration of prescribed medication for student*
- 49451 *Physical examinations: parent's refusal to consent*
- 49452.5 *Screening for scoliosis*
- 49452.7 *Information on type 2 diabetes*
- 49452.8 *Oral health assessment*
- 49456 *Results of vision or hearing test*
- 49471-49472 *Insurance*
- 49475 *Student athletes; concussions and head injuries*
- 49476 *Student athletes; opioid fact sheet***
- 49480 *Continuing medication regimen for nonepisodic conditions*
- 49510-49520 *Duffy-Moscone Family Nutrition Education and Services Act of 1970*
- 49557.5 *Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account*
- 51225.1 *Exemption from district graduation requirements*
- 51225.2 *Course credits; ~~foster youth, homeless youth, former juvenile court school students and military connected students~~*
- 51225.3 *Graduation requirements; courses that satisfy college entrance criteria*
- 51229 *Course of study for grades 7-12*
- 51513 *Personal beliefs; privacy*
- 51938 *HIV/AIDS and sexual health instruction*
- 52164 *Language census*
- 52164.1 *Census-taking methods; determination of primary language; assessment of language skills*
- 52164.3 *Reassessment of English learners; notification of results*
- 54444.2 *Migrant education programs; parent involvement*
- 56301 *Child-find system; policies regarding written notification rights*
- 56321 *Special education: proposed assessment plan*
- 56321.5-56321.6 *Notice of parent rights pertaining to special education*
- 56329 *Written notice of right to findings; independent assessment*
- 56341.1 *Development of individualized education program; right to audio record meeting*
- 56341.5 *Individualized education program team meetings*
- 56343.5 *Individualized education program meetings*
- 56521.1 *Behavioral intervention*
- 58501 *Alternative schools; notice required prior to establishment*
- 60615 *Exemption from state assessment*
- 60641 *California Assessment of Student Performance and Progress*
- 69432.9 *Submission of grade point average to Cal Grant program*

*Legal Reference continued: (see next page)*

**PARENTAL NOTIFICATIONS (continued)**

*Legal Reference: (continued)*

CIVIL CODE

1798.29 *District records, breach of security*

HEALTH AND SAFETY CODE

1596.857 *Right to enter child care facility*

**1597.16 *Licensed child care centers, lead testing***

104420 *Tobacco use prevention*

104855 *Availability of topical fluoride treatment*

116277 *Lead testing of school drinking water*

120365-120375 *Immunizations*

120440 *Sharing immunization information*

124100-124105 *Health screening and immunizations*

PENAL CODE

626.81 *Notice of permission granted to sex offender to volunteer on campus*

627.5 *Hearing request following denial or revocation of registration*

CODE OF REGULATIONS, TITLE 5

852 *Exemptions from state assessments*

863 *Reports of state assessment results*

3052 *Behavioral intervention*

4622 *Notification of uniform complaint procedures*

4631 *Uniform complaint procedures; notification of decision and right to appeal*

~~4702 *Student transfer from school identified under Open Enrollment Act*~~

4917 *Notification of sexual harassment policy*

11303 *Reclassification of English learners*

11511.5 *English language proficiency assessment; test results*

11523 *Notice of proficiency examinations*

18066 *Child care policies regarding excused and unexcused absences*

18094-18095 *Notice of Action; child care services*

18114 *Notice of delinquent fees; child care services*

18118-18119 *Notice of Action; child care services*

CODE OF REGULATIONS, TITLE 17

2951 *Hearing tests*

6040 *Time period to obtain needed immunizations*

UNITED STATES CODE, TITLE 20

1232g *Family Educational and Privacy Rights Act*

1232h *Privacy rights*

1415 *Procedural safeguards*

6311 *State plan*

6312 *Local educational agency plans*

6318 *Parent and family engagement*

**7704 *Impact Aid; policies and procedures related to children residing on Indian lands***

7908 *Armed forces recruiter access to students*

UNITED STATES CODE, TITLE 42

1758 *Child nutrition programs*

11431-11435 *McKinney-Vento Homeless Assistance Act*

CODE OF FEDERAL REGULATIONS, TITLE 7

245.5 *Eligibility criteria for free and reduced-price meals*

245.6a *Verification of eligibility for free and reduced-price meals*

*Legal Reference continued: (see next page)*

## PARENTAL NOTIFICATIONS (continued)

*Legal Reference: (continued)*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.7 Student records, annual notification

99.30 Disclosure of personally identifiable information

99.34 Student records, disclosure to other educational agencies

99.37 Disclosure of directory information

104.32 District responsibility to provide free appropriate public education

104.36 Procedural safeguards

104.8 Nondiscrimination

106.8 Notification of contact information for Title IX coordinator

106.9 Dissemination of policy, nondiscrimination on basis of sex

200.48 Teacher qualifications

**222.94 Impact Aid; district responsibilities**

300.300 Parent consent for special education evaluation

300.322 Parent participation in IEP team meetings

300.502 Independent educational evaluation of student with disability

300.503 Prior written notice regarding identification, evaluation, or placement of student with disability

300.504 Procedural safeguards notice for students with disabilities

300.508 Due process complaint

300.530 Discipline procedures

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

*Management Resources:*

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Unpaid Meal Charges: Guidance and Q&A, SP 23 2017, March 2017

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

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# National SD Exhibit

Students

E 5145.6(a)

## PARENTAL NOTIFICATIONS

**Cautionary Notice:** Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of ~~2018 (SB 840, Ch. 29, Statutes of 2018)~~ ~~2019~~ **2020 (SB 74, Ch. 6, Statutes of 2020)** extends the suspension of these requirements through the ~~2018-19~~ **2020-21** fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
<b>I. Annually</b>			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules

**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. Annually</b> (continued)			
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917; <b>34 CFR 106.8</b>	AR 5145.7	Copy of sexual harassment policy as related to students; <b>contact information for Title IX coordinator</b>
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301; <b>48350-48361</b>	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. Annually</b> (continued)			
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community



**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. Annually</b> (continued)			
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>I. Annually</b> (continued)			
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments
<b>II. At Specific Times During the Student's Academic Career</b>			
Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR 5142.1	Fingerprinting program
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes

**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>II. At Specific Times During the Student's Academic Career</b> (continued)			
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled or reenrolled in a licensed child care center or preschool	Health and Safety Code 1596.7996	AR 5148	Information on risks and effects of lead exposure, blood lead testing
When child is enrolled in kindergarten	Health and Safety Code 124100,  124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412

**PARENTAL NOTIFICATIONS** (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>II. At Specific Times During the Student's Academic Career</b> (continued)			
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release <b>student's</b> name, address, and phone number <b>of child</b> to military recruiters without prior written consent
<b>III. When Special Circumstances Occur</b>			
In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment

Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options

E 5145.6(h)

### PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
<b>III. When Special Circumstances Occur</b> (continued)			
Annually to parents/guardians of student athletes before they participate in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
Before early entry to kindergarten, if offered	Education Code 48000	AR 5111	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2 <del>BP 5141.33</del>	Student has been excluded from school

Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Tuancy, parental obligation, availability of alternative programs, student consequences, need for conference

E 5145.6(i)

### **PARENTAL NOTIFICATIONS (continued)**

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of

removing minor from school,  
unless taken into custody as  
victim of suspected child abuse

At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom

E 5145.6(j)

**PARENTAL NOTIFICATIONS (continued)**

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee

at same school

One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content

E 5145.6(k)

**PARENTAL NOTIFICATIONS (continued)**

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition



Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
<b>Annually to parents/guardians of student athletes</b>	<b>Education Code 49476</b>	<b>AR 6145.2</b>	<b>Opioid fact sheet</b>

E 5145.6(1)

### PARENTAL NOTIFICATIONS (continued)

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
<b>III. When Special Circumstances Occur (continued)</b>			
Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant

Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to enter facility
<b>When a licensed child care center has a building constructed before January 1, 2010 and has drinking water tested for lead</b>	<b>Health and Safety Code 1597.16</b>	<b>AR 5148</b>	<b>The requirement to test the facility, and the results of the test</b>
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures

E 5145.6(m)

### PARENTAL NOTIFICATIONS (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement

When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies <b>re: regarding</b> excused and unexcused absences
Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
Upon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service
Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation

E 5145.6(n)

### **PARENTAL NOTIFICATIONS (continued)**

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/ guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements,

For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	right to choose other program Notice of policy
<b>When district receives Impact Aid funds for students residing on Indian lands, to parents/guardians of Indian children</b>	<b>20 USC 7704; 34 CFR 222.94</b>	<b>AR 3231</b>	<b>Relevant applications, evaluations, program plans, information about district's general educational program; opportunity to submit comments</b>
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
<b>When student complains of sexual harassment</b>	<b>34 CFR 106.44, 106.45</b>	<b>AR 5145.7</b>	<b>Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable</b>

E 5145.6(o)

### PARENTAL NOTIFICATIONS (continued)

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>III. When Special Circumstances Occur (continued)</b>			
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
<b>IV. Special Education Notices</b>			
Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6,	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice,

	56329; 20 USC 1415(d); 34 CFR 300.502, 300.503		procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
			E 5145.6(p)

**PARENTAL NOTIFICATIONS (continued)**

<b>When to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
<b>IV. Special Education Notices (continued)</b>			
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services	34 CFR 104.32,	AR 6164.6	District responsibilities, district

under Section 504

104.36

actions, procedural safeguards

**V. Classroom Notices**

**In each classroom used for license-exempt California State Preschool Program**

**Education Code 8235.5**

**AR 1312.3  
E 1312.3**

**Health and safety requirements for preschool programs; where to get complaint form**

In each classroom in each school

Education Code ~~8235.5~~, 35186

AR 1312.4  
E 1312.4

Complaints subject to Williams uniform complaint procedures

(3/18 3/19) 7/20

# National SD Board Policy

Students

BP 5145.7(a)

## SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

BP 5145.7(b)

## SEXUAL HARASSMENT (continued)

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint **or allegation** is addressed through **Title IX complaint procedures or uniform complaint procedures AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures**, as applicable, ~~and shall offer supportive measures to the complainant.~~ **Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.**

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

**The Title IX Coordinator and shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.**

BP 5145.7(c)

## **SEXUAL HARASSMENT (continued)**

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made



## **SEXUAL HARASSMENT** (continued)

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

### **Disciplinary Actions**

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

*(cf. 5144 - Discipline)*

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

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable 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**

In accordance with law **and district policies and regulations**, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

## SEXUAL HARASSMENT (continued)

### Legal Reference:

#### EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*  
48900 *Grounds for suspension or expulsion*  
48900.2 *Additional grounds for suspension or expulsion; sexual harassment*  
48904 *Liability of parent/guardian for willful student misconduct*  
48980 *Notice at beginning of term*  
48985 *Notices, report, statements and records in primary language*

#### CIVIL CODE

51.9 *Liability for sexual harassment; business, service and professional relationships*  
1714.1 *Liability of parents/guardians for willful misconduct of minor*

#### GOVERNMENT CODE

12950.1 *Sexual harassment training*

#### CODE OF REGULATIONS, TITLE 5

4600-4670 *Uniform complaint procedures*  
4900-4965 *Nondiscrimination in elementary and secondary education programs*

#### UNITED STATES CODE, TITLE 20

1092 *Definition of sexual assault*  
1221 *Application of laws*  
1232g *Family Educational Rights and Privacy Act*  
1681-1688 *Title IX 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

Management Resources continued: (see next page)

**SEXUAL HARASSMENT** (continued)

*Management Resources: (continued)*

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

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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

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# National SD

## Administrative Regulation

Students

AR 5145.7(a)

### SEXUAL HARASSMENT

#### Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as well as to investigate, and resolve sexual harassment complaints under AR 1312.3 – Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

(title or position)
(address)
(telephone number)
(email)

*(cf. 1312.3 – Uniform Complaint Procedures)*  
*(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)*

The district shall notify students, parents/guardians, employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

#### Prohibited Conduct Definitions

AR 5145.7(b)

### SEXUAL HARASSMENT (continued)

~~Prohibited~~ **S**exual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5131 - Conduct)*

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

**For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following**

AR 5145.7(c)

## **SEXUAL HARASSMENT (continued)**

**forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)**

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**

*(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)*

### **Examples of Sexual Harassment**

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment **under state and/or federal law, in accordance with the definitions above,** include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way

AR 5145.7(d)

### **SEXUAL HARASSMENT** (continued)

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

~~Any prohibited conduct that occurs off campus or outside of school related or school sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.~~

### **Title IX Coordinator/Compliance Officer**

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 **in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures**, as well as to **oversee** investigate, and/or resolve sexual harassment complaints **processed** under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Director Student Support Services  
1500 N Avenue  
National City, CA 91950  
619-336-7740  
jpiper@nsd.us

## Notifications

**The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that**

AR 5145.7(e)

## SEXUAL HARASSMENT (continued)

**inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)**

*(cf. 5145.6 - Parental Notifications)*

The district shall notify students, **and** parents/guardians, ~~employees, bargaining units, and applicants for employment~~ of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

*(cf. 5145.6 - Parental Notifications)*

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

AR 5145.7(f)

#### **SEXUAL HARASSMENT** (continued)

4. Be posted, **along with the name or title and contact information of the Title IX Coordinator**, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students ~~This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator.~~ (Education Code 234.6; 34 CFR 106.8)

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, **along with the name or title and contact information of the Title IX Coordinator**, in any handbook provided to students; **or** parents/guardians, ~~employees, or employee organizations~~ (34 CFR 106.8)



**The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)**

## **Reporting Complaints**

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of

AR 5145.7(g)

## **SEXUAL HARASSMENT** (continued)

sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. **The report shall be made** regardless of whether the alleged victim files a formal complaint **or requests confidentiality.**

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

## **Complaint Procedures**

All complaints **and allegations** of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to **BP**/AR 1312.3 - Uniform Complaint Procedures.

**If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.**

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**Policy Reference UPDATE Service**

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# National SD

## Administrative Regulation

Students

AR 5145.71(a)

### 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, **while in an education program or activity in which a district school exercises substantial control over the context and respondent**, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, **106.44**)

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

AR 5145.71(b)

### TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints **or allegations brought by or on behalf of students** shall be investigated and ~~responded to pursuant to~~ **resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.**

**Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.**

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Reporting Allegations/Filing a Formal Complaint**

A report of sexual harassment shall be submitted directly to or forwarded **A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment** to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment **or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.**

*(cf. 5145.7 - Sexual Harassment)*

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of **the right to file a formal complaint and** the process for filing a formal complaint. **(34 CFR 106.44)**

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)**

AR 5145.71(c)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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 when** 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, **including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment.** In such cases, the **Title IX Coordinator shall provide the alleged victim** ~~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 shall** not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, ~~and that s~~Such persons **shall** 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,~~ and shall consider the complainant's wishes with respect to the supportive measures **implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment.** ~~Such Supportive~~ 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)

AR 5145.71(d)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)**

**The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)**

### **Emergency Removal from School**

**A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However,** ~~o~~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~~ **in which the alleged conduct** 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 simultaneously to the parties, **and shall inform them of their right to appeal the dismissal of a formal**

AR 5145.71(e)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below.** (34 CFR 106.45)

If a complaint is dismissed ~~on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30,~~ the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

### **Informal Resolution Process**

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

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

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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~~ **new Title IX allegations arise** about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

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

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker ~~and shall provide either party with no less than three calendar days to raise concerns of conflict of interest or bias regarding any of these persons~~ **and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.**

**Investigation Procedures**

**TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

During the investigation process, the district's **designated investigator** 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 **obtained as part of the investigation** 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~~

AR 5145.71(h)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

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. **(34 CFR 106.45)**



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)

After sending the investigative report to the parties and **the investigative report has been sent to the parties but** before reaching a determination regarding responsibility, **the decision-maker shall** 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

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)

AR 5145.71(i)

### **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)**

The written decision shall be issued within **45 60** 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~~ **decision-maker** 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 **or policies** 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

AR 5145.71(j)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

### **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 notice of the decision or dismissal**, 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.

AR 5145.71(k)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES** (continued)

**The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.**

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights **within 180 days of the date of the most recently alleged misconduct.**

**The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.**

### **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)*

AR 5145.71(l)

## TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

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: **(34 CFR 106.45)**

- 1. a 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, **and** any appeal or informal resolution and the results therefrom, ~~and responses made pursuant to 34 CFR 106.44. (34 CFR 106.45)~~
- 2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that**

were designed to restore or preserve equal access to the education

AR 5145.71(m)

## TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)

program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. ~~The Superintendent or designee shall also maintain for a period of seven years all~~ 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. 1113 - District and School Web Sites)*

*(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

Legal Reference continued: (see next page)

AR 5145.71(n)

## **TITLE IX SEXUAL HARASSMENT COMPLAINT PROCEDURES (continued)**

Legal Reference: (continued)

### COURT DECISIONS (continued)

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

### **FEDERAL REGISTER**

**Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, May 19, 2020, Vol. 85, No. 97, pages 30026-30579**

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

Q&A on Campus Sexual Misconduct, September 2017  
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016  
Dear Colleague Letter: Title IX Coordinators, April 2015  
Sexual Harassment: It's Not Academic, September 2008  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

### WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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**Policy Reference UPDATE Service**

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# National SD Board Policy

## Instruction

BP 6020(a)

### PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall **consult work** with parents/guardians and family members **in the development of to jointly develop and agree upon policy and strategies to** ~~opportunities for them to be~~ **involved parents/guardians and family members** in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 1230 - School-Connected Organizations)*  
*(cf. 1240 - Volunteer Assistance)*  
*(cf. 1250 - Visitors/Outsiders)*

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

*(cf. 5020 - Parent Rights and Responsibilities)*

The district's local control and accountability plan (**LCAP**) shall include goals and strategies for parent/guardian involvement **and family engagement**, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

BP 6020(b)

### PARENT INVOLVEMENT (continued)

*(cf. 0460 - Local Control and Accountability Plan)*

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

*(cf. 0500 - Accountability)*

## **Title I Schools**

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

*(cf. 6171 - Title I Programs)*

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities **and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631.** The Superintendent or designee shall involve parents/guardians and family members of

BP 6020(c)

## **PARENT INVOLVEMENT (continued)**

participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities **and shall ensure that priority is given to schools in high poverty areas in accordance with law.** (20 USC 6318)

*(cf. 3100 - Budget)*

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school



3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, **or the provision of subgrants to schools to enable collaboration,** with community-based or other organizations or employers with a record of success in improving and increasing parent/**guardian** and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

**If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)**

BP 6020(d)

## **PARENT INVOLVEMENT** (continued)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's ~~local control and accountability plan~~ **LCAP** in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

*(cf. 5145.6 - Parental Notifications)*

### **Non-Title I Schools**

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies

describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

*Legal Reference: (see next page)*

BP 6020(e)

## **PARENT INVOLVEMENT (continued)**

*Legal Reference:*

EDUCATION CODE

11500-~~11506~~ **11505** *Programs to encourage parent involvement*  
48985 *Notices in languages other than English*  
51101 *Parent rights and responsibilities*  
52060-52077 *Local control and accountability plan*  
54444.1-54444.2 *Parent advisory councils, services to migrant children*  
56190-56194 *Community advisory committee, special education*  
64001 *School plan for student achievement, consolidated application programs*

LABOR CODE

230.8 *Time off to visit child's school*

CODE OF REGULATIONS, TITLE 5

18275 *Child care and development programs, parent involvement and education*

UNITED STATES CODE, TITLE 20

6311 *State plan*

6312 *Local educational agency plan*

6314 *Schoolwide programs*

6318 *Parent and family engagement*

6631 *Teacher and school leader incentive program, purposes and definitions*

**7241-7246 *Family engagement in education programs***

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 *Definitions, auxiliary aids and services*

35.160 *Communications*

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

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

*California Department of Education, Family, School, Community Partnerships:*  
*<http://www.cde.ca.gov/ls/pf>*  
*California Parent Center: <http://parent.sdsu.edu>*  
*California State PTA: <http://www.capta.org>*  
*National Coalition for Parent Involvement in Education: <http://www.ncpie.org>*  
*National PTA: <http://www.pta.org>*  
*Parent Information and Resource Centers: <http://www.pirc-info.net>*  
*Parents as Teachers National Center: <http://www.parentsasteachers.org>*  
*U.S. Department of Education: <http://www.ed.gov>*

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# National SD

## Administrative Regulation

Instruction

AR 6020(a)

### PARENT INVOLVEMENT

#### District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the **district's local control and accountability plan (LCAP)** in accordance with the review schedule established by the Governing Board

AR 6020(b)

### PARENT INVOLVEMENT (continued)

- b. Invite input on the plan from other district committees and school site councils

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
- d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

- f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

(cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs**
- c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist ~~him/her~~ in facilitating the planning and implementation of related activities

AR 6020(c)

## PARENT INVOLVEMENT (continued)

- d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements**
- e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

~~The Superintendent or designee shall: (20 USC 6318)~~

- ~~a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local~~

academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

*(cf. 6011—Academic Standards)*

*(cf. 6162.5—Student Assessment)*

*(cf. 6162.51—State Academic Achievement Tests)*

b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

e. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

*(cf. 4131—Staff Development)*

*(cf. 4231—Staff Development)*

*(cf. 4331—Staff Development)*

d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

AR 6020(d)

## PARENT INVOLVEMENT (continued)

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation

AR 6020(e)

## PARENT INVOLVEMENT (continued)

- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

l. Engage parent teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

*(cf. 1230 School Connected Organizations)*

m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed

n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions

o. Provide ongoing district level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops

p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of related activities

AR 6020(f)

## PARENT INVOLVEMENT (continued)

q. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement

r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

*(cf. 4115 Evaluation/Supervision)*

*(cf. 4215 Evaluation/Supervision)*

*(cf. 4315 Evaluation/Supervision)*

s. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of



other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 2230 - Representative and Deliberative Groups)*

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*

*(cf. 5030 - Student Wellness)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6174 - Education for English Learners)*

*(cf. 6175 - Migrant Education Program)*

*(cf. 6178 - Career Technical Education)*

- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

AR 6020(g)

## **PARENT INVOLVEMENT** (continued)

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
  - a. Barriers to **greater** participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
  - c. Strategies to support successful school and family interactions

*(cf. 0500 - Accountability)*

~~The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

AR 6020(h)

## **PARENT INVOLVEMENT** (continued)

~~The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)~~

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

**The Superintendent or designee may:**

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians**
- b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups**
- c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration**

6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

AR 6020(i)

## PARENT INVOLVEMENT (continued)

~~The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)~~

~~(cf. 5145.6 - Parental Notifications)~~

**In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)**

### School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. **Such The school** policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform

parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

AR 6020(j)

### **PARENT INVOLVEMENT** (continued)

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the **challenging** state academic standards

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 5123 - Promotion/Acceleration/Retention)*

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, ~~and, as soon as practicably possible, to receive responses to the suggestions of parents/guardians~~ **The district shall respond to any such suggestions as soon as practicably possible.**
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share

responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

AR 6020(k)

## PARENT INVOLVEMENT (continued)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

*(cf. 1240 - Volunteer Assistance)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 5113 - Absences and Excuses)*

*(cf. 6145 - Extracurricular/Cocurricular Activities)*

*(cf. 6154 - Homework/Makeup Work)*

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
  - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
  - (2) Frequent reports to parents/guardians on their children's progress
  - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
  - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. **Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:**

- a. Assist parents/guardians in understanding such topics as the ~~challenging state academic content standards and academic achievement~~ standards, state and

AR 6020(1)

## PARENT INVOLVEMENT (continued)

local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

*(cf. 6011 - Academic Standards)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement

- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

**PARENT INVOLVEMENT** (continued)

In addition, the ~~Superintendent or designee~~ **school plan** may **include strategies to:**

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a ~~districtwide~~ parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

- j. Provide a master calendar of district/**school** activities and ~~district~~ meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means

**PARENT INVOLVEMENT** (continued)

- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

*(cf. 1230 - School-Connected Organizations)*

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing district-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

*(cf. 4115 - Evaluation/Supervision)*

*(cf. 4215 - Evaluation/Supervision)*

*(cf. 4315 - Evaluation/Supervision)*

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

~~Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform~~



format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

AR 6020(o)

## **PARENT INVOLVEMENT** (continued)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

### **District Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians **and family members** positively in their children's education by **providing assistance and training on topics such as state academic standards and assessments to help them develop** **increase their knowledge and** skills to use at home **that to** support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

**PARENT INVOLVEMENT** (continued)

- c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective **two-way** communication between the home and school so that parents/guardians **and family members** may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues

**PARENT INVOLVEMENT** (continued)

- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, ~~and~~ administrators, **specialized instructional support personnel, and other staff** to communicate effectively with parents/guardians **as equal partners** (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
  - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate **and coordinate** parent/guardian and family engagement ~~programs into school plans for academic accountability~~ **activities within the LCAP with other activities**

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

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# National SD Board Policy

Instruction

BP 6115(a)

## CEREMONIES AND OBSERVANCES

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

*(cf. 6111 - School Calendar)*

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.94 - History-Social Science Instruction)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

**District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)**

**In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.**

*(cf. 6144 - Controversial Issues)*

*Legal Reference: (see next page)*

**CEREMONIES AND OBSERVANCES (continued)***Legal Reference:*EDUCATION CODE37220-37222. ~~4820~~ *Holidays and commemorative events*44015.1 *Week of the School Administrator*45203 *Paid holidays, **classified employees***45460 *Classified **School** Employee Week*~~52720-52730 *Daily performance of patriotic exercises in public schools*~~ ***Patriotic exercises and instruction***~~52730 *Patriotic exercises, daily instruction*~~GOVERNMENT CODE430-439 *Display of flags*3540-3549.3 *Meeting and negotiating*UNITED STATES CODE, TITLE 46 *Time and occasion for display of flag*7 *Position and manner of display of flag*UNITED STATES CODE, TITLE 36106 ~~Note~~ *Constitution Day and Citizenship Day****106 Note Educational program on the U.S. Constitution***COURT DECISIONS***Newdow v. Rio Linda Union School District, 597 F.3d 1007, 1012 (9th Cir. 2010)****West Virginia State Board of Education et al v. Barnette et al (1943) 319 U.S. 624 (1943)**Management Resources:*CSBA PUBLICATIONS~~*Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005*~~FEDERAL REGISTER~~*70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)*~~WEB SITESCSBA: <http://www.csba.org>

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

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# National SD Administrative Regulation

Instruction

AR 6115(a)

## CEREMONIES AND OBSERVANCES

### Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day	January 1
Dr. Martin Luther King Jr. Day	Third Monday in January or the Monday or Friday of the week in which January 15 occurs
Lincoln Day	The Monday or Friday of the week in which February 12 occurs
Washington Day	Third Monday in February
Memorial Day	Last Monday in May
Independence Day	July 4
Labor Day	First Monday in September
Veterans Day	November 11
Thanksgiving Day	The Thursday in November designated by the President
Christmas Day	December 25

AR 6115(b)

## CEREMONIES AND OBSERVANCES (continued)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

**In addition, schools shall be closed on any day designated by the Governor or President for a holiday, any special or limited holiday on which the Governor provides that the schools**

**shall close, and any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations. (Education Code 37220)**

**In addition, the district has reached agreement with the district employee organizations pursuant to Government Code 3540-3549.3 to close schools in observance of the following holidays:**

**Cesar Chavez Day ————— March 31**

**Native American Day ————— Fourth Friday in September**

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

*(cf. 6111 - School Calendar)*

### **Commemorative Exercises**

AR 6115(c)

### **CEREMONIES AND OBSERVANCES (continued)**

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day	On or near September 17
Dr. Martin Luther King, Jr. Day	The Friday before the day schools are closed for this holiday
Abraham Lincoln's Birthday	The school day before the day schools are closed for this holiday
Susan B. Anthony Day	February 15
George Washington's Birthday	The Friday preceding the third Monday in February
Black American Day	March 5
Conservation, Bird, and Arbor Day	March 7
Classified Employee Week	Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

(cf. 6142.94 - History-Social Science Instruction)

(cf. 6142.3 - Civic Education)

## **Patriotic Exercises**

AR 6115(d)

### **CEREMONIES AND OBSERVANCES** (continued)

Each school shall conduct patriotic exercises daily. ~~These patriotic exercises shall consist of the reciting of~~ **which may include** the Pledge of Allegiance **to the Flag of the United States** and/or ~~may also include~~ instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

~~At secondary schools, such exercises shall be conducted during the homeroom period.~~

~~Individuals~~ **A student** may choose not to participate in the flag salute **or Pledge of Allegiance** for personal reasons.

### **Display of Flag**

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)



**CEREMONIES AND OBSERVANCES** (continued)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

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# National SD

## Board Policy

Instruction

BP 6142.7(a)

### PHYSICAL EDUCATION AND ACTIVITY

The Governing Board recognizes the positive benefits of physical activity on student health, **well-being**, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

*(cf. 5030 - Student Wellness)*

*(cf. 6142.8 - Comprehensive Health Education)*

**Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

BP 6142.7(b)

### PHYSICAL EDUCATION AND ACTIVITY (continued)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

The district's physical education program shall engage students in **age-appropriate** moderate to vigorous physical activity, as defined in the accompanying administrative regulation, ~~for at least 50 percent of class or session time~~ **including aerobic, muscle-strengthening, and bone-strengthening activities**. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

~~For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)~~

BP 6142.7(c)

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.11 - Alternative Credits Toward Graduation)*

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 5142.2 - Safe Routes to School Program)*  
*(cf. 5148 - Child Care and Development Program)*  
*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*

~~The district's physical education program shall engage students in moderate to vigorous physical activity, as defined in the accompanying administrative regulation, for at least 50 percent of class or session time. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.~~

~~The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.~~

~~*(cf. 0410 - Nondiscrimination in District Programs and Activities)*~~

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*

BP 6142.7(d)

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

*(cf. 3514 - Environmental Safety)*

*(cf. 5141.7 - Sun Safety)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 6145.2 - Athletic Competition)*

~~The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.~~

~~*(cf. 1330.1 - Joint Use Agreements)*~~

~~*(cf. 5142.2 - Safe Routes to School Program)*~~

~~*(cf. 5148 - Child Care and Development Program)*~~

~~*(cf. 5148.2 - Before/After School Programs)*~~

~~*(cf. 6145 - Extracurricular and Co-curricular Activities)*~~

### **Staffing**

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

BP 6142.7(e)

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.21 - Interns)*

*(cf. 4113 - Assignment)*

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

*(cf. 4131 - Staff Development)*

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

### **Physical Fitness Testing**

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

## **Temporary Exemptions**

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet **his/her the student's** needs cannot be provided.
2. The student is enrolled for one-half time or less.

BP 6142.7(f)

## **PHYSICAL EDUCATION AND ACTIVITY (continued)**

### **Two-Year Exemptions**

~~With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)~~

~~Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.~~

~~Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 51222)~~

~~Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)~~

*(cf. 6112 - School Day)*

### **Permanent Exemptions**

~~The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)~~

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

1. ~~The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years. However, such a student shall not be permitted to attend fewer total hours of courses and classes than he/she **the student** would have attended if enrolled in a physical education course.~~
2. ~~The student is enrolled as a postgraduate student.~~
3. ~~The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.~~

**Other Exemptions**

~~The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:~~

1. ~~When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training. However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)~~
2. ~~When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses. Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)~~

*(cf. 6178.2 - Regional Occupational Center/Program)*

3. ~~When the student is in high school and is engaged in a regular school sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)~~

*(cf. 6145.2 - Athletic Competition)*

**Program Evaluation**

BP 6142.7(h)

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. ~~He/she~~ **The Superintendent or designee** shall also report

to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity **and student well-being**.

*(cf. 0500 - Accountability)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference: (see next page)*

BP 6142.7(i)

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

Legal Reference:

EDUCATION CODE

**220 Prohibition of discrimination**

**221.5 Sex equity in education**

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes; **regional occupational center/program**

60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

~~1040-1048~~ **1044** Physical performance test

**1047-1048 Testing variations and accommodations**

3051.5 Adapted physical education for individuals with exceptional needs

~~4600-4687~~ **4670** Uniform complaint procedures

**4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance**

10060 Criteria for high school physical education programs

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

**CODE OF FEDERAL REGULATIONS, TITLE 34**

**106.33 Nondiscrimination on the basis of sex; comparable facilities**

**106.34 Nondiscrimination on the basis of sex; access to classes and schools**

**300.108 Assistance to states for the education of children with disabilities; physical education**

ATTORNEY GENERAL OPINIONS

53 *Ops. Cal. Atty. Gen.* 230 (1970)

COURT DECISIONS

*Doe v. Albany Unified School District* (2010) 190 Cal.App.4th 668

*Cal200 et al. v. San Francisco Unified School District et al.* (2013), San Francisco Superior Court, Case No. CGC-13-534975

*Cal200 et al. v. Oakland Unified School District et al.* (San Francisco Superior Court, Case No. CPF-14-513959)

Management Resources: (see next page)



**PHYSICAL EDUCATION AND ACTIVITY (continued)***Management Resources:*CSBA PUBLICATIONS*Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement, Legal Alert, May 2015**Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012**Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012**Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010**Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, rev. February 2010**Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009**Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009**Physical Education and California Schools, Policy Brief, rev. October 2007*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009**Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005**Adapted Physical Education Guidelines for California Schools, 2003*CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS*School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2014-2017**School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017*COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS*The Administrator's Assignment Manual, 2007 2019*U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS*2008 Physical Activity Guidelines for Americans, 2nd Edition, October 2008 2018*WEB SITESCSBA: <http://www.csba.org>California Department of Education Physical Fitness Testing: [http://www.ede.ca.gov](http://www.ede.ca.gov/ta/tg/pf)California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>Centers for Disease Control and Prevention: <http://www.cdc.gov>Commission on Teacher Credentialing: <http://www.ctc.ca.gov>Educational Data System, California physical fitness: <http://www.eddata.com/projects/current/epf>Healthy People 2010: <http://www.healthypeople.gov>National Association for Sport and Physical Education: <http://www.aahperd.org/naspe><https://www.pgpedia.com/n/national-association-sport-and-physical-education>President's Council on Physical Fitness and Sports Sports, Fitness and Nutrition: <http://www.fitness.gov>U.S. Department of Health and Human Services: <http://www.health.gov>

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# National SD

## Administrative Regulation

### Instruction

AR 6142.7(a)

### PHYSICAL EDUCATION AND ACTIVITY

#### Definitions

*Physical education* is a sequential educational program that teaches students to understand and participate in regular physical activity ~~for~~ **that assists in** developing and maintaining physical fitness throughout their lifetime, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

*Physical activity* is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms.

*Moderate physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

*Vigorous physical activity* is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

#### Instructional Time

AR 6142.7(b)

### PHYSICAL EDUCATION AND ACTIVITY (continued)

Instruction in physical education shall be provided for at least the following minimum period of time: (Education Code 51210, 51222, 51223)

1. For students in grades 1-6, 200 minutes each 10 school days, exclusive of recesses and the lunch period
2. ~~For students in grades 7-8 attending an elementary school, 200 minutes each 10 school days, exclusive of recesses and the lunch period~~

3. ~~For students in grades 7-8 attending a middle school or junior high school, 400 minutes each 10 school days~~

4. ~~For students in grades 9-12, 400 minutes each 10 school days~~

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

The Superintendent or designee shall determine a method to document compliance with the required number of instructional minutes. Such documentation may include, but not be limited to, a master schedule, **bell schedule, weekly schedule for each teacher providing physical education instruction, district calendar,** teacher roster, or log for staff or students to record the number of physical education minutes completed.

AR 6142.7(c)

## PHYSICAL EDUCATION AND ACTIVITY (continued)

Any complaint alleging noncompliance with the instructional minute requirement ~~for elementary schools~~ may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or ~~the~~ CDE finds merit in a complaint, the district shall provide a remedy to all affected students and parents/guardians. (Education Code 51210, **51222**, 51223; 5 CCR 4600-~~4687~~ **4670**)

*(cf. 1312.3 - Uniform Complaint Procedures)*

### Monitoring Moderate to Vigorous Physical Activity

To monitor ~~whether~~ **the amount of time** students are engaged in moderate to vigorous physical activity ~~for at least 50 percent of physical education class or session time,~~ the Superintendent or designee may:

1. Develop methods to estimate the amount of time students spend in moderate to vigorous physical activity ~~or the number of students who~~ **and the amount of time students** are inactive during physical education classes
2. Provide physical education teachers with staff development, self-monitoring tools, stopwatches, and/or heart rate monitors to assist them in planning and assessing the level of activity in their classes

(cf. 4115 - Evaluation/Supervision)

## Physical Fitness Testing

AR 6142.7(d)

### PHYSICAL EDUCATION AND ACTIVITY (continued)

During the annual assessment window between the months of February through May, students in grades 5, 7, and 9 shall be administered the physical fitness test designated by the State Board of Education (FITNESSGRAM). (Education Code 60800; 5 CCR 1041)

(cf. 6162.5 - Student Assessment)

The Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury. (5 CCR 1043)

On or before November 1 of each school year, the Superintendent may designate an employee to serve as the district's physical fitness test coordinator and so notify the test contractor. The test coordinator shall serve as the liaison between the district and ~~California Department of Education~~ **CDE** for all matters related to the physical fitness test. ~~His/her~~ **The** duties shall be those specified in 5 CCR 1043.4, including, but not limited to, ~~overseeing the administration of the test and the collection and return of all test data to the test contractor.:~~ (5 CCR 1043.4)

- 1. Responding to correspondence and inquiries from the contractor in a timely manner and as provided in the contractor's instructions**
- 2. Determining district and school site test and test material needs**
- 3. Overseeing the administration of the physical fitness test to students**
- 4. Overseeing the collection and return of all test data to the contractor**
- 5. Ensuring that all test data are received from school test sites in sufficient time to satisfy the reporting requirements**
- 6. Ensuring that all test data are sent to the test contractor by June 30 of each year**

Students shall be provided with their individual results after completing the FITNESSGRAM. The test results may be provided in writing or orally as the student completes the testing and shall be included in ~~his/her~~ **the student's** cumulative record. (Education Code 60800; 5 CCR 1043.10, 1044)

## **PHYSICAL EDUCATION AND ACTIVITY** (continued)

*(cf. 5125 - Student Records)*

Each student's test results shall also be provided to **his/her the student's** parents/guardians.

The Superintendent or designee shall report the aggregate results of the FITNESSGRAM in the annual school accountability report card required by Education Code 33126 and 35256. (Education Code 60800)

*(cf. 0510 - School Accountability Report Card)*

### **Testing Variations**

All students may be administered the FITNESSGRAM with the following test variations: (5 CCR 1047)

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom: (5 CCR 1047)

1. Audio amplification equipment
2. Separate testing for individual students provided that **they the student(s)** are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800; 5 CCR 1047)

Students with disabilities may be provided the following accommodations if specified in their individualized education program (IEP) or Section 504 plan: (5 CCR 1047)

1. Administration of the test at the most beneficial time of day to the student after consultation with the test contractor
2. Administration of the test by a test examiner to the student at home or in the hospital

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

3. Any other accommodation specified in the student's IEP or Section 504 plan for the physical fitness test

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

Identified English learners may be allowed the following additional test variations if regularly used in the classroom: (5 CCR 1048)

1. Separate testing with other English learners, provided that **they the student(s)** are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

**Additional Opportunities for Physical Activity**

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to:

1. Training recess, **and** lunch, **and before- and after-school** supervisors on methods to engage students in moderate to vigorous physical activity

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4231 - Staff Development)*

*(cf. 5030 - Student Wellness)*

2. Encouraging teachers to incorporate physical activity into the classroom
3. Establishing extracurricular activities that promote physical activity, such as school clubs, intramural athletic programs, dance performances, **community service**, special events, and competitions

***(cf. 6142.4 - Service Learning/Community Service Classes)***

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

4. Incorporating opportunities for physical activity into before- or after-school programs and/or child care and development programs

*(cf. 5148 - Child Care and Development **Program**)*

**PHYSICAL EDUCATION AND ACTIVITY** (continued)

*(cf. 5148.2 - Before/After School Programs)*

5. Exploring opportunities for joint use of facilities or grounds in order to provide adequate space for students and community members to engage in recreational activities

*(cf. 1330.1 - Joint Use Agreements)*

6. Developing business partnerships to maximize resources for physical activity equipment and programs

*(cf. 1700 - Relations Between Private Industry and the Schools)*

7. Developing programs to encourage and facilitate walking, bicycling, or other active transport to and from school

*(cf. 5142.2 - Safe Routes to School Program)*

(2/10 3/16) 7/20

# National SD

## Board Policy

Instruction

BP 6159(a)

### INDIVIDUALIZED EDUCATION PROGRAM

The Governing Board desires to provide ~~educational alternatives that afford students with disabilities~~ full educational opportunities **to all students with disabilities**. Students with disabilities shall receive a free appropriate public education (FAPE) and, **to the maximum extent possible, shall be placed educated** in the least restrictive environment **with nondisabled students which meets their needs to the extent provided by law**.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

**For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student.** The Superintendent or designee shall develop administrative regulations regarding the ~~appointment of the individualized education program~~ **membership of the (IEP) team, the team's responsibility to develop and regularly review the IEP**, the contents of the IEP, and the development, review, and revision ~~of the IEP processes~~.

**The district shall make FAPE available to individuals with disabilities ages 3-21 who reside in the district, including: (Education Code 56040; 20 USC 1412; 34 CFR 300.17, 300.101, 300.104)**

- 1. Students who have been suspended or expelled from school**
- 2. Students who are placed by the district in a nonpublic, nonsectarian school**



**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

*Legal Reference:*

EDUCATION CODE

**46392 Emergencies**

51225.3 Requirements for high school graduation and diploma

**56040.3 Assistive technology**

56055 Rights of foster parents pertaining to foster child's education

56136 Guidelines for low incidence disabilities areas

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340.1-56347 Instructional planning and individualized education program

56350-~~56352~~ **56354** IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56392 Certificate of completion, special education

56500-56509 Procedural safeguards

60640-60649 California Assessment of Student Performance and Progress

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

601 Minors habitually disobedient

602 Minors violating law defined as crime

CODE OF REGULATIONS, TITLE 5

853-853.5 State assessments, accommodations

~~1215.5 1218 High School Exit Examination, accommodations for students with disabilities~~

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

**3051-3053 Implementation of the individualized education program**

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

*Legal Reference continued: (see next page)*

**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

*Legal Reference: (continued)*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Individuals with Disabilities Education Act

COURT DECISIONS

*Marshall v. Monrovia Unified School District*, (9<sup>th</sup> Circuit, 2010) 627 F.3d 773  
*Schaffer v. Weast* (2005) 125 S. Ct. 528  
*Shapiro v. Paradise Valley Unified School District, No. 69* (9<sup>th</sup> Circuit, 2003) 317 F.3d 1072  
*Sacramento City School District v. Rachel H.* (9<sup>th</sup> Cir. 1994) 14 F.3d 1398  
***Andrew F. v. Douglas County School District Re-1*, 137 S. Ct. 988**  
ATTORNEY GENERAL OPINIONS  
*85 Ops.Cal.Atty.Gen. 157* (2002)

*Management Resources:*

**FEDERAL REGISTER**

*Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*Frequently Asked Questions: Promotion, Retention, and Grading (Students with Disabilities)*

*California Practitioners' Guide for Educating English Learners with Disabilities, July 2019*

**WEB SITES**

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

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

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**Policy Reference UPDATE Service**

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# National SD

## Administrative Regulation

Instruction

AR 6159(a)

### INDIVIDUALIZED EDUCATION PROGRAM

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement ~~designed~~ **that is developed, reviewed, and revised** by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344, **56345**; 34 CFR 300.320, **300.323**)

#### Members of the IEP Team

**Unless excused by written agreement in accordance with Education Code 56341, t**he IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414~~(d)(1)~~; 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them

**To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her a foster child's IEP as a parent/guardian. (Education Code 56055)**

2. If the student is or may be participating in the **regular general** education program, at least one of the student's **regular general** education teachers designated by the Superintendent or designee to represent the student's **general education** teachers

AR 6159(b)

### INDIVIDUALIZED EDUCATION PROGRAM (continued)

The **regular general** education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414~~(d)(3)(C)~~; 34 CFR 300.324)

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
  - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
  - b. Knowledgeable about the general education curriculum
  - c. Knowledgeable about the availability of district ~~and/or special education local plan area (SELPA)~~ resources

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

AR 6159(c)

#### **INDIVIDUALIZED EDUCATION PROGRAM** (continued)

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

In the development, review, or revision of ~~his/her~~ **the** IEP, the student shall be allowed to provide confidential input to any representative of ~~his/her~~ **the** IEP team. (Education Code 56341.5)

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's ~~regular~~ **general** education teacher shall observe the student's academic performance and behavior in the areas of difficulty in ~~his/her~~ **the student's** learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)
2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist ~~him/her~~ **the student** in reaching the goals **as stated in Education Code 56345(a)(8)**, the following individuals shall be invited to attend: (34 CFR 300.321)
  - a. The student, regardless of ~~his/her~~ **the student's** age

AR 6159(d)

#### **INDIVIDUALIZED EDUCATION PROGRAM** (continued)

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

- b. To the extent appropriate, and with the consent of the parent/guardian **or adult student**, a representative of any other agency that is likely to be responsible for providing or paying for the transition services
3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414~~(d)(1)(D)~~); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the

parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

### **Contents of the IEP**

The IEP shall include, but not be limited to, all of the following: (Education Code 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
  - a. The manner in which the student's disability affects his/her the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
  - b. For a preschool child student, as appropriate, the manner in which the disability affects his/her the student's participation in appropriate activities

AR 6159(e)

### **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

- c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
  - a. Meet the student's needs that result from his/her the disability in order to enable the student to be involved in and make progress in the general education curriculum
  - b. Meet each of the student's other educational needs that result from his/her the disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
  - a. Advance appropriately toward attaining the annual goals
  - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
  - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP

*(cf. 3541.2 - Transportation for Students with Disabilities)*

AR 6159(f)

#### **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that **he/she the student** cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate **for him/her**.

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6162.51 - State Academic Achievement Tests)*

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

- a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
- b. The transition services, including courses of study, needed to assist the student in reaching those goals

AR 6159(g)

## INDIVIDUALIZED EDUCATION PROGRAM (continued)

**9.** A description of the means by which the IEP will be provided under emergency conditions, as described in Education Code 46392, in which instruction and/or services cannot be provided to the student either at the school or in person for more than 10 school days. The description shall take into account public health orders and shall include special education and related services, supplementary aids and services, transition services, and extended school year services.

**9.10.** Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her the rights, if any, that will transfer to him/her the student upon reaching age 18, pursuant to Education Code 56041.5

~~Where appropriate, the IEP shall also include: (Education Code 56345)~~

**4.11.** For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.11 - Alternative Credits Toward Graduation)*

**2.12.** For a student whose native language is not English, Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English

*(cf. 6174 - Education for English Learners)*

**3.13.** Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 6177 - Summer Learning Programs)*



~~4.14. Provision for transition into the regular education program~~ If the student is to be transferred from a special class ~~or center~~ or nonpublic, nonsectarian school into a ~~regular~~ **general** education program in a public school for any part of the school day, ~~provision for transition into the regular~~ **general** education program including descriptions of activities intended to:

AR 6159(h)

#### **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

- a. Integrate the student into the ~~regular~~ **general** education program, including ~~indications of~~ the nature of each activity and the time spent on the activity each day or week
- b. Support the transition of the student from the special education program into the ~~regular~~ **general** education program

*(cf. 6176 - Weekend/Saturday Classes)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6181 - Alternative Schools/Programs of Choice)*

~~5.15. For a student with low incidence disabilities,~~ specialized services, materials, and equipment ~~for a student with low incidence disabilities,~~ consistent with the guidelines pursuant to Education Code 56136

**To assist a student who is blind, has low vision, or is visually impaired to achieve the student's maximum potential, the IEP team may consider instruction in the expanded core curriculum, including compensatory skills such as Braille, concept development, or other skills needed to access the core curriculum; orientation and mobility; social interaction skills; career technical education; assistive technology, including optical devices; independent living skills; recreation and leisure; self-determination; and sensory efficiency. When appropriate, such services may be offered before or after school. (Education Code 56353)**

#### **Development of the IEP**

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. **(Education Code 56043; 34 CFR 300.323)**

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of

school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code **56043**, 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral

AR 6159(i)

## **INDIVIDUALIZED EDUCATION PROGRAM** (continued)

has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes **his/her the student's** learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, **needs, and appropriate reading and writing media, including an assessment of his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.**

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and

communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

AR 6159(j)

## **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

### 9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

### **Provision of Special Education and Related Services**

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with **his/her the** IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each **regular general** education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

**If an orientation and mobility evaluation is determined to be needed for a student who is blind, has low vision, or is visually impaired, the evaluation shall be conducted by a person who is appropriately certified as an orientation and mobility specialist and shall occur in familiar and unfamiliar environments, in varying lighting conditions, and in the home, school, and community, as appropriate. The Superintendent or designee may require annual written parent/guardian consent to provide orientation and mobility services when such services are provided before or after school and when they are provided away from the school site. (Education Code 56354; 5 CCR 3051.3)**

**INDIVIDUALIZED EDUCATION PROGRAM** (continued)

**If a student's IEP requires the provision of assistive technology devices or services, the district shall provide such devices or services and shall, on a case-by-case basis, provide for the use of school-purchased devices in the student's home or other settings if the IEP team determines that the student needs access to those devices in order to receive FAPE. If a student who requires the use of an assistive technology device transfers to another local educational agency, the district shall provide the student with continued access to that device or a comparable device for two months from the date the student ceased to be enrolled in the district or until alternative arrangements can be made to provide access to the device, whichever occurs first. (Education Code 56040.3; 34 CFR 300.105)**

**Review and Revision of the IEP**

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
  - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
  - b. The results of any reassessment conducted pursuant to Education Code 56381
  - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)

AR 6159(l)

**INDIVIDUALIZED EDUCATION PROGRAM** (continued)

- d. The student's anticipated needs
  - e. Any other relevant matter
3. Consider the special factors listed in items #5-9 above under "Development of the IEP;" when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

AR 6159(m)

## **INDIVIDUALIZED EDUCATION PROGRAM** (continued)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)*  
*(cf. 6173.1 - Education for Foster Youth)*

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a

written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (**Education Code 56380.1**; 20 USC 1414(d)(3)(D); 34 CFR 300.324)

### **Audio Recording of IEP Team Meetings**

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings

AR 6159(n)

### **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

### **Parent/Guardian Participation and Other Rights**

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:

- a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
- b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)
2. An indication that the student is invited to the IEP team meeting

AR 6159(o)

## INDIVIDUALIZED EDUCATION PROGRAM (continued)

### 3. Identification of any other agency that will be invited to send a representative

*(cf. 5145.6 - Parental Notifications)*

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

The parent/guardian shall have the right and opportunity to examine all of ~~his/her child's~~ **the student's** school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting ~~his/her child~~ **the student**, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

*(cf. 5125 - Student Records)*

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special

education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian ~~that he/she should~~ to attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

AR 6159(p)

## **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of ~~his/her child's~~ **the** IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

### **Parent/Guardian Consent for Provision of Special Education and Services**

Before providing special education and related services to any student ~~pursuant to 20 USC 1414(a)(1)~~, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian ~~pursuant to 20 USC 1414(a)(1)~~. **(Education Code 56346)**

~~The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if~~ **If the parent/guardian fails to respond or** refuses to consent to the initiation of services, **the district shall not use the due process hearing procedures pursuant to 20 USC 1415 to obtain agreement or a ruling that the services may be provided to the student. In**



**such circumstances, the district shall not be required to convene an IEP team or develop an IEP for the student. (Education Code 56346)**

If the parent/guardian **consents in writing to the receipt of special education and related services for the student but** does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. ~~(Education Code 56346)~~ If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

AR 6159(q)

## **INDIVIDUALIZED EDUCATION PROGRAM (continued)**

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. ~~In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.~~

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

### **Transfer Students**

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including ~~his/her~~ **the** IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same **Special**

**INDIVIDUALIZED EDUCATION PROGRAM** (continued)

**Education Local Plan Area (SELPA)** during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless ~~his/her~~ **the student's** parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP **in consultation with the student's parent/guardian, for a period not to exceed 30 days. Within 30 days, By the end of that period, the district the Superintendent or designee shall either**, ~~in consultation with the student's parents/guardians,~~ adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

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# National SD

## Board Policy

Instruction

BP 6159.1(a)

### PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

The Governing Board ~~desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law.~~ **recognizes its obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child.** Parents/guardians **of students with disabilities** shall receive written notice of their rights **under the federal Individuals with Disabilities Education Act.** ~~in accordance with law, Board policy, and administrative regulation.~~

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education **Students**)*

*(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

**Whenever there is a dispute between the district and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. The district or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.**

BP 6159.1(b)

### PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

~~The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.~~ **Any complaint alleging the district's noncompliance with federal or state laws or**

**regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.**

~~(cf. 1312.3—Uniform Complaint Procedures)~~

Legal Reference: (see next page)

BP 6159.1(c)

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

Legal Reference:

EDUCATION CODE

56000 Education for individuals with disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3100 Regulations governing special education, **especially:**

**3080-3089 Procedural safeguards**

**3200-3205 Special education compliance complaints**

~~4600-4670—Uniform complaint procedures~~

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

**300.150-300.153 State compliance complaints**

300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

*Management Resources:*

**FEDERAL REGISTER**

*Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029*

**WEB SITES**

*California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>*

***Office of Administrative Hearings, Special Education Division:***

***<https://www.dgs.ca.gov/OAH/Case-Types/Special-Education>***

*U.S. Department of Education, Office of Special Education Programs:*

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

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# National SD

## Administrative Regulation

Instruction

AR 6159.1(a)

### PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

#### Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice **within a reasonable time**: (Education Code 56346, 56500.4, 56500.5; 20 USC 1415(e); 34 CFR 300.102, 300.300, 300.503; ~~Education Code 56500.4, 56500.5~~)

1. Before the district initially refers the student for assessment
2. **Within a reasonable time b**efore the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. **Within a reasonable time b**efore the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. **Within a reasonable time b**efore the student graduates from high school with a regular diploma ~~thus resulting in a change in placement~~

AR 6159.1(b)

### PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to ~~his/her child~~ **the student**

This **prior written** notice shall include: (Education Code 56500.4; 20 USC 1415(e); 34 CFR 300.503; ~~Education Code 56500.4~~)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action

3. A description of each assessment procedure, ~~test,~~ **assessment,** record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

*(cf. 6159 - Individualized Education Program)*

7. A description of any other factors relevant to the district's proposal or refusal

*(cf. 5145.6 - Parental Notifications)*

### **Procedural Safeguards Notice**

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (**Education Code 56301**; 20 USC 1415(d)(1); 34 CFR 300.504; ~~Education Code 56301~~)

1. Upon initial referral or parent/guardian request for assessment

AR 6159.1(c)

### **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

2. Upon receipt of the first state compliance complaint in a school year, **filed in accordance with the section "State Compliance Complaints" below**

*(cf. ~~1312.3 - Uniform Complaint Procedures~~)*

3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when **a decision is made to remove removal of** a student because of a violation of a code of conduct ~~constituting~~ **constitutes** a change of placement

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (Education Code 56301; 20 USC 1415(d)(2); 34 CFR 300.504; ~~Education Code 56301~~)

1. Independent educational evaluation

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

2. Prior written notice

AR 6159.1(d)

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to ~~his/her child's~~ **the student's** continued receipt of special education and related services

4. Access to educational records

*(cf. 5125 - Student Records)*

5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting



9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. ~~Attorney's fees~~ **Availability of attorneys' fees pursuant to 34 CFR 300.517**

AR 6159.1(e)

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including: **(Education Code 56321, 56321.5, 56321.6)**

- 1. Information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing;**
- 2. The timelines for completing each process;**
- 3. Whether the process is optional;**
- 4. The type of representative who may be invited to participate;**
- 5. The right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341.1; and**
- 6. Information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind; ~~(Education Code 56321, 56321.5, 56321.6)~~**

A copy of this notice shall be attached to the student's assessment plan **and referred to at each IEP meeting. At each IEP meeting, the Superintendent or designee shall inform the parent/guardian of the federal and state procedural safeguards that were provided in the notice.** (Education Code 56321, ~~56321.5~~ **56500.1**)

### **Format of Parent/Guardian Notices**

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (Education Code 56341, 56506; 34 CFR 300.503, 300.504; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

AR 6159.1(f)

## PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

1. The notice is translated orally or by other means to the parent/guardian in his/her the parent/guardian's native language or other mode of communication, and that

2. The parent/guardian understands the contents of the notice. (34 CFR 300.503)

3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

### Filing Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (Education Code 56501; 20 USC 1415(b); Education Code 56501)

AR 6159.1(g)

## PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.

2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of ~~his/her child~~ **the student**.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (Education Code 56502; 20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student

*(cf. 6173 - Education for Homeless Children)*

3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

AR 6159.1(h)

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

Parties filing a due process complaint shall file their request with the **state Office of Administrative Hearings, Special Education Division**. ~~Superintendent of Public Instruction or designated contracted agency.~~ (Education Code 56502)

**The request shall be filed within two years from the date the party initiating the request knew or had reason to know of the facts underlying the basis for the request. This timeline shall not apply if the district misrepresented that it had solved the problem or withheld required information from the parent/guardian. (Education Code 56505; 20 USC 1415; 34 CFR 300.507, 300.511)**

## **District's Response to Due Process Complaints**

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(e)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(e)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each ~~evaluation~~ **assessment** procedure, assessment, record, or report the district used as the basis for the proposed or refused action
4. A description of the factors that are relevant to the district's proposal or refusal

AR 6159.1(i)

## **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

### **Informal Process/Pre-Hearing Mediation Conference**

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). **In addition, either party may file a request with the Superintendent**

of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction state Office of Administrative Hearings for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56500.3)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

### State Compliance Complaints

AR 6159.1(j)

## PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION (continued)

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file with the California Department of Education (CDE) a written and signed statement alleging that, within the previous year, any of the following occurred: (5 CCR 3200, 3201)

1. The district violated Part B of the Individuals with Disabilities Education Act (20 USC 1411-1419) and its implementing regulations (34 CFR 300.1-300.818).
2. The district violated Part 30 of the Education Code (Education Code 56000-56865) and 5 CCR 3200-3205.
3. The district violated the terms of a settlement agreement related to the provision of FAPE, excluding any allegation related to an attorney fees provision in a settlement agreement.
4. The district failed or refused to implement a due process hearing order to which the district is subject.
5. Physical safety concerns interfered with the provision of FAPE.

The complaint shall include: (5 CCR 3202; 34 CFR 300.153)

1. A statement that the district has violated or failed to comply with any provision set forth in 5 CCR 3201
2. The facts on which the statement is based
3. The signature and contact information for the complainant
4. If alleging violations with respect to a specific student, the student's name and address (or other available contact information for a homeless student), the name of the school that the student is attending, a description of the nature of the student's problem and facts related to the problem, and a proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed

The complainant shall forward a copy of the complaint to the Superintendent or designee at the same time the complaint is filed with CDE. (5 CCR 3202)

AR 6159.1(k)

#### **PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION** (continued)

Within 30 days of the date of CDE's investigation report, the district or complainant may request reconsideration of the decision in accordance with 5 CCR 3204. Pending CDE's response, any corrective actions set forth in the report shall remain in effect and enforceable, unless stayed by a court. (5 CCR 3204)

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# National SD

## Board Policy

### Instruction

BP 6159.2(a)

### NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Governing Board recognizes its responsibility to provide ~~all district students, including students with disabilities,~~ a free appropriate public education **to students with disabilities** in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency (NPS/A) to meet ~~the students'~~ **student** needs **consistent with the comprehensive local plan of the Special Education Local Plan Area.**

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3541.2 - Transportation for Students with Disabilities)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

~~In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.~~

Prior to entering into a contract to place any student in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities **and**

BP 6159.2(b)

### NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

**complies with staff training requirements** in accordance with Education Code 56366 **and 56366.1**. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any ~~nonpublic, nonsectarian school~~ **NPS/A** with which the district has a contract to ensure that the ~~school or agency's~~ certification has not expired.

No district student shall be placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the ~~nonpublic, nonsectarian school or agency~~

placement is appropriate for the student. ~~In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP.~~ (Education Code ~~56195.8, 56342.1~~)

*(cf. 6159 - Individualized Education Program)*

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

**The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)**

In accordance with law, any student with disabilities placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, ~~the~~ procedural safeguards, due process rights, and periodic review of ~~his/her~~ **the student's IEP.**

*(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)*

During the period when any student with disabilities is placed in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in ~~his/her~~ **the** IEP.

BP 6159.2(c)

## **NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION** (continued)

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

~~In accordance with Education Code 56366.2, t~~**The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6. (Education Code 56366.2)**

*(cf. 1431 - Waivers)*

*Legal Reference: (see next page)*



## NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)

### Legal Reference:

#### EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency

56042 Placement not to be recommended by attorney with conflict of interest

56101 Waivers

56163 Certification

56168 Responsibility for education of student in hospital or health facility school

56195.8 Adoption of policies

56342.1 Individualized education program; placement

56360-56369 Implementation of special education

56711 Computation of state aid

56740-56743 Apportionments and reports

56760 Annual budget plan; service proportions

56775.5 Reimbursement of assessment and identification costs

**56836.20-56836.21 Special education funding; SELPA contracts with nonpublic nonsectarian schools**

#### FAMILY CODE

7911-7912 Interstate compact on placement of children

#### GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to disabled children; especially:

7572.55 Seriously emotionally disturbed child; out-of-state placement

#### WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP

727.1 Out-of-state placement of wards of court

#### CODE OF REGULATIONS, TITLE 5

3001 Definitions

**3051-3051.24 Special education; standards for related services and staff qualifications**

3060-3070 Nonpublic, nonsectarian school and agency services

#### UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

#### CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

#### COURT DECISIONS

*Agostini v. Felton*, (1997) 521 U.S. 203, 117 S.Ct. 1997

### Management Resources:

#### FEDERAL REGISTER

**Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845**

#### WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

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

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### Policy Reference UPDATE Service

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# National SD

## Administrative Regulation

Instruction

AR 6159.2(a)

### NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

#### Master Contract

Every master contract ~~with~~ **between the district and** a nonpublic, nonsectarian school or agency (NPS/A) ~~shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. Each master contract shall specify the general administrative and financial agreements for providing the special education and designated instruction and services., including~~ **The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)**

- 1. S**student-teacher ratios, ~~as well as~~
- 2. T**ransportation ~~if specified in a student's individualized education program (IEP). The administrative provisions of the contract shall include~~

*(cf. 3541.2 - Transportation for Students with Disabilities)*

**The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.**

- 3. P**rocedures for recordkeeping and documentation, ~~and~~
- 4. T**he maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student.

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

*(cf. 6146.1 - High School Graduation Requirements)*

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION** (continued)

- 5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP**
- 6. A description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include the NPS/A, including a method for evaluating whether each student is making appropriate educational progress.**
- 7. Procedures and responsibilities for attendance and unexcused absences**
- 8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and insurance requirements**
- 9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions**

The contract may allow for partial or full-time attendance at the ~~nonpublic, nonsectarian school~~ **NPS/A**. (Education Code 56366)

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

~~(cf. 3580—District Records)~~

~~(cf. 5125—Student Records)~~

~~(cf. 6146.1—High School Graduation Requirements)~~

~~The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress. (Education Code 56366)~~

With mutual agreement of the district and ~~a nonpublic, nonsectarian school or agency~~ **NPS/A**, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in ~~his/her~~ **the student's** individual services agreement. (Education Code 56366)

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION** (continued)

**The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)**

**Placement and Services**

**For each any student to be placed in an NPS/A, the Superintendent or designee shall develop an individual services agreement for each student to be placed in a nonpublic, nonsectarian school or agency based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the nonpublic, nonsectarian school NPS/A services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)**

*(cf. 6159 - Individualized Education Program)*

~~The IEP team of a student placed in a nonpublic, nonsectarian school or agency shall annually review the student's IEP. The student's IEP and individual services agreement shall specify the review schedules. (5 CCR 3069)~~

**At least once each year, the district shall: (Education Code 56366)**

- 1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results**
- 2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting**

AR 6159.2(d)

**NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION** (continued)

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A**. (5 CCR 3069)

When a special education student meets the district requirements for completion of **the** prescribed course of study as designated in the student's IEP, the district shall award the student a diploma of graduation. (5 CCR 3070)

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

## **Out-of-State Placements**

Before contracting with ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** outside California, the Superintendent or designee shall document the district's efforts to **use public schools and/or to** find an appropriate program offered by ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the ~~related~~ **costs of the special education and related services provided**, and the district's efforts to locate an appropriate public school or ~~nonpublic, nonsectarian school or agency~~ **NPS/A** within California. (Education Code 56365)

If the district decides to place a student with ~~a nonpublic, nonsectarian school or agency~~ **an NPS/A** outside the state, the district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

## **On-Site Visits**

AR 6159.2(e)

## **NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION (continued)**

**The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the school or agency, if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)**

**At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)**

- 1. A review of services provided to the student through the individual services agreement**
- 2. A review of progress the student is making toward the goals set forth in the student's IEP**

3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable
4. An observation of the student during instruction
5. A walkthrough of the facility

The district shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the on-site visit. (Education Code 56366.1)

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# National SD

## Administrative Regulation

Instruction

AR 6173.4(a)

### TITLE VI INDIAN EDUCATION PROGRAMS

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 6011 - Academic Standards)*

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

AR 6173.4(b)

### TITLE VI INDIAN EDUCATION PROGRAMS (continued)

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program

3. **Early childhood and family programs that emphasize school readiness**
4. **Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards**
5. **Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement**
6. **Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship**
7. **Activities to educate individuals so as to prevent violence, suicide, and substance abuse**
8. **The acquisition of equipment that is essential to achieve program goals**
9. **Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program**
10. **Family literacy services**
11. **Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors**

AR 6173.4(c)

#### **TITLE VI INDIAN EDUCATION PROGRAMS (continued)**

12. **Dropout prevention strategies for American Indian students**
13. **Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district**

**Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)**

*(cf. 3230 - Federal Grant Funds)*

*(cf. 3231 - Impact Aid)*

**Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that**



**the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)**

*(cf. 6171 - Title I Programs)*

**As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)**

**The Superintendent or designee shall periodically assess the progress of American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)**

AR 6173.4(d)

## **TITLE VI INDIAN EDUCATION PROGRAMS (continued)**

*(cf. 0500 - Accountability)*

*(cf. 6162.5 - Student Assessment)*

*(cf. 6162.51 - State Academic Achievement Tests)*

### ***Legal Reference:***

**EDUCATION CODE**

**33380-33384 California Indian Education Centers**

**UNITED STATES CODE, TITLE 20**

**6314 Title I schoolwide programs**

**7401-7492 Indian education**

**7701-7714 Impact Aid**

**CODE OF FEDERAL REGULATIONS, TITLE 2**

**200.0-200.521 Federal uniform grant guidance**

**CODE OF FEDERAL REGULATIONS, TITLE 34**

**222.90-222.129 Impact Aid, special provisions for local educational agencies that claim children residing on Indian lands**

***Management Resources:***

**WEB SITES**

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

***U.S. Department of Education, Office of Impact Aid:***

***<https://www2.ed.gov/about/offices/list/oese/impactaid>***

***U.S. Department of Education, Office of Indian Education:***

***<https://www2.ed.gov/about/offices/list/oese/oie>***