

San Pasqual Valley Unified School District

BOARD OF TRUSTEES REGULAR BOARD MEETING AGENDA

January 13, 2026 5:30 PM

MS/HS Library

PUBLIC INSPECTION OF DOCUMENTS AVAILABLE AT:
DISTRICT OFFICE

676 BASELINE RD, WINTERHAVEN, CA 92283

REQUEST FOR DISABILITY-RELATED ACCOMMODATIONS OR MODIFICATIONS TO BE MADE IN
WRITING TO THE DISTRICT OFFICE 72 HOURS PRIOR TO MEETING

Meetings of the San Pasqual Valley School Board shall be held in-person and teleconference. Trustees of San Pasqual Valley School Board can participate in this meeting in-person or teleconference. The Public may view this meeting by accessing zoom link below. If this public wish to be heard on items, they must participate in-person. Zoom link is view only for the public.

Join Zoom Meeting

<https://us02web.zoom.us/j/87522202613?pwd=eThNZHNDaTQ5SS9WMEUwTUlua096UT09>

Meeting ID: 875 2220 2613 Passcode: 896292

I. OPENING OF THE MEETING

This meeting was called to order by _____ at _____ P.M. This meeting is being recorded for the purpose of minutes only. Flag Salute

Roll Call by Secretary

Mr. Hartt	Here _____ Absent _____	Ms. Owl	Here _____ Absent _____	Ms. Delgadillo	Here _____ Absent _____
Mr. Derma	Here _____ Absent _____	Ms. Dominguez	Here _____ Absent _____	Miss Numkena Student Board	Here _____ Absent _____

Executive closed session

Time: _____

Motion _____ Second _____ Action _____

Miss Numkena	Aye _____ No _____ Abstain _____	Ms. Owl	Aye _____ No _____ Abstain _____	Ms. Delgadillo	Aye _____ No _____ Abstain _____
Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez	Aye _____ No _____ Abstain _____	Mr. Hartt	Aye _____ No _____ Abstain _____

Reconvene

Motion _____

Second _____

Action _____

Time: _____

Ms. Owl

Aye _____

No _____

Abstain _____

Ms. Delgadillo

Aye _____

No _____

Abstain _____

Mr. Derma

Aye _____

No _____

Abstain _____

Ms. Dominguez

Aye _____

No _____

Abstain _____

Mr. Hartt

Aye _____

No _____

Abstain _____

1. Adjustment to the Agenda

The Superintendent may recommend a change in order of agenda items or deletion of items at this time.

2. Presentations**a. Student(s) of the Month**

A. Elementary School: Daphnie Roosevelt and Joziah McNeely

B. Middle School: Jiya Cachora

b. Associated Student Body**c. Joint Impact Aid Report – Mr. Cordero****3. Public Comments**

Comments shall be limited to three minutes per person and twenty minutes for all comments, per topic, unless the board president, subject to the approval of the Governing Board, sets different time limits

- a) Are there any members of the public to be heard on items not appearing on agenda that are within the jurisdiction of the District?
- b) Are there any members of the public to be heard on items appearing on the agenda?
- c) Are there any members of the public or parents/guardians of Indian children to be heard on equal participation in educational programs provided by the district.

*Persons who have complaints against Board members or District staff are encouraged to seek resolution to those complaints by using the San Pasqual Valley Unified School District written complaint procedures before orally addressing them at a meeting. The Board will not respond to such complaints until the applicable complaint procedure (BP/AR 1312.1) has been followed and has reached the Board level. Where a complaint concerns a District employee identifiable by name, position, or other facts, the Board cannot respond until proper written notice has been given to the employee pursuant to Government Code Section 54957.

II. CONSENT AGENDA

All items under the Consent Agenda are considered to be of a routine nature and are acted with one motion. Any recommendation may be removed from the Consent Agenda at the request of any board member and placed under Discussion/Action.

1. The Superintendent recommends approval of the December 9, 2025 Board Minutes.
2. The Superintendent recommends approval of the December 17, 2025 Board Minutes.
3. The Superintendent recommends ratification of the December warrants in the amount of \$784,221.37
4. The Superintendent recommends the hiring of:
Alyssa Gutiérrez as Pre K Clerk
Rosa Gonzalez as SpEd paraprofessional with Maria Perez as alternate
Vianna Zamudio as a Substitute Teacher
5. The Superintendent recommends approval of Classified and Certificated Seniority Lists
6. The Superintendent recommends acceptance of donations to Strong Hearts from the Quechan Tribe in the amount of \$500 to help cover costs of the light parade
7. The Superintendent recommends acceptance of donations to Strong Hearts from Quechan Police Department (Quechan Tribe) in the amount of \$300 for Holiday Season
8. The Superintendent recommends acceptance of donations to the SPVHS Basketball Team
9. The Superintendent recommends ratification of Field Trip: Arizona First Lego League Explore Festival in Phoenix, AZ on January 10, 2026 with Ms. Arredondo and Robotics Club Students
10. The Superintendent recommends acceptance of FFA club donation from T & P Farms in the amount of \$5,000 to help cover the cost of the loans for students' animals
11. The Superintendent recommends acceptance of FFA club donation from IVORP Community Foundation in the amount of \$1,000 for various events and animal care in preparation of the fair
12. The Superintendent recommends approval of surplus items for auction sale, date to be determined
13. The Superintendent recommends approval Travel/Training: San Pasqual Valley High School Principal to WASC Accreditation Committee in San Diego from 3/15/26-3/18/26
14. The Superintendent recommends the acceptance of Resignation from Sarah Jeffers, Certificated Staff member Effective January 6, 2026
15. Con App Executive Summary Winter Data Collection

Motion _____			Second _____			Action _____		
Miss Numkena	Aye	_____	Ms. Owl	Aye	_____	Ms. Delgadillo	Aye	_____
	No	_____		No	_____		No	_____
	Abstain	_____		Abstain	_____		Abstain	_____
Mr. Derma	Aye	_____	Ms. Dominguez	Aye	_____	Mr. Hartt	Aye	_____
	No	_____		No	_____		No	_____
	Abstain	_____		Abstain	_____		Abstain	_____

III. MONTHLY REPORTS

1. San Pasqual Teacher Association (SPTA) – Ms. Amanda Beck
2. California School Employees Association (CSEA) – Ms. Adina Alvarez

3. Principals' reports
 - Elementary – Ms. Tamy Durham
 - Middle School – Ms. Erin Grande
 - High School – Ms. Anastasia Noriega
4. Business Services - Ms. Kish Curtis
5. Superintendent – Mr. Richard Cordero
6. Board

IV. INFORMATION ITEMS

All items under the Information agenda are for informational purposes only and not action items. Any recommendation may be removed from the Information Agenda at the request of any board member and placed under Discussion/Action.

1. Enrollment December:

Elementary	242
Pre School	8
Middle School	109
High School	177
Bill Manes	12
Total	548

2. Counselor Induction Program Ana Noriega and Alba Tudor ICOE 12/16/25
3. Field Trip: ELOP Main Street Cinema 1/24/2026
4. Fine Motor and Sensory Skills Alysha Miller, Larissa Bouts and Kerri Dornstadter ICOE 1/23/26
5. Field Trip: 12/4/2025 Strong Hearts to Quechan Tribal Headquarters to observe official tribal council meeting
6. Field Trip: Ag Teacher to travel to Imperial High School to assist with fair requirement for a pig. Students will view the fair requirement for male pigs.
7. Updated Advisors Log for 25-26 School Year

V. DISCUSSION/ACTION ITEMS

If the board chooses, Items 1-8 can be approved with one motion, second and action. These were presented as first read at the December board meeting

1. The Superintendent recommends approval of CSBA Recommend policies and procedures Section 1000: Policy 1000 Concepts and Roles, Policy/Administrative Regulation 1114 District-Sponsored Social Media ,

Motion _____ Second _____ Action _____

Miss Numkena	Aye _____ No _____ Abstain _____	Ms. Owl	Aye _____ No _____ Abstain _____	Ms. Delgadillo	Aye _____ No _____ Abstain _____
Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez	Aye _____ No _____ Abstain _____	Mr. Hartt	Aye _____ No _____ Abstain _____

2. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 2000: Policy 2120 Superintendent Recruitment and Selection,

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

3. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 3000: Administrative Regulation 3311.3 Design-Build Contracts, 3470 Debt
Issuance and Management,

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

4. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 4000: Policy 4000 Concept and Roles,

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

5. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 5000: Policy 5000 Concept and Roles, Policy/Administrative Regulation 5020
Parent Rights and Responsibilities, Policy/Administrative Regulation 5117 Interdistrict
Attendance, 5138 Conflict Resolution/Peer Mediation,

Motion _____	Second _____	Action _____			
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____

6. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 6000: Board Policy/Administrative Regulation 6020 Parent Involvement, Board
Policy/Administrative Regulation 6143 Courses of Study, Board Policy/Administrative
Regulation/Exhibit 6146.2 Certificate of Proficiency/High School Equivalency

Motion _____	Second _____	Action _____			
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____

7. The Superintendent recommends approval of CSBA Recommend policies and procedures
Section 7000 Board Policy 7000 Concepts and Roles and Board Policy 7131 Relations with
Local Agencies

Motion _____	Second _____	Action _____			
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt	Aye _____
	No _____		No _____		No _____
	Abstain _____		Abstain _____		Abstain _____

8. The Superintendent recommends approval of CSBA Recommend policies and procedures Section 9000 Board Bylaw 9310 – Board Policy and Board Bylaw/Exhibits 9321 – Closed Session

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

9. The Superintendent recommends the board to determine monthly compensation of up to \$600 per month per board member and percentage of annual increase.

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

10. The Superintendent recommends approval Letter of Agreement to engage SiteLogIQ for the development of facility improvements, energy conservation measures, renewable energy solutions, and energy management services

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

11. The Superintendent recommends approval of Board Member Compensation for Members Absent During Board Meetings in January

Motion _____	Second _____	Action _____		
Miss Numkena	Aye _____	Ms. Owl	Aye _____	Ms. Delgadillo
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	Aye _____
	Abstain _____		Abstain _____	No _____
				Abstain _____

VI. ITEMS FOR FUTURE AGENDA

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

VII. CLOSED SESSION**Time:** _____ **P.M.**

Motion _____	Second _____	Action _____
Miss Numkena	Aye _____ No _____ Abstain _____	Ms. Owl Aye _____ No _____ Abstain _____
		Ms. Delgadillo Aye _____ No _____ Abstain _____
Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez Aye _____ No _____ Abstain _____
		Mr. Hartt Aye _____ No _____ Abstain _____

1. CONFERENCE WITH LABOR NEGOTIATOR (Superintendent) – Pursuant to Government Code 54957.6
2. STUDENT MATTERS - Pursuant to Education Code 48918
 - a. Readmission Student ID JH6000931
3. -PERSONNEL MATTERS – Pursuant to Government Code 54957
 - a. Certificated
 - b. Classified
4. PENDING LITIGATION – Pursuant to Government Code 54956.9
5. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Pursuant to Government Code 54957
 - a. Superintendent Evaluation

RECONVENE**Time:** _____ **P.M.**

Motion _____	Second _____	Action _____
	Ms. Owl	Aye _____ No _____ Abstain _____
		Ms. Delgadillo Aye _____ No _____ Abstain _____
Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez Aye _____ No _____ Abstain _____
		Mr. Hartt Aye _____ No _____ Abstain _____

During the Executive Session of the Regular Board Meeting on December 9, 2025, the Board took the following reportable action:

1. CONFERENCE WITH LABOR NEGOTIATOR (Superintendent) – Pursuant to Government Code 54957.6
2. STUDENT MATTERS - Pursuant to Education Code 48918
 - b. Readmission Student ID JH6000931

3. PERSONNEL MATTERS – Pursuant to Government Code 54957
 - a. Certificated
 - b. Classified
4. PENDING LITIGATION – Pursuant to Government Code 54956.9
5. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Pursuant to Government Code 54957
 - a. Superintendent Evaluation

VIII. ADJOURNMENT

Time: _____ **P.M.**

Motion _____	Second _____	Action _____		
	Ms. Owl	Aye _____	Ms. Delgadillo	Aye _____
		No _____		No _____
		Abstain _____		Abstain _____
Mr. Derma	Aye _____	Ms. Dominguez	Aye _____	Mr. Hartt
	No _____		No _____	
	Abstain _____		Abstain _____	

**Next regular board meeting is scheduled for Tuesday, February 10, 2026 5:30 P.M.
in the Middle/High School Library or via zoom if necessary.**

San Pasqual Valley Unified School District

BOARD OF TRUSTEES REGULAR BOARD MEETING AGENDA December 9, 2025 5:30 PM MS/HS Library

PUBLIC INSPECTION OF DOCUMENTS AVAILABLE AT:

DISTRICT OFFICE

676 BASELINE RD, WINTERHAVEN, CA 92283

REQUEST FOR DISABILITY-RELATED ACCOMMODATIONS OR MODIFICATIONS TO BE MADE IN WRITING TO THE DISTRICT OFFICE 72 HOURS PRIOR TO MEETING

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Meeting ID: 875 2220 2613 Passcode: 896292

I. OPENING OF THE MEETING

This meeting was called to order by Mr. Hartt at 5:30 pm. This meeting is being recorded for the purpose of minutes only. Flag Salute

Roll Call by Secretary

Mr. Hartt	Here ✓	Mr. Derma	Here ✓ arrived at 5:31	Ms. Dominguez	Here ✓
Ms. Delgadillo	Here ✓ arrived at 5:33	Ms. Owl	Here ✓	Miss Numkena	Here ✓

Executive closed session

Time: 5:32 PM

Ms. Owl made a motion to move in to executive closed session; Ms. Dominguez seconded. Motion carried unanimously.

Reconvene

Time: 5:59 PM

Mr. Derma made a motion to reconvene into open session; Ms. Owl seconded. Motion carried unanimously.

1. Adjustment to the Agenda

The Superintendent may recommend a change in order of agenda items or deletion of items at this time. Mr. Cordero removed III.5 and VII.2a.

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT



Joint Impact Aid Committee Report 2025-2026 (Data from multiple years)

District Committee Members:

Karen Aguilar, Guidance and Family Coordinator
Adina Alvarez, Community Liaison
Rigel Dominguez, Licensed Therapist
Veronica Gallardo, Attendance Clerk
Tamy Durham, Elementary Principal
Erin Grande, Middle School Principal
Kelley Hotel, Attendance Clerk
Richard Cordero, Superintendent
Rosa Meraz, Middle School Counselor
Cyndee Miller, American Indian Program Coordinator
Jeanette Montgomery, Elementary School Counselor
Johna Meek, Special Education Director
Anastasia Noriega, High School Principal
Alba Tudor, Counselor

Public Hearing Date for input: 12/9/2025

SPVUSD Board Presentation Date: 1/13/2026

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PURPOSE OF REPORT

This report is developed by the San Pasqual Valley Unified School District Impact Aid Committee that has representation from certificated staff, classified staff, administration, and the School Board. The information is shared with the Quechan Tribe and feedback was requested through the District Indian Parent Advisory Committee and conversations with the Quechan Indian Tribe to be in compliance with Board Policy 1270 Indian Policies and Procedures (IPP 's).

This report provides information on the achievement of American Indian or Alaska Native students in relationship to other student populations that are served in the district. Information that is contained in this report meets the Memorandum of Understanding (MOU) between San Pasqual Valley Unified School District Board of Trustees and the Quechan Indian Tribe by addressing the areas of measurement as listed in the MOU that was established in 1996.

Introduction

San Pasqual Valley Unified School District applies for and receives Impact Aid funds, in accordance with Public Law 107-110. Impact Aid is designed to assist local school districts who have lost property tax revenue due to the presence of tax-exempt Federal property or have experienced increased expenditures due to the enrollment of federally connected children. San Pasqual Valley Unified School District includes within their boundaries, parcels of land owned by the Federal Government or that have been removed from the local tax rolls by the Federal Government, including Indian lands.

San Pasqual Valley Unified School District will receive \$4,100,000 (current estimate) in Impact Aid funds for the 2025-26 school year, based primarily on the number of children residing on Indian lands and other federal properties such as Bureau of Land Management (BLM), Imperial Irrigation District (IID), or anyone working on federal property such as Yuma Proving Grounds (YPG). Impact Aid funds are utilized for a wide variety of expenses, including the salaries of teachers; paraprofessionals; materials and supplies; equipment; after school enrichment and core programs, tutoring; advanced placement classes or community college courses; and additional costs for students with special needs.

District Overview

In California schools administer the Smarter Balanced Summative Assessments in English language arts/literacy (ELA) and mathematics in grades three through eight and eleven. Also, California is administering the California Alternate Assessments in ELA and mathematics to students with significant cognitive disabilities in grades three through eight and eleven (students whose Individualized Education Program [IEP] designates the use of an alternate assessment). Most recently, schools in California are administering the CAST (California Science Test) in grades 5, 8, and once in high school. There is also an alternative assessment for those students with significant cognitive disabilities. STAR has been used, since 2022-2024, from third grade through twelfth grade as a consistent measure of student achievement. Using the same test measure will allow SPVUSD to calibrate instruction, support, and provide interventions across the district.

Based on the Local Control Funding Formula (LCFF), which was passed in 2013, California has an accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. These measures are reported on the California School Dashboard.

DATA SOURCES

The State of California and the California Department of Education (CDE) utilize several data sources to identify district, school, and student progress. One of these sources is the California Dashboard. SPVUSD encourages educational partners to review the following links to dive deeper into district data:

California Dashboard: <https://www.caschooldashboard.org/>

Ed-Data: <http://www.ed-data.org/>

Tableau Public: <https://public.tableau.com/app/profile/rcoc/viz/CaliforniaK-12Indicators/CAK-12Indicators>

These websites have current data and allow educational partners to look for trends and progress in SPVUSD and around the state.

ENROLLMENT

California Dashboard CASchoolDashboard.org						
SPVUSD	Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth	American Indian	Two or More Races
2025	577	94.30% (544)	20.60% (119)	0.20% (1)	39.70% (229)	4% (23)
2024	589	88.50% (521)	21.90% (129)	0.20% (1)	45.20% (266)	3% (16)
2023	591	71.70% (424)	21.20% (125)	0.00% 0	48.60% (287)	3% (20)
2022	604	85.40% (516)	21.90% (132)	0.30% (2)	50.00% (302)	4% (21)
2021	609	88.80% (541)	23.20% (141)	0.20% (1)	49.90% (304)	4% (27)

The District continues to focus on the elements necessary for student mastery of content standards and recognizes the **need for**:

- Targeted intervention based on data (e.g. STAR, IXL, CAASPP, IA's, FIAB's=)
- Alignment to the California Standards
- Improvement of Instructional Strategies and Materials (training by ICOE)
- Collaboration and analysis of data
- Extended Learning Times (Extended day Summer School, SEL Camp, tutoring)
- Increased Educational Opportunities (College classes, CTE pathway development)
- Positive, nurturing, safe school environment (Teaching and training in SEL)
- Involvement of all stakeholders (Parents as partners in education)
- Addressing the whole child, Social Emotional Learning (SEL)
- Addressing the needs of the parents and community (Parent workshops)
- Partnership with ICOE in the area of providing professional development for all staff.

Standards Aligned Textbooks:

- College and Career Readiness Skills
- Distribution of textbooks and/or devices to access curriculum
- Focus on social emotional health
- Health curriculum

Local Control and Accountability Plan (LCAP)

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs/districts) to share their how, what, and why programs and services are selected to meet their local needs.

Goals must be developed by school districts based on the eight state priorities:

- | | |
|-----------------------|-------------------------|
| 1. Basic Conditions | 5. Pupil Engagement |
| 2. State Standards | 6. School Climate |
| 3. Parent Involvement | 7. Course Access |
| 4. Pupil Achievement | 8. Other Pupil Outcomes |

LCAP Goals 2025-2026:

Goal 1: By June 2026, San Pasqual Valley Unified School District will reduce chronic absenteeism by at least 10 percentage points overall and by at least 15 percentage points for American Indian, Homeless, and Students with Disabilities, while increasing the percentage of students who report feeling safe at school to 90% or higher across all grade spans. In addition, the district will reduce suspension rates by 30% districtwide and eliminate Red Dashboard designations in Priority 6 subgroups through site-based SEL programming, consistent attendance monitoring, student incentives, re-engagement protocols, and equity-focused family outreach.

Goal 2: By June 2026, San Pasqual Valley Unified School District will increase educational partner engagement in decision-making by ensuring at least 70% of families report feeling informed and involved in school decisions, and will double participation in parent advisory committees across all sites. The district will also increase participation in family workshops focused on social-emotional learning, college and career planning, and school systems navigation by 25% annually, with special outreach to families of English Learners, American Indian students, and those experiencing homelessness.

Goal 3: By June 2026, San Pasqual Valley Unified School District will increase the percentage of students meeting or exceeding standards on state assessments in ELA and Math by at least 10 percentage points overall and by 15 percentage points for American Indian, SED, SWD, and Homeless student groups. The district will also increase the College/Career Indicator (CCI) “Prepared” rate to at least 55%, ensure 90% of seniors graduate on time, and expand dual enrollment, CTE, and Seal of Biliteracy opportunities so that at least 25% of graduates meet both A-G and CTE completion requirements.

Goal 4: By June 2027, San Pasqual Valley USD will increase the percentage of students graduating from Bill Manes High School to at least 80%, with a particular focus on increasing credit recovery and on-time graduation rates among low-income and English Learner (EL) students. The district will implement and monitor targeted interventions, including expanded credit recovery programs and individualized graduation plans, and will track progress through monthly transcript audits, semester credit recovery completions, and annual graduation rates disaggregated by student groups.

SPVUSD created a single goal for the Equity Multiplier for Bill Manes focused on increased graduation rates at the alternative education site. The addition of a multiple subject teacher to be on-site during the day will allow consistency of programming for students. This will benefit students by having a teacher who can focus on credit recovery coursework at the 9th grade level as many alternative education students have credit deficiencies from their freshman year of high school. This teacher will also monitor and encourage students to follow their individualized education/graduation plan with frequent conversations, updates, and edits as required.

References to the California Dashboard are based on information available and released by the State of California.

DISTRICT LEVEL DATA

Student Groups	Graduation Rates			# of Graduates		
	High School			Bill Manes		
	2025	2024	2023	2025	2024	2023
All Students	86%	86.40%	79.50%	2	2	2
English Learners	93.30%	91.70%	81.80%			--
Socioeconomically Disadvantaged	87.20%	85.70%	79.10%			--
Students with Disabilities	78.60%	--	--			
Hispanic or Latino	93.30%	90%	88.90%			--
American Indian	80.00%	81%	66.70%			--

Summary :

- Bill Manes graduation rate has decreased due to our efforts to move students back to the high school environment. The reduced number of students at Bill Manes also creates a situation where there are not always seniors in the school.

SPVUSD American Indian Graduation Rates, Average for District			
Year	Rate	Year	Rate
2011	87.5%	2019	72.7%
2012	71.4%	2020	61.3%
2013	57.1%	2021	74.1%
2014	50%	2022	60.9%
2015	53.9%	2023	66.7%
2016	90%	2024	81.0%
2017	50%	2025	80.0%
2018	62.5%		

Summary:

- American Indian Graduation Rates fluctuate each year without a clear pattern.
- Based on other Student Groups, chronic absenteeism may be a factor in graduation.

When Students are absent, they are not learning.

Chronic Absenteeism Rates by Sub-Group					
Student Groups	District Rates				
	2025	2024	2023	2022	2021
All Students	36.8%	33.30%	43.50%	31.50%	0.20%
English Learners	22.7%	29.80%	39.20%	27.80%	0
Migrant Education	--	--	--	23.10%	0
Homeless Youth	--	52.20%	62.50%	47.10%	0
Foster Youth	--	--	--	--	--
Socioeconomically Disadvantaged	36.6%	34.80%	44.50%	32.30%	0.20%
Students with Disabilities	41.5%	38.10%	50.60%	33.60%	0.80%
Two or more Races	--	40%	--	21.70%	0
White	--	0%	--	27.80%	0
Hispanic or Latino	33.2%	32.60%	40%	27.20%	0
American Indian	41.2%	36%	47.70%	36.90%	0.30%

Summary:

- Chronic Absenteeism rates, in 2025, were 33.2% for Hispanic students and 41.2% for American Indian youth.
- American Indian students are more likely to be chronically absent by 5.6% over all students. The only subgroup with a high chronic absenteeism rate is Students with Disabilities.
- There is a correlation between absenteeism and academic achievement.

SPVUSD American Indian Chronic Absenteeism Rates			
Year	Rate	Year	Rate
2017	25.6%	2022	36.9%
2018	23.3%	2023	47.7%
2019	22.9%	2024	36.0%
2020	COVID	2025	41.2 %
2021	COVID .3%		

Summary:

- The 2025 data showed an increase of 5.2% of Native youth chronically absent based on dashboard data.

TRUANCY: Counts only unexcused absences. Emphasizes compliance with school rules. Relies on legal and administrative solutions.

CHRONIC ABSENCE: Counts all absences, excused, unexcused, and suspensions. Emphasizes academic impact of missed days. Uses community-based, positive strategies.

Chronic Absenteeism Rates by School Site					
School Site	2024-25	2023-24	2022-23	2021-22	2021
District, All Students	36.80%	33.30%	43.50%	31.50%	0.20%
Elementary	37.30%	35.80%	51.60%	43.10%	0.40%
Middle School	35.90%	28.70%	29.30%	24.90%	0%
The state does not track chronic absenteeism for high school aged students.					

Summary:

- SPVUSD saw a slight increase in the Chronic Absenteeism Rate from 2023-24 and the 2024-25 school year.

Daily Attendance Averages Over 3 years			
School Site	2025	2024	2023
Elementary	90.00%	91.00%	87.00%
Middle School	86.88%	88.90%	92.00%
High School	88.51%	91.21%	93.00%

SPVUSD American Indian Rate Comparisons DISTRICTWIDE					
Year	Absenteeism Rate	CAASPP English Proficiency	CAASPP Math Proficiency	CAASPP Science Proficiency	Graduation Rate
2019	22.90%	29.40%	13.10%	11.10%	72.70%
2020	COVID, Unavailable				61.30%
2021	COVID, .3%	12.10%	3.50%	1.90%	74.10%
2022	36.90%	28.30%	5.50%	10.60%	60.90%
2023	47.70%	26.32%	6.16%	11.76%	66.70%
2024	36%	21.52%	5.10%	6.17%	78.30%
2025	41.20%	22.30%	3.85%	8.57%	72.71%

Summary :

- Looking at district absenteeism and CAASPP level data American Indian students increased their absenteeism rate by 5.2%, increased their CAASPP rate in ELA and Science, however decreased their proficiency rate in Math.

School Attendance Review Board (SARB)

California requires everyone between the ages of six and eighteen to attend school. The exception is if the students have passed the California High School Proficiency Exam or graduated from high school.

Students who violate these education laws and have a pattern of unexcused absences are put through the School Attendance Review Board (SARB). The idea is to keep students in school and provide them with the resources to be successful. However, SARBs do have the power to refer students and their parents/guardians to court.

TRUANCY: Counts only unexcused absences. Emphasizes compliance with school rules. Relies on legal and administrative solutions.

CHRONIC ABSENCE: Counts for all absences, excused, unexcused, and suspensions. Emphasizes academic impact of missed days. Uses community-based, positive strategies.

Population Served by SARB 2024-2025				
Grade Level	California Basic Educational Data System Enrollment	Number of Chronic Absentees (1)	Percent of Students who are Chronic Absentees (2)	Number of Students Referred to SART or SST
				Meeting (3)
K	37	18	48%	0
1	34	12	36%	6
2	41	12	30%	8
3	38	12	29%	7
4	48	15	30%	5
5	46	36	78%	4
6	39	9	22%	16
7	33	20	57%	24
8	47	12	24%	23
9	52	21	44%	18
10	29	13	36%	13
11	51	14	28%	18
12	45	12	29%	15
Alt Ed	15	10	67%	14
Grand Total	555	216	40%	171

Attendance Review Board (SARB) 2024-25

School Site	# of Native Students
Elementary	65
Middle	25
CDS	0
High School	34
Bill Manes	9

The California Student Progress

System consists of assessments:

Smarter Balanced English language arts/literacy (ELA) and mathematics California Alternate Assessments for ELA, mathematics, and science California Science Test (CAST)

Assessment of Performance and (CAASPP)

the following

CAASPP Standard Met or Exceeded Rate: English Language Arts All students in grades three through eight and grade eleven.				
Student Groups	District Rates			
	2025	2024	2023	2022
All Students	23.03%	20.78%	23.02%	25.20%
English Learners	10.61%	5.00%	23.64%	9%
Migrant Education	--	7.69%	--	36%
Homeless Youth	--	11.54%	23.81%	7.10%
Foster Youth	--	--	--	--
Socioeconomically Disadvantaged	22.84%	18.54%	22.59%	23.60%
Students with Disabilities	5.97%	4.45%	3.70%	0
Two or more Races		--	--	41.70%
White	--	--	--	--
Hispanic or Latino	24.00%	16.93%	17.88%	20.70%
American Indian	22.31%	21.52%	26.32%	28.30%
Female	22.00%	22.64%	29.87%	29.70%
Male	24.03%	18.79%	15.33%	19.40%

Summary :

- Hispanic or Latinos had the largest gain (7.07) from 2024 to 2025.
- All students, English Learners, Socioeconomically Disadvantage, Students with Disabilities, Hispanic or Latino, American Indian, and Male students performed better in 2025.

SPVUSD American Indian CAASPP Standard Met or Exceeded Rate: English Language Arts All students in grades three through eight and grade eleven.			
Year	Rate	Year	Rate
2015	23%	2021	12.1%
2016	27%	2022	28.3%
2017	22.9%	2023	26.32%
2018	31.7%	2024	21.52%
2019	29.4%	2025	22.31%
2020	Not Recorded due to COVID.		

Summary :

- American Indian increase on the ELA CAASPP by 0.79% from 2024 to 2025.

CAASPP Standard Met or Exceeded Rate: Mathematics All students in grades three through eight and grade eleven.				
Student Groups	District Rates			
	2025	2024	2023	2022
All Students	6.93%	6.21%	5.61%	7.10%
English Learners	4.62%	5.08%	1.82%	1.50%
Migrant Education	--	--	--	20%
Homeless Youth	--	0%	9.10%	0
Foster Youth	--	--	--	--
Socioeconomically Disadvantaged	6.25%	5.29%	5.28%	6.80%
Students with Disabilities	--	1.47%	0	0
Two or more Races	--	--	--	8.30%
White	--	--	--	--
Hispanic or Latino	8.72%	6.21%	4.10%	8.60%
American Indian	3.85%	5.09%	6.16%	5.50%
Female	2.01%	4.73%	5.96%	7.80%
Male	11.69%	8.11%	5.23%	6.30%

Summary :

- American Indian children performed lower by 1.24% from the previous year.
- Four student groups slightly increased in performance over 2024.

SPVUSD American Indian CAASPP Standard Met or Exceeded Rate: Mathematics Students in grades three through eight and grade eleven			
Year	Rate	Year	Rate
2015	8%	2021	3.5%
2016	8%	2022	5.5%
2017	10.4%	2023	6.16%
2018	14.3%	2024	5.09%
2019	13.1%	2025	3.85%
2020	Not Recorded due to COVID.		

Summary:

- Students are fluctuating in performance from year to year.
- Native American student decreased by 1.24%
- Only 11th grade is tested at the high school, so it is not a true growth comparison from year to year.

California Science Test (CAST) Standard Met or Exceeded Students in Grades Five, Eight, and Once in High School				
Student Groups	District Rates			
	2025	2024	2023	2022
All Students	6.52%	7.69%	8.26%	7.20%
English Learners	2.56%	2.44%	0	0
Migrant Education	--	--	--	8.30%
Homeless Youth	--	7.14%	--	--
Foster Youth	--	--	--	--
Socioeconomically Disadvantaged	6.90%	6.54%	8.91%	7.30%
Students with Disabilities	0	2.94%	0	0
Two or more Races	--	--	--	--
White	--	--	--	--
Hispanic or Latino	5.15%	6.67%	6.38%	5%
American Indian	8.57%	6.17%	11.76%	10.60%
Female	7.23%	9.38%	9.43%	7.10%
Male	5.94%	5.48%	7.14%	7.30%

Summary:

- Females are outperforming males in science.
- American Indian scores increased. To break the data down by school site, the rates are as follows:

SPVUSD SCIENCE California Science Test (CAST) Standard Met or Exceeded Students in Grades Five, Eight, and Once in High School			
School	2025	2024	2023
District Rate	7.00%	7.69%	8.26%
Elementary	8.89%	17.50%	9.38%
Middle School	2.33%	3.92%	7.50%
High School	9.09%	5.13%	8.33%

Summary:

- Grade 5: American Indian students had 9.52% Met or Exceed Standard, 61.9% Nearly Met Standard, 28.57% Standard Not Met
- Grade 8: American Indian students had 4.55% Met or Exceed Standard, 45.45% Nearly Met Standard, 50% Standard Not Met

- High School: American Indian students had 15.38% Met or Exceed Standard, 84.62% Nearly Met Standard, 0% Standard Not Met

SUSPENSION RATES

SPVUSD				
Suspension Rates				
Student Groups	District Rates			
	2024-25	2023-24	2022-23	2021-22
All Students	6.70%	8.50%	7.20%	6.90%
English Learners	10.70%	7%	6.40%	6.80%
Migrant Education	--	--	--	2.50%
Homeless Youth	4.30%	13.60%	13%	2.90%
Foster Youth	--	--	--	--
Socioeconomically Disadvantaged	6.80%	9%	7.50%	7%
Students with Disabilities	5.00%	8.70%	5.30%	10.30%
Two or more Races	7.40%	0%	8.70%	12.50%
White	5.30%	0%	5.90%	5.60%
Hispanic or Latino	7.40%	7.40%	5.90%	5.70%
American Indian	6.10%	10.90%	8.30%	7.70%

Summary :

- Rates went down overall by 1.8%. SPVUSD is attempting restorative practices and other Social Emotional Learning (SEL) strategies to support the well-being and growth of students.

SPVUSD American Indian Suspension Rate			
Year	Rate	Year	Rate
2012	26.8%	2019	25.2%
2013	24.4%	2020	7.1%
2014	25.6%	2021	Not recorded. COVID.
2015	20.9%	2022	7.7%
2016	22.3%	2023	8.3%
2017	7.6%	2024	10.9%
2018	7.7%	2025	6.10%

Summary :

- Suspension rates went down for American Indians by 4.8%. SPVUSD is attempting restorative practices and other Social Emotional Learning (SEL) strategies to support the well-being and growth of students.

SCHOOL SITE SPECIFIC DATA

Graduation Rates				
School Site	2024-25	2023-24	2022-23	2021-22
High School	86.00%	86.40%	79.50%	78.70%
Bill M. Manes	--	--	--	--

Summary:

With the emphasis on high school completion and post-secondary choices, we are anticipating rising graduation rates as we continue to implement support to guide high school students.

SPVUSD College and Career Indicator Preparation Rate				
School Site	2024-25	2023-24	2022-23	2022
DISTRICT	30.80%	28.60%	20.40%	13.20%
High School	33.30%	31.80%	25%	13.50%

Summary:

As additional opportunities are created, the College and Career Indicator will continue to rise.

SPVUSD College and Career Indicator Preparation Rate by Student Group			
Student Group	2025	2024	2023
All Students	30.80%	28.60%	20.40%
English Learners	31.30%	23.10%	16.70%
Migrant Education	--	--	--
Homeless Youth	--	--	--
Foster Youth	--	--	--
Socioeconomically Disadvantaged	28.60%	29.80%	19.20%
Students with Disabilities	14.30%	--	--
Two or more Races	--	--	--
White	--	--	--
Hispanic or Latino	39.00%	27.30%	22.70%
American Indian	28.60%	27.30%	13%

SPVUSD English Language Arts CAASPP Standard Met or Exceeded Rate: ELA Students in Grades Three through Eight and Grade 11				
School	2025	2024	2023	2022
District Rate	20.30%	20.78%	23.02%	25.20%
Elementary	19.80%	18.32%	16.38%	16.70%
Middle School	19.30%	19.85%	22.90%	27.20%
High School	36.84%	33.33%	37.50%	40%

Summary: High School increased by 3.51% in ELA over the previous year.

SPVUSD Mathematics CAASPP Standard Met or Exceeded Rate: Mathematics Students in Grades Three through Eight and Grade 11				
School	2025	2024	2023	2022
District Rate	6.93%	6.21%	5.61%	7.10%
Elementary	11.37%	11.45%	6.83%	7%
Middle School	3.00%	1.52%	2.27%	7.50%
High School	3.45%	4.88%	12.12%	7.50%

Summary: Mathematics continues to be a challenge for the entire district. Administration focuses on student mathematic awareness and helping teachers gain a better understanding or the rigor that is expected in the California Mathematics Standards.

American Indian CAASPP Standard Met or Exceeded Rate Students in Grades Three through Eight and Grade 11			
School	2025	2024	2023
ELA HS	50.00%	36.80%	41.17%
Math HS	0.00%	5.56%	18.18%
ELA MS	23.00%	21.92%	31.89%
Math MS	0%	0%	2.86%
ELA ES	16.67%	17.46%	12.70%
Math ES	8.34%	11.11%	6.35%

Summary: American Indian students have done better in ELA than in Mathematics. With a standout 50% meeting or exceeding in high school. Unfortunately, as the rest of the district subgroups, their mathematics performance continues to be a challenge.

CHRONIC ABSENTEEISM and SUSPENSIONS

Educational partners can access that information via

<https://www.caschooldashboard.org/>

TRUANCY: Counts only unexcused absences. Emphasizes compliance with school rules. Relies on legal and administrative solutions. **CHRONIC ABSENCE:** Counts for all absences, excused, unexcused, and suspensions. Emphasizes academic impact of missed days. Use community-based, positive strategies. **SUSPENSION RATES:**

SPVUSD			
Chronic Absenteeism			
School	2025	2024	2023
District Rate	36.80%	33.30%	43.50%
Elementary	37.30%	35.80%	51.60%
Middle School	35.90%	29.30%	24.90%
High School	The State does not track HS chronic absenteeism.		

Summary:

Chronic absenteeism impacts achievement. When students are not in school, they are not learning. SPVUSD has instituted interventions and incentives to encourage positive attendance in the 2025-2026 and we saw success.

SPVUSD							
Suspension Rate							
School	2025	2024	2023	2022	2021	2020	2019
District Rate	6.70%	8.50%	7.20%	6.90%	Not available.	6.30%	25.90%
Elementary	2.90%	3.60%	6.30%	4.40%	COVID	3.90%	20.70%
Middle School	7.50%	8.30%	9.30%	8.20%		10.20%	39.10%
High School	11.30%	15.70%	5.70%	8.60%		5.50%	25.50%

Summary:

Suspension rates have remained steady. However, the rate did go down in the district and the three schools. There is an effort to provide social emotional and mental health support services to mitigate some of the behaviors presented in the school environment. This will allow SPVUSD to continue to lower the suspension rate

Bill Manes High School Mission and Vision

The mission at Bill M. Manes Alternative High School is to provide a high-quality standards-based education in an alternative setting from the comprehensive high school so that a student can improve academic skills and successfully return to graduate from high school.

Bill Manes Enrollment by Ethnicity					
Ethnicity	2025	2024	2023	2022	2021
American Indian	71%	69%	76%	82%	60%
Hispanic	29%	15%	18%	6%	16%
White	0%	8%	0%	6%	12%
Two or more	0%	8%	6%	6%	12%
Due to the small number of students who generally participate in standardized testing, Bill Manes does not receive performance indicators on the California School Dashboard.					

SUMMARY: SPVUSD is encouraging students to return to the high school main campus as the curricular expectations are the same as well as the teachers. Students attending Bill Manes need to view it as a school to reestablish their focus and goals.

SPECIAL EDUCATION INFORMATION

The breakdown throughout all grade levels and disability categories is as follows:

Disability Category	Number of Students				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Autism	29	18	18	12	11
Deafness	-	-	-	-	-
Deaf-blindness	-	-	-	-	-
Emotional Disability	3	2	4	4	5
Hard of Hearing	2	2	1	-	-
Intellectual Disabilities	8	5	6	7	7
Multiple Disabilities	1	1	1	1	1
Other Health Impairment	15	8	8	9	6
Orthopedic Impairment	-	-	-	-	-
Specific Learning Disability	48	51	59	56	63
Speech-Language Impairment	38	40	14	28	30
Traumatic Brain Injury	-	-	-	-	-
Visual Impairment	-	-	-	-	-
Total	144	127	111	117	123

Special Education Grade Level	Number of Students				
	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021
Pre-Kindergarten - Second	30	12	14	27	27
Third – Fifth	30	28	23	23	30
Sixth – Eighth	38	37	31	31	33
Ninth – Twelfth	46	50	43	36	33
Total	144	127	111	117	123

SPVUSD students with disabilities fluctuates from year to year. Currently, the District has a Special Education Director, a contracted Speech-Language Pathologist (2) for preK-12 on-campus students, seven (7) Special Education Teachers, nine (11) Paraprofessionals, and a full-time School Psychologist.

SPVUSD also works with Quechan Head Start which is located within its geographical boundaries that are in need of early intervention or special education services to meet components of the Individuals with Disabilities Education Act (IDEA) that requires SPVUSD to locate, identify, and evaluate all children with disabilities, aged birth through 21.

SPVUSD also receives Imperial County Office of Education (ICOE) occupational therapy, transition services, hearing impairment services, behavioral support, visual impairment, orientation & mobility, early childhood support, and adapted physical education therapy services to support needs of SPVUSD's students with disabilities. Students are also referred to Imperial County Behavioral Health Services 2

(ICBHS), California's Children Services (CCS), Child Abuse Treatment Program (CHAT), or any other District, County, and Tribal resources or organizations.

Section 504

Congress enacted Section 504 of the Rehabilitation Act of 1973 as a civil rights statute designated to prevent discrimination against individuals with disabilities. Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States ... shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

Special Education Budget Information

Special Education Revenue	2024-25	2023-2024	2022-2023	2021-2022	2020-2021
Federal IDEA	\$161,640	\$161,156	\$160,114	\$160,114	\$156,516
State SELPA	\$256,771	\$128,570	\$129,456	\$105,624	\$85,645
Total Funding	\$418,411	\$289,726	\$289,570	\$265,738	\$242,161
Total Expenses	2,142,543	\$2,138,748	\$1,796,278	\$1,695,689	\$1,523,999
Additional District Contribution (MOE)	\$1,657,093	\$1,849,022	\$1,506,708	\$1,429,951	\$1,281,838

** \$67,039 difference in 24.25 due to reimbursements by SELPA for mileage and Menta expenses*

2024-2025 Senior Scholarships

ELKS \$2,000

Vatianna Lopez-Owl

Strong Hearts Scholarship \$800

Irie Charles

Dasan Lynch

Vatianna Lopez- Owl

Elena Ramirez

Rufus and Celia Espino Memorial \$750

Vatianna Lopez- Owl

American Legion Auxiliary Post 802 \$200

Vatianna Lopez- Owl

CSEA Scholarship \$500

Vatianna Lopez- Owl

Andy and Natalie Erickson Scholarship \$2,000

Lena Taylor

College and Career Activities Provided to High School Students

Financial Aid

Parent Senior Night- FAFSA Update and FSAID- October 2024- 19 participants

FSA ID Night

- November 2024- 19 participants
- December 2024- 24 participants

FAFSA Night

- January 2025- 47 participants
- February 2025- 21 participants
- May 2025- 4 participants
-

Scholarship Sessions / Presentations

- Scholarship Information- October 2024 through April 2025
- IVROP Scholarship Session- December 2024
- Quechan Higher Student Presentation- Scholarship- October 2024, February 2025, April 2025, May 2025
- SPVHS Scholarship and Award Night- May 2025

Post Ed:

- San Diego State University RISE Program (Research, Innovation, Student Engagement)- Imperial Valley
- Program Introduction Presentation- August 2024
- SDSU RISE Student Meetings (Twice a month)- September 2024 through April 2025 – 28 student participants
- Grand Canyon University Presentation- May 2025 – 29 students
- Arizona Western College Admissions and Major Presentation- September 2025 – 30 students
- Arizona Western College Admission Rep Visit- Once a month (September 2024 through April 2025)
- Arizona Western College- College Assistant Migrant Program Presentation- September 2025-12 students qualify to apply for the program- 3 accepted into the program.
- Arizona Western College- TRIO KEYS Program Presentation- September 2024
- IVROP Resume Workshop- December 2024
- Arizona Western College Admissions Day- October 2024- 26 students (all applied for admissions at AWC)
- Arizona Western College- Senior Day- November 2024– 25 students
- IVROP Mock Interviews (Seniors)- April 2024
- SDSU RISE- Imperial Valley: Technology Nursing School of Nursing Tour (Brawley)- October 2024– 10 students
- Arizona Western College Warrior to Matador Event- April 2025: Register for classes for Fall 2025 semester, and attended a resource fair, campus tour and presentations- 28 students
- Arizona Western College TRIO KEYS Advising Sessions for Fall 2025- June 2025

Career Expos / Higher Ed Week

- Imperial Valley College- Career Expo- March 2025- 13 students
- Higher Ed Week I- September 2024- Juniors and Seniors
- Arizona Southwest Career and Trade Expo (11th-12th)- March 2025- 31 students
- SPVUSD Career Fair- May 2025- 9th- 12th Grade
- Higher Ed Week II - May 2025- 11th Grade

Workshops

- The effects and use of smoking vapes and resources for quitting- September 2024 (Collaboration with Mrs. Alvarez)
- Financial Literacy Presentation- June 2025

Educational Opportunities for Students

- Arizona State University Inspire 2025- 1 Junior student accepted
- Imperial Valley College Talent Search Program- 10 Senior Participants
- SPVHS Student Service-Learning Program- Community Service- Food Box Distribution- 5 to 9 students each month (varies)
- 27 students registered at AWC, one student registered at U of A and one student registered at GCU in the Fall of 2025.
- Museum of Latin American Art and beach trip- students attended via a grant offered through San Manuel Band of Indians- 34 students.
- Healthy Futures Symposium: Building a Career in Food, Nutrition, Health, and Wellness- AWC- April 2025- 10 students
- Admit Reception- IV Fairgrounds- April 2025- recognition ceremony honoring High School Seniors that have been accepted to a 4-year college or university.
- Cal State Humboldt Presentation- September 2024- Juniors and Seniors
- Cal State University Fullerton Presentation- September 2024- Juniors and Seniors
- Campesinos Sin Fronteras Youth Conference- Rise and Thrive: Building Connections Through Advocacy- May 2025- 14 students
- UC San Diego- Comienza Con Un Sueno 2025 Conference- April 2025- 4 students

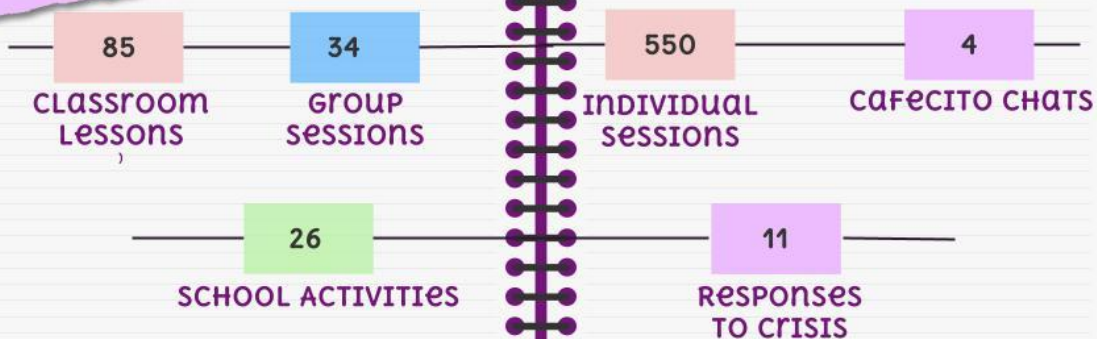
SPVUSD SOCIAL EMOTIONAL LEARNING and MENTAL HEALTH SUPPORT

SCHOOL SITE COUNSELORS

During the 2024-2025 school year, the Counseling Team supported 100% of SPVUSD's student population. Synergy is currently showing that at the elementary and middle school all students received

Tier 1 counseling services (including Minute Meetings, Counseling Classroom Lessons, schoolwide initiatives and activities in all 3 domains: academic, social-emotional, and college & career readiness).

san pasqual HIGH SCHOOL COUNSELING DATA REPORT 2024-2025



san pasqual counseling program's mission is to provide students with comprehensive school counseling services that support their academic, career, and socio-emotional needs through a multi-tiered, multi-domain system of supports. Our program is committed to create a safe and empowering environment through which students develop life-long learning skills and promote critical-thinking, problem-solving, and responsible decision-making to succeed in school and in our communities.

TK-8TH GRADE MONTHLY THEMES & DATES

Month	Theme
August	Positive Behavior; Zones of Regulation; Peace Corners
September	Positive Choices
October	Problem-Solving
November	Self-Control
December	Empathy
January	Communication
February	Kindness
March	Personal Growth
April	College & Career Exploration
May	Taking Care of Myself
June	Taking Care of Myself

one-CLICK Teacher Lessons

Monthly Mondays	Talk About it Tuesdays	Work it Out Wednesdays	Thoughtful Thursdays	Friendly Fridays
TK-9th Mindfulness Mondays Google Classroom	Second Step- Unit 1	Second Step- Unit 1	TK-9th Peacebuilder Lessons Google Classroom	Morning Meeting
5th Mindfulness Mondays Google Classroom	Second Step- Unit 1	Second Step- Unit 1	5th Peacebuilder Lessons Google Classroom	Choose one Greeting, one Sharing, and one Activity every Friday!

Counseling Dates:
 9/10: You Matter Day (wear teal or purple)
 9/19: Cafecito Chat I, Bam, Building 307
 10/10: World Mental Health Day
 10/16: Unity Day (wear orange)
 11/13: World Kindness Day
 11/14: Cafecito Chat II, Bam, Building 307
 2/18-21*: Random Acts of Kindness Week
 2/20: Cafecito Chat III, Bam, Building 307
 3/14: SEL Day
 3/20 SEL Night (during conferences in cafeteria)
 4/17: ES Peace Picnic
 5/1: Cafecito Chat IV, Bam, Building 307
 5/9: MS Peace Picnic
 5/22: Career Day Expo
 5/28: Incoming 6th Graders MS Orientation

SPMS Daily SEL Calendar 2024-2025

August 2024 - Positive Behavior				
Monthly Mondays	Talk About it Tuesdays	Work it Out Wednesdays	Thoughtful Thursdays	Friendly Fridays
Mindfulness Monday in SEL Google Classroom	Second Step- Unit 1	Second Step- Unit 1	Unit 360	Morning Meeting
Mindfulness Journal (Page 1-5)				Choose one Greeting, one Sharing, and one Activity every Friday!
Mindfulness Videos				
Mindful Moments				
Well Being Check-In on Thursday (Insert)				

Additional SEL Resources for any day: Copying Color Master: Toolkit for Mindfulness/Meditation Videos: Child Mind: Morning Meetings: Unit 360

Note: Counselors will be doing Morning Meetings with each student

SAN PASQUAL HIGH SCHOOL 2024-2025 DATA	
Counseling Lessons	Groups
Meet the Counselor Positive Behavior HEW I Frontloading Emotional Intelligence Developing Self-Compassion Relaxation Thermometer Self Compassion and Growth Mindset Discovering Your Path Understanding & Supporting Mental Health HEW II Frontloading	Focus Skills Study Skills Attendance Lunch Bunch Healthy Relationships

SAN PASQUAL HIGH SCHOOL MONTHLY THEMES & DATES		2024-2025	
Month	Theme	School Activities 2025:	School Activities 2025:
August	Positive Behavior; Zones of Regulation; Peace Corners	9/04 Food Box Distribution	2/18 Random Acts of Kindness
September	Positive Choices	9/10 You Matter Day	2/20 Cafecito Chat III
October	Problem-Solving	9/16 Higher Ed Week	2/26 FAFSA Night
November	Self-Control	9/19 Cafecito Chat	3/04 Career Trade Experience
December	Empathy	10/02 Food Box Distribution	3/05 Food Box Distribution
January	Communication	10/10 World Mental Health Day	3/20 Student Activity
February	Kindness	10/16 Unity Day	5/07 FAFSA Night
March	Personal Growth	10/30 FSAID Senior Night	5/08 Wildcats to Warriors Welcome
April	College & Career Exploration	11/13 World Kindness Day	5/09 2Thrive Youth Conference
May	Taking Care of Myself	11/15 Cafecito Chat II	5/19 Higher Ed Week
June	Taking Care of Myself	1/29 FAFSA Night	5/22 Carrer Day
		2/14 Healthy Choice Conference	5/29 Scholarship Night
			6/06 Graduation Night
one-CLICK TEACHER LESSONS			
Monday	Tuesday	Wednesday	Thursday
Mindfulness Music		College & Career	Classroom Circles Circle Script
April SEL Journal Prompt	Everyday, Anyday First Five	Career Exploration Task Cards	Shallow & Middle Questions

Summary:

- The three school site counselors provided 550 individual student sessions in 2024-2025.
- The counselors facilitated 34 group sessions.
- Provided 85 classroom lessons/presentations across the district.
- Organized 26 school-wide activities.

- Managed 11 Crisis Intervention/Assessments for students, which can include suicidal ideation, various forms of abuse, etc.

In addition to counselors there are tiered supports in-district and resources out of district that students have access. Three Counselors, one Licensed Therapist, and one Psychologist provide services to our students. Counselors also provide Social-Emotional Learning opportunities within and outside of the classroom.

MENTAL HEALTH SUPPORT and SERVICES

LICENSED THERAPIST

The following data was collected by our Licensed Therapist from the 2024-2025 school year. The Licensed Therapist is funded under the Victim of Crime and provides an array of mental health and trauma-informed support services. She has advocacy and outreach obligations for SPVUSD students that often involve coordination with CPS, law enforcement, and the judicial system.

Types of issues that the Licensed Therapist treats include problems related to mental health diagnoses, child abuse, trauma, and community violence or crime victims.

		Demographics							
Reporting Period	# of Clients	Hispanic	Native American	Mixed Race	Male	Female	Other Gender	Elementary (Ages 0-12)	MS and HS (Ages 13-17)
July 24-Sept 24	36	0	30	6	13	23	0	7	29
Oct 24-Dec 24	34	3	28	3	15	19	0	6	28
Jan 25-March 25	35	8	21	6	16	19	0	6	29
April 25-June 25	35	4	27	4	11	24	0	4	31

Special Populations			Primary Services				
Homeless	LGBTQ	IEP/504/ Cognitive/ Physical/ Mental Disability	Referrals	Case Management Services	Therapy Sessions	Group Counseling	Crisis Counseling
3	8	14	134	129	106	4	8
1	7	12	103	163	115	30	17
1	7	13	158	168	152	10	11
1	7	13	71	185	137	5	14

Victimization Type (at intake)							
Bullying	Physical Abuse or Neglect	Child Pornography	Child Sexual Abuse	Family Violence	Human Trafficking	Stalking	Teen Dating Violence
31	35	1	19	34	2	7	2
29	34	1	15	33	0	5	3
28	35	1	15	34	0	6	3
28	15	1	15	34	1	6	3

IMPACT AID GENERAL BUDGET INFORMATION

The following pages include data pertaining to:

- General Budget Comments
- Impact Aid Application – Section 7003 Information
- Grant Information
- Indian Policies and Procedures BP 1270 (Updated 11/09/2021)

GENERAL BUDGET COMMENTS

(As of September 2025)

- During the 2024-25 school year both Unions were settled and received increases. We used one-time CSI funding to staff a Teacher on Special Assignment at the Elementary and Middle School. The district used grant funding to purchase new cafeteria equipment, add a shade to the Pre K playground, purchase a new bus, and plant new trees throughout the district.
- Currently in 2025-26, the district is fully staffed and settled with CSEA and has a signed TA with SPTA. The district is currently working on the following projects: Improvements to Softball Field, Replacing Football field lighting with insurance funding, completed paving projects at the Elementary School and Bus Barn funded by the Imperial County Air Pollution Control Board.
- Student enrollment has decreased by 24% over the last ten years. This declining enrollment greatly affects our LCFF, Impact Aid and categorical funding. As the community decreases in the number of RV parks and other alternative housing, SPVUSD's enrollment is greatly impacted.
 - 2015-16: 725 students
 - 2016-17: 712 students
 - 2017-18: 690 students
 - 2018-19: 686 students
 - 2019-20: 653 students
 - 2020-21: 609 students
 - 2021-22: 605 students
 - 2022-23: 591 students, 605 with Pre-Kindergarten included
 - 2023-24: 600 students, with Pre-Kindergarten included
 - 2024-25: 580 students, with Pre-Kindergarten included
 - 2025-26: 551 students with Pre-Kindergarten included

- The district will conduct the Annual Impact Aid count on October 31st, 2025, using the Source Document Process instead of the Survey Forms.
- The district has settled negotiations with SPTA through June 2025 and the CSEA through June 2026.

IMPACT AID - SECTION 7003

APPLICATION INFORMATION

Impact Aid (Title VIII to Public Law 107-110) was enacted in 1950 as a reform program to replace temporary payments intended to enable local school districts to provide education for the children who live on federal property or have parents/guardians who work on federal property. Title VIII authorizes a direct general aid payment to the impacted school district's general fund for the maintenance and operation of the educational program.

The San Pasqual Valley Unified School District received over \$4,600,000 in Impact Aid Revenue in 2024-25. This is approximately 24% of the total 2024-25 annual general fund revenues. This funding equates to the salary of thirteen teachers, fifteen classified personnel and supports education programs, construction of and general maintenance of the facilities and equipment purchases.

General information on the Impact Aid, Section 7003, 2025 application is as follows:

- Eighty -nine students with disabilities resided on eligible Indian lands (Fort Yuma Reservation)
- Seven students resided on Federal property on which parents are employed. (Imperial Dam Camp)
- Four hundred and eighteen students resided on eligible Indian lands. (Fort Yuma/Quechan Indian Reservation) excluding students with disabilities mentioned above.

Membership and Average Daily Attendance Data

Total number of children enrolled in the preceding school year was 604 for 2023-24 school year and 585 for 2024-25 on the respective survey date.

GRANTS SPECIFICALLY FOR AMERICAN INDIAN OR ALASKA NATIVE STUDENTS

Title VI- Performance Grant 2024-25

Pre-Kindergarten through 12th grade, supports local educational agencies in their efforts to reform elementary school and secondary school programs that serve Indian students in order to ensure that such programs – (1) are based on challenging state academic content and student academic achievement standards that are used for all students; and (2) are designed to assist Indian students in meeting those standards.

Annual Application

\$116,138

American Indian Early Childhood Education (AIECE) Program 2024-25

Pre-Kindergarten through 4th grade, funding provided for the development and testing of educational models that increase competence in reading, language arts, mathematics and self- esteem.

Annual Application

\$58,667

2. Presentations

- a. The Heart of SPVUSD Award – Daniel Paz and Lisa Mendenhall
- b. Student(s) of the Month
 - A. Elementary School – Rodrigo Barajas and Anayahlyn Hernandez
 - B. Middle School – Sophia Daleiza Lerma Dominguez
 - C. High School – Jayden Sisomphou and Kalika Smith-Waters
- c. Associated Student Body
 - A. Blanket drive for community
 - B. Hot chocolate at elementary Christmas event
 - C. Winter Pep Rally 12.16.25
 - D. Chill out/block party after pep rally

3. The Superintendent recommends the Board review and update Board Bylaw 9100 Organization. Organization of the board either by full slate or rotation.

Ms. Delgadillo made the motion to elect full slate; Mr. Derma seconded. Motion carried unanimously.

Reorganization of the board

Ms. Owl nominated Mr. Hartt for President; Mr. Derma seconded. Motion carried with 5 ayes and one abstain (Hartt).

Ms. Delgadillo nominated Ms. Owl as Vice President; Mr. Derma seconded. Motion carried unanimously.

Ms. Owl nominated Ms. Delgadillo for clerk; Mr. Derma seconded. Motion carried unanimously.

4. Public Comments

Comments shall be limited to three minutes per person and twenty minutes for all comments, per topic, unless the board president, subject to the approval of the Governing Board, sets different time limits

- a) Are there any members of the public to be heard on items not appearing on agenda that are within the jurisdiction of the District? None.
- b) Are there any members of the public to be heard on items appearing on the agenda? None.
- c) Are there any members of the public or parents/guardians of Indian children to be heard on equal participation in educational programs provided by the district.

*Persons who have complaints against Board members or District staff are encouraged to seek resolution to those complaints by using the San Pasqual Valley Unified School District written complaint procedures before orally addressing them at a meeting. The Board will not respond to such complaints until the applicable complaint procedure (BP/AR 1312.1) has been followed and has reached the Board level. Where a complaint concerns a District employee identifiable by name, position, or other facts, the Board cannot respond until proper written notice has been given to the employee pursuant to Government Code Section 54957.

CALL TO ORDER PUBLIC HEARING

Time: 6:26 pm

Mr. Derma made the motion to Open Public Hearing; Ms. Dominguez seconded. Motion carried unanimously.

PUBLIC HEARING: Joint Impact Aid Report. Seek input from parents of Indian children, tribal officials, the Impact Aid Committee and any other interested persons regarding the development or review of education programs and services allowing for the participation of Indian students on an equal basis in the district.

Pursuant to BP 1270.2, the Memorandum of Understanding between San Pasqual Valley Unified School District and the Quechan Tribe, and Title VII, the District will ensure the equal basis participation of, and tribal and parental involvement in the education, of those students who live on Indian lands and are claimed for payment under the Title VII of Public Law 103-382. BP 1270.2 were approved by the board on 11/18/2025. Copies of the Impact Aid Report 25.26 and the Indian Policy and Procedures are available at the District Office upon request. The final Joint Impact Aid Report will be presented in January.

We open the floor to Public Comments regarding education programs and services of Indian students at San Pasqual Valley Unified School District; please only speak on this topic. No comments

Ms. Dominguez made the motion to declare the Public Hearing closed; Ms. Owl seconded. Motion carried unanimously.

Upon the Motion, the Public hearing is closed at 6:27 PM

II. CONSENT AGENDA

All items under the Consent Agenda are considered to be of a routine nature and are acted with one motion. Any recommendation may be removed from the Consent Agenda at the request of any board member and placed under Discussion/Action.

1. The Superintendent recommends approval of the November 18, 2025 Board Minutes.
2. The Superintendent recommends ratification of the November warrants in the amount of \$337,716.16
3. The Superintendent recommends the hiring of:
As Duty Monitor (4 positions) Jessica Tamp, Jalen Bohanon, Alexander Nunez and Isabella Montijo
As Part Time Van Driver – Zayra Dominguez
As Full Time Bus Driver – Jonathon Bay with Lorena Millian as alternate
4. The Superintendent recommends approval of Travel/Training for Ms. Johna Meek to attend Crisis Prevention Institute Renewal training on December 11-13, 2025
5. The Superintendent recommends approval of the Codestack Memorandum of Contract July 1, 2025 through June 30, 2028 Programming and Maintenance of SEIS/SIS Integration Components and Services
6. The Superintendent recommends approval of surplus items for auction sale, date to be determined
7. The Superintendent recommends the approval of the Board Calendar for 26-27
8. The Superintendent recommends the approval of the District Calendar for 26-27

Ms. Dominguez made the motion to approve the consent items; Mr. Derma seconded. The motion carried unanimously.

III. MONTHLY REPORTS

1. San Pasqual Teacher Association (SPTA) – Ms. Amanda Beck
2. California School Employees Association (CSEA) – Ms. Adina Alvarez
3. Principals' reports
 - Elementary – Ms. Tamy Durham
 - Middle School – Ms. Erin Grande
 - High School – Ms. Anastasia Noriega
4. Business Services - Ms. Kish Curtis
5. Technology – Mr. Daniel Paz
6. Superintendent – Mr. Richard Cordero
7. Board
 - a. Looking forward to the winter program
 - b. Mr. Derma, Mr. Hartt and Mr. Cordero attended CSBA conference
 1. Safety and aerial mapping of district long with numbering of buildings
 2. Campaign discussions
 3. Plaques inside classrooms so student know where they are
 4. Special Education improvements
 5. Good ideas from other board members
 6. Training was beneficial

Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez	Aye _____ No _____ Abstain _____	Ms. Delgadillo	Aye _____ No _____ Abstain _____
Ms. Owl	Aye _____ No _____ Abstain _____	Mr. Hartt	Aye _____ No _____ Abstain _____	Miss Numkena Student Board	Aye _____ No _____ Abstain _____
Mr. Derma	Aye _____ No _____ Abstain _____	Ms. Dominguez	Aye _____ No _____ Abstain _____	Ms. Delgadillo	Aye _____ No _____ Abstain _____
Ms. Owl	Aye _____ No _____ Abstain _____	Mr. Hartt	Aye _____ No _____ Abstain _____	Miss Numkena Student Board	Aye _____ No _____ Abstain _____

IV. INFORMATION ITEMS

All items under the Information agenda are for informational purposes only and not action items. Any recommendation may be removed from the Information Agenda at the request of any board member and placed under Discussion/Action.

1. CSBA November Board Update
 - a. Board Policy 1000 – Concept and Roles
 - b. Board Policy/Administrative Regulation 1114 – District Sponsored Social Media

- c. Board Policy 2120 – Superintendent Recruitment and Selection
 - d. Administrative Regulation 3311.3 – Design-Build Contracts
 - e. Board Policy 3470 – Debt Issuance and Management
 - f. Board Policy 4000 – Concept and roles
 - g. Board Policy 5000 – Concept and Roles
 - h. Board Policy/Administrative Regulation 5020 – Parent Rights and Responsibilities
 - i. Board Policy/Administrative Regulation 5117 – Interdistrict Attendance
 - j. Board Policy 5138 Conflict Resolution/Peer Mediation
 - k. Board Policy/Administrative Regulation 6020 – Parent Involvement
 - l. Board Policy/Administrative Regulation 6143 – Courses of Study
 - m. Board Policy/Administrative Regulation/Exhibit 6146.2 – Certificate of Proficiency/High School Equivalency
 - n. Board Policy 7000 – Concepts and Roles
 - o. Board Policy 7131 – Relations with Local Agencies
 - p. Board Bylaw 9310 – Board Policy
 - q. Board Bylaw/Exhibits 9321 – Closed Session
2. Seniority Lists – First Read
 3. Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits an increase in monthly compensation amount per board member of up to \$600 per month per board member.
 - a. Up to \$600 per month per board member
 - b. Increase of 5% per year

V. DISCUSSION/ACTION ITEMS

1. The Superintendent recommends approval of 1st Interim report 2025-2026.

Ms. Dominguez made a motion to approve 1st interim report 2025-2026; Ms. Owl seconded. The motion carried unanimously.

2. The Superintendent recommends adoption of Resolution #25.26 11 acknowledging six certifications for applications received beyond bond authority required to submit modernization and new construction funding applications to the Office of Public School Construction
3. The Superintendent recommends adoption of RESOLUTION # 25.26 12, acknowledging the five-year Facilities Master Plan certifications required to submit modernization and new construction funding applications to the Office of Public School Construction.
4. The Superintendent The Superintendent recommends adoption of RESOLUTION # 25.26 13, supporting the designation of district representatives and authorization to file applications for the School Facility Program

Mr. Derma made a motion to combined 2-4 and approve with one motion; Ms. Dominguez seconded. The motion carried unanimously.

VI. ITEMS FOR FUTURE AGENDA

1. Board Policies recommended by CSBA
2. Board Policy Remuneration
3. Seniority Lists
4. Readmission of Student ID 6000931

VII. CLOSED SESSION

Time: 7:26P.M.

Mr. Dermna made the motion to move into closed session; Ms. Dominguez seconded. The motion carried unanimously.

1. CONFERENCE WITH LABOR NEGOTIATOR (Superintendent) – Pursuant to Government Code 54957.6.
2. PERSONNEL MATTERS – Pursuant to Government Code 54957
 - a. Certificated
 - b. Classified
3. PENDING LITIGATION – Pursuant to Government Code 54956.9
4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Pursuant to Government Code 54957
 - a. Superintendent Evaluation

RECONVENE

Time: 8:56 P.M.

Mr. Derma made a motion to reconvene; Ms. Dominguez seconded. The motion carried unanimously.

During the Executive Session of the Regular Board Meeting on December 9, 2025, the Board took the following reportable action:

1. CONFERENCE WITH LABOR NEGOTIATOR (Superintendent) – Pursuant to Government Code 54957.6 – *Information given, no action taken.*
2. PERSONNEL MATTERS – Pursuant to Government Code 54957 - *Information given no action taken.*
 - a. Certificated
 - b. Classified
3. PENDING LITIGATION – Pursuant to Government Code 54956.9 – *Information given, no action taken.*
4. PUBLIC EMPLOYEE PERFORMANCE EVALUATION – Pursuant to Government Code 54957 – *No action taken*
 - a. Superintendent Evaluation

VIII. ADJOURNMENT

Time: 9:00 P.M.

Ms. Dominguez made a motion to adjourn; Mr. Derma seconded. The motion carried unanimously.

**Next regular board meeting is scheduled for Tuesday, January 13, 2026 5:30 P.M.
in the Middle/High School Library or via zoom if necessary.**

Signed: *Cody Hartt*, Board President

San Pasqual Valley Unified School District
BOARD OF TRUSTEES
SPECIAL BOARD MEETING AGENDA
Wednesday, December 17, 2025 5:00 PM
Middle-High School Library

I. OPENING OF THE MEETING

1. This meeting was called to order by Mr. Hartt at 5:02 P.M. This meeting is being recorded.

Flag Salute

2. Roll Call by Secretary

Mr. Hartt	Here ✓	Mr. Derma	Here ✓	Ms. Dominguez	Here ✓
Ms. Delgadillo	Here ✓ arrived at 5:12 pm	Ms. Owl	Here ✓	Ms. Numkena	Here ✓

3. Public Comments

Persons who have complaints against Board members or District staff are encouraged to seek resolution to those complaints by using the San Pasqual Valley Unified School District written complaint procedures before orally addressing them at a meeting. The Board will not respond to such complaints until the applicable complaint procedure (BP/AR 1312.1) has been followed and has reached the Board level. Where a complaint concerns a District employee identifiable by name, position, or other facts, the Board cannot respond until proper written notice has been given to the employee pursuant to Government Code Section 54957. Because this is a special board meeting with a limited agenda, public comment shall be limited to only those subjects described in the agenda.

Comments shall be limited to three minutes per person and twenty minutes for all comments, per topic, unless the board president, subject to the approval of the Governing Board, sets different time limits.

II. Presentation

1. Solar Panels

i. SiteLogiQ and Isom Advisors

III. ADJOURNMENT

Time: 6:22 P.M.

Mr. Derma made the motion to adjourn; Ms. Dominguez seconded. The motion carried unanimously.

Next regular board meeting is scheduled for Tuesday, January 13, 2026 5:30 P.M.
in the Middle/High School Library.

Signed: *Cody Hartt, Board President*

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26351050	12/04/2025	ALEXANDER COLLISION CENTER	010-4360	Door repairs for van V16-1		1,069.74
26351051	12/04/2025	ALVAREZ, ADINA M	010-5200	CHAPERONE WRESTLING 12/11-12/13/2025		144.00
26351052	12/04/2025	AMAZON	010-4300	Art Supplies	80.14	
				Elementary Site Supplies	128.98	
				Floor Protection	118.50	
				Senior Night Supplies Winter Season	132.21	
			010-4400	Mic and stand for Board meetings	277.10	736.93
26351053	12/04/2025	AZ INTERSCHOLASTIC ASSOC	010-5800	REGULAR OFFICIALS PAYMENT		6,000.00
26351054	12/04/2025	BUS WEST	010-4360	BUS PARTS		102.57
26351055	12/04/2025	CINTAS	010-5504	Laundry services - DO	28.47	
				Laundry services - ES	141.83	
				Laundry services - Grounds	15.01	
				Laundry services - HS	216.13	
				Laundry services - Maintenance	840.15	
				Laundry services - MS	25.35	
				Laundry services - Transportation	37.50	
			130-5504	Laundry services - Cafeteria	149.05	1,453.49
26351056	12/04/2025	CKEUSA	130-6400	Equipment for fresh plant-based cafeteria meals		31,270.15
26351057	12/04/2025	EFR ENVIRONMENTAL SERVICES	010-5800	REMOVAL OF HAZARDOUS WASTE		99.00
26351058	12/04/2025	ENTERPRISE / EAN SERVICES LLC	010-5200	GIRLS BASKETBALL - WHITE FLEET UNAVAILABLE	154.36	
				TAMI DURHAM - WHITE FLEET UNAVAILABLE	192.85	347.21
26351059	12/04/2025	FEDEX	010-5901	POSTAGE		19.30
26351060	12/04/2025	GONZALEZ, ABIGAIL B	010-5200	WRESTLING CHAPERONE MEALS 12/4- *12/6/2025		126.00
26351061	12/04/2025	JACK SCHREDER & ASSOCIATES	010-5800	OCTOBER 2025 ACTIVITIES SCHOOL FACILITY PROGRAM		2,511.25
26351062	12/04/2025	PRIMO BRANDS BLUE TRITON BRANDS INC	010-5503	8730278833 POTABLE WATER FOR ES 10/05/25-11/04/25		396.98
26351063	12/04/2025	S-NET COMMUNICATIONS INC	010-5800	SERVICE LEVEL AGREEMENT FOR VOICE SERVICES 11/27-12/26/25		2,728.62
26351064	12/04/2025	SAN PASQUAL HS ASB	010-5200	REIMBURSE FOR STUDENT MEALS WRESETLING 12/4-12/6/2025		1,080.00
26351065	12/04/2025	SAN PASQUAL VALLEY USD	010-5200	BOYS BASKETBALL ANTELOPE 12.20.25 BOYS BASKETBALL EPIC TOURNEY 1.1-1.3.26	165.00 891.00	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26351065	12/04/2025	SAN PASQUAL VALLEY USD	010-5200	BOYS BASKETBALL MARYVALE 1.9.26	297.00	
				BOYS BASKETBALL PHOENIX DSD 12.18.25	297.00	
				GIRLS BASKETBALL ANTELOPE 12.20.25	225.00	
				GIRLS BASKETBALL EPIC TOURNEY 1:1-1.3.26	1,215.00	
				GIRLS BASKETBALL MARYVALE 1.9.26	405.00	
				GIRLS BASKETBALL PHOENIX DSD 12.18.25	405.00	
				STUDENT MEALS WRESTLING 1/17/2026	300.00	
				STUDENT MEALS WRESTLING 1/8-1/9/2025	1,080.00	
				STUDENT MEALS WRESTLING 12/11-12/13/2025	1,080.00	6,360.00
26351066	12/04/2025	SCHOOLS EXCESS LIABILITY FUND	010-5400	AB218 REVIVED LIABILITY FUNDING PLAN		27,642.15
26351067	12/04/2025	SHAMROCK FOODS	130-4370	NSLP CEP CAFE FOOD ITEMS	143.02	
			130-4700	CACFP DINNER CAFE FOOD ITEMS	1,335.91	
				NSLP CEP CAFE FOOD ITEMS	5,160.04	6,638.97
26351068	12/04/2025	SUNSTATE ENVIRONMENTAL	010-5503	COLIFORM WATER TESTING MONTHLY		206.10
26351069	12/04/2025	SWRCB	010-5503	ANNUAL PERMIT FEE 7/1/25-6/30/26	1,973.00	
				ANNUAL PERMIT FEE 7/1/25-6/30/26 BUS	4,439.00	6,412.00
26351070	12/04/2025	US BANK EQUIPMENT FINANCE	010-5800	District wide copiers - equipment finance 11/12/25-12/12/25		2,300.37
26351071	12/04/2025	WAXIE SANITARY SUPPLY	010-4390	Soap, Sanitizer, and Cleaning Supplies		2,534.93
26351072	12/04/2025	YUMA CATHOLIC HIGH SCHOOL/JEF F WELSING AD	010-5800	BOYS/GIRLS WRESTLING TEAM AID BODY FAT AND HYDRATION TESTING		100.00
26351073	12/04/2025	YUMA NURSERY SUPPLY	010-5600	REPLACEMENT VALVES PIPES	199.22	
			010-6170	SPRINKLERS ES PREK AREA		
				SOFTBALL PROJECT IRRIGATION MATERIALS	515.61	714.83
26351074	12/04/2025	Z TRENDZ	130-4380	ADD LOGO TO CAFETERIA UNIFORMS		60.00
26352307	12/11/2025	A-Z BUS SALES	010-4360	MOT BUS PARTS (ANNUALLY)		91.94
26352308	12/11/2025	ACSA MEMBER SERVICES	010-5800	ACSA MEMBERSHIP FEES		1,000.00
26352309	12/11/2025	AMAZON	010-4300	Wrestling Shoes Restock	418.83	
			010-5600	AMAZON ORDERS - MAINTENANCE ONLY replacement timing belt	116.01	534.84
26352310	12/11/2025	AUNT HATTIES	130-4700	Bread for cafeteria		670.46
26352311	12/11/2025	BILL ALEXANDER FORD	010-4360	WHITE FLEET MAINTENANCE AND PARTS V16-2		222.59

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26352312	12/11/2025	BUS WEST	010-4360	BUS PARTS		385.19
26352313	12/11/2025	CINTAS	010-5504	Laundry services - DO	28.47	
				Laundry services - ES	157.83	
				Laundry services - Grounds	15.01	
				Laundry services - HS	216.13	
				Laundry services - Maintenance	42.15	
				Laundry services - MS	25.35	
				Laundry services - Transportation	37.50	
			130-5504	Laundry services - Cafeteria	149.05	671.49
26352314	12/11/2025	CURRIER & HUDSON	010-5830	LEGAL SERVICES		990.00
26352315	12/11/2025	D & H ELECTRIC	010-5600	EXPOSED WIRE AT FOOTBALL FIELD		75.00
26352316	12/11/2025	DIAMOND BROOKS	010-5503	POTABLE WATER		43.00
26352317	12/11/2025	DOMINOS PIZZA	130-4700	Pizza for student lunches 25-26		763.47
26352318	12/11/2025	FERGUSON ENTERPRISES LLC	010-5600	FILTERS DISTRICT WIDE		217.53
26352319	12/11/2025	FORENSIC DRUG TESTING	010-5850	MONTHLY DRUG PREVENTION SERVICES		2,032.40
26352320	12/11/2025	HOPE BILINGUAL SPEECH AND FEEDING THERAPY	010-5800	Speech Therapy Services - Special Ed Program		7,402.50
26352321	12/11/2025	IMPERIAL IRRIGATION DIST	010-5502	ELECTRIC BILLS		2,550.23
26352322	12/11/2025	McNEECE BROS. OIL	010-4361	GAS & DIESEL FOR BUSES AND DISTRICT VEHICLES		7,825.26
26352323	12/11/2025	NAPA AUTO PARTS	010-4360	MOT BUS PARTS		306.59
26352324	12/11/2025	NAVIA BENEFIT SOLUTIONS INC	010-3701	NOVEMBER 2025 PAYROLL	494.24	
			010-9524	NOVEMBER 2025 PAYROLL	8,431.17	
			120-9524	NOVEMBER 2025 PAYROLL	84.64	
			130-9524	NOVEMBER 2025 PAYROLL	242.28	9,252.33
26352325	12/11/2025	QUILL	010-4300	BM Printer Ink	222.06	
			010-4310	WAREHOUSE RESTOCK THROUGHOUT THE YEAR DESK CHAIRS X 6	581.79	803.85
26352326	12/11/2025	RWC INTERNATIONAL ACCOUNTS RECEIVABLE	010-4360	MOT BUS PARTS		1,944.39
26352327	12/11/2025	SDCOE	010-5800	40% SIS SYNERGY FEE 23-24	3,195.58	
				70% FEES 24-25 SIS SYNERGY	7,576.32	
				PROGRESS AND REPORT CARDS	3,246.99	14,018.89
26352328	12/11/2025	SHAMROCK FOODS	130-4370	CACFP DINNER CAFE FOOD ITEMS	147.41	
				NSLP CEP CAFE FOOD ITEMS	1,014.27	
			130-4700	CACFP DINNER CAFE FOOD ITEMS	950.11	
				NSLP CEP CAFE FOOD ITEMS	6,203.75	8,315.54
26352329	12/11/2025	ST FRANCIS BOOSTER/OSCAR CHAV EZ JR	010-5800	SOFTBALL TOURNAMENT		150.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26352330	12/11/2025	TECHNIC BUSINESS SOLUTIONS	010-5800	CONTRACT RATE 0101-01/31/2026 AND OVERAGE 9/1-11/30/2025		1,145.31
26352331	12/11/2025	US BANK	010-4300	Dinner for 11/18/2025 board meeting	81.82	
				ELO-P Robotics Field Trip	756.79	
				SPECIAL ED SUPPLIES	75.59	
				WALMART BOARD MEETING	17.73	
				WALMART DA MEETING	44.82	
			010-4390	CLEANING SUPPLIES BOX OF RAGS	904.07	
			010-5200	CHEVRON ES CONFERENCE PLC AT WORK	82.20	
				CIRCLE K GAS PLC CONFERENCE	14.75	
				HILTON CCAC CONFERENCE	1,070.50	
				HOTEL PLC CONFERENCE	1,610.34	
				HS SPORTS BOYS BASKETBALL GAS	153.92	
				HS SPORTS GIRLS BASKETBALL GAS	106.80	
				HS SPORTS VOLLEYBALL GAS	51.52	
				SUPER SHUTTLE CCAC CONFERENCE	143.30	
			010-5300	ADOBE INC X 12 MONTHS	288.83	
				FORM PUBLISHER DISTRICT WIDE	590.00	
				ZOOM MONTHLY CHARGES	219.90	
			010-5800	46TH ANNUAL CCAC REGISTRATION	600.05	
				ELOP Robotics	59.99	6,872.92
26352332	12/11/2025	US BANK EQUIPMENT FINANCE	010-5800	District wide copiers - equipment finance 11/17-12/17/2025		2,719.26
26352333	12/11/2025	VERIZON WIRELESS	010-5800	Monthly data costs for board members, admins, tech		363.80
26352334	12/11/2025	WALMART: CAPITAL ONE	010-4300	CANDY FOR BOOTH AT HALLOWEEN		45.60
26352335	12/11/2025	WILKINSON HADLEY KING	010-5810	PROGRESS.BILL FOR 24-25 AUDIT		5,026.00
26353383	12/18/2025	4IMPRINT	010-4300	ITEMS FOR COMMUNITY EVENTS		1,555.10
26353384	12/18/2025	A-Z BUS SALES	010-4360	MOT BUS PARTS (ANNUALLY)		162.41
26353385	12/18/2025	AMAZON	010-4300	DESIGNATED ELD SUPPLIES	221.91	
				Winter Program/Health Office	685.68	
				Wrestling Shoes Restock	64.60	
			010-4390	AMAZON ORDERS - INSTRUCTIONAL WAREHOUSE RESTOCK	99.30	1,071.49
26353386	12/18/2025	BILL ALEXANDER TOYOTA	010-4360	WHITE FLEET MAINTENANCE AND PARTS V13-1		2,443.45

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26353387	12/18/2025	BRAWLEY GIRLS WRESTLING//BRAWLEY UNION HIGHSCHOOL	010-5800	ENTRY FEE QUEEN OF THE DESERT		350.00
26353388	12/18/2025	BUS WEST	010-4360	BUS PARTS		1,384.99
26353389	12/18/2025	CA DEPT OF JUSTICE	010-5800	Fingerprints		147.00
26353390	12/18/2025	CINTAS	010-5504	Laundry services - DO	28.47	
				Laundry services - ES	141.83	
				Laundry services - Grounds	15.01	
				Laundry services - HS	216.13	
				Laundry services - Maintenance	797.72	
				Laundry services - MS	25.35	
				Laundry services - Transportation	37.50	
			130-5504	Laundry services - Cafeteria	149.05	1,411.06
26353391	12/18/2025	ENTERPRISE / EAN SERVICES LLC	010-5200	RENTAL VEHICLE BOYS BASKETBALL		149.09
26353392	12/18/2025	FORENSIC DRUG TESTING	010-5850	MONTHLY DRUG PREVENTION SERVICES		59.00
26353393	12/18/2025	G & T LOCKSMITH	010-5600	REPLACE BROKEN LOCK ON FFA CLASSROOM		2,903.71
26353394	12/18/2025	GRANDE, ERIN	010-4300	PIZZA FOR FRIENDSGIVING	146.94	
				wildcat strong prints and sweatshirts	300.31	447.25
26353395	12/18/2025	HELENA CHEMICAL	010-5600	GROUNDWATER WEED SPRAY		499.10
26353396	12/18/2025	HOPE BILINGUAL SPEECH AND FEEDING THERAPY	010-5800	Speech Therapy Services - Special Ed Program		7,402.50
26353397	12/18/2025	IMPERIAL IRRIGATION DIST	010-5502	ELECTRIC BILLS		18,887.19
26353398	12/18/2025	MAC GC-ELECTRIC	010-5800	Replace exterior lights listed on GLOW Grant		20,000.00
26353399	12/18/2025	MOTHER & DAUGHTERS	010-4380	Uniforms for Custodians, Technology and Security		1,211.91
26353400	12/18/2025	NORIEGA, ANASTASIA A	010-4300	STUDENT LEADERSHIP LUNCHEON		132.16
26353401	12/18/2025	PITNEY BOWES 371887	010-5901	Postage meter rental		346.28
26353402	12/18/2025	PYRAMID CONSTRUCTION	010-6170	Create water retention area at the ES parking lot	26,600.00	
				Paving - ES and MOT area project	490,467.00	517,067.00
26353403	12/18/2025	REPUBLIC SERVICES 466	010-5506	TRASH REMOVAL SERVICES		1,698.99
26353404	12/18/2025	REPUBLIC SERVICES 466	010-5506	TRASH REMOVAL SERVICES		3,908.10
26353405	12/18/2025	RICARDO LARA	010-5800	BOYS VARSITY TIME SCOREBOARD 12/1 AND 12/9	40.00	
				GIRLS VARSITY BBALL TIME SCOREBOARD 12/1 AND 12/9	40.00	80.00
26353406	12/18/2025	RUIZ, BRENDA M	010-4300	library supplies for ES		210.66

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ERP for California

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Checks Dated 12/01/2025 through 12/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
26353407	12/18/2025	SAN PASQUAL VALLEY USD	010-5200	QUEEN OF THE DESERT WRESTLING MEALS		481.00
26353408	12/18/2025	TDS	010-5900	PHONE SERVICES 12/04-01/03/26		1,222.50
26353409	12/18/2025	WRIGHT, ANGELA	010-4300	FOOD DISTRIBUTION LUNCH FOR VOLUNTEERS		70.44
VC0480000719	12/04/2025	ADVANCED PLUMBING SOLUTIONS	010-6170	SOFTBALL FIELD PROJECT BACKFLOW PIPE AND FITTINGS INSTALLED	9,588.03	
				SOFTBALL FIELD PROJECT INSTALL VALUES FOR IRRIGATION	2,160.00	11,748.03
VC0480000720	12/04/2025	CRISIS PREVENTION INSTITUTE	010-5200	CPI conference in San Gabriel CA JOHNA MEEK	528.91	
			010-5800	CPI conference in San Gabriel CA JOHNA MEEK	1,820.09	2,349.00
VC0480000721	12/04/2025	HILLYARD / PHOENIX	010-4390	CLEANING SUPPLIES (ONLY)		1,612.46
VC0480000722	12/11/2025	ADVANCED PLUMBING SOLUTIONS	010-5600	TURNED OFF GAS TO CAFETERIA WEEKEND		135.00
VC0480000723	12/18/2025	HILLYARD / PHOENIX	010-4390	DRAIN HOSE AND STATIC DISSIPATING HOSE		137.78
VC0480000724	12/18/2025	IMPERIAL VALLEY PRESS	010-5840	ADVERTISING HS SOFTBALL FIELD BID		354.61
VC0480000725	12/18/2025	SCHOLASTIC	010-4300	Scholastic Book Order		3,767.74
VC0480000726	12/18/2025	TERMINIX IMPERIAL VALLEY	010-5500	PEST AND TERMITE CONTROL		572.40
VC0480000727	12/18/2025	US GAMES	010-5800	FG SW LICENSE HOSTED RENEWAL FITNESS GRAM		747.00
Total Number of Checks					90	784,221.37

Fund Summary

Fund	Description	Check Count	Expensed Amount
010	General Fund	84	735,728.71
120	Child Development Fund	1	84.64
130	Cafeteria Fund	10	48,408.02
Total Number of Checks		90	784,221.37
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			784,221.37

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Consent
Exhibit: II.4
Date: 01.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends the New hires for Pre-K Clerk, Sped Paraprofessional and substitute teacher

EXPLANATORY STATEMENT:

The superintendent recommends approval of

California State Preschool Program Clerk (CSPP) – Alyssa Gutierrez
Sped Paraprofessional – Rosa Gonzalez with Maria Perez as alternate
Substitute Teacher – Vianna Zamudio

STAFF MEMBERS INVOLVED:

Richard Cordero, Superintendent
Interview committee

FISCAL IMPACT:

Per salary schedule

SOURCE OF FUNDING:

Budgeted – General

RECOMMENDED ACTION:

Approve New hires for Pre-K Clerk, Sped Paraprofessional, and substitute teacher

PREPARED AND SUBMITTED BY:

Alina Sanchez-Loera, Director of Human Resources

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Consent
Exhibit: III.3
Date: 01.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Classified and Certificated Seniority List SY 2025-2026

EXPLANATORY STATEMENT:

The SPVUSD Certificated Seniority List is being presented as an information item

STAFF MEMBERS INVOLVED:

Classified and Certificated employees

FISCAL IMPACT:

N/A

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve classified and certificated seniority lists

PREPARED AND SUBMITTED BY:

Alina Sanchez-Loera, Director of Human Resources

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
CLASSIFIED SENIORITY LIST SCHOOL YEAR 25/26**

	HireDate	LastName	FirstName
1	2/12/1992	Wright	Angela
2	8/13/1996	Garcia	Stacey**
3	10/16/1996	Gallardo	Veronica
4	1/23/1998	Santini	Carmen*
5	1/6/1999	Rulz	Brenda
6	8/20/2003	Hotel	Kelly
7	11/16/2004	Sanchez-Loera	Alina*
8	2/24/2005	Espinoza	Georgia*
9	1/25/2006	Derma	Diana*
10	9/21/2007	Sabori	Monica
11	12/3/2007	Mendenhall	Lisa*
12	1/8/2008	Moe	Nadia*
13	1/5/2009	Alvarez	Adina
14	4/16/2009	Curtis	Cristin*
15	2/17/2011	Morales	Alba
16	12/5/2011	Hurtado	Maria
17	8/20/2012	Hernandez	Airam
18	9/24/2012	Briseno	Mike
19	10/1/2012	Weekes	Jamie
20	10/15/2012	Medina	Joe
21	8/16/2013	Arana	Manuela
22	8/16/2013	Peet	Melody
23	9/23/2013	Sanchez	Erika
24	11/6/2013	Munoz	Jorge*
25	1/6/2014	Medel	Karen*
26	11/17/2014	Mejia	Josue
27	3/12/2016	Elizarraras	Rosario
28	11/18/2016	Rueda	Ana Denise
29	12/1/2016	Martinez	Connie
30	1/17/2017	Agullar	Karen
31	4/17/2017	Miller	Clivia**
32	8/1/2017	Schaffer	Eric
33	9/11/2017	Armenta	Araceli
34	1/22/2018	Lawrence	Hailey
35	3/1/2018	Valdez	Pedro
36	5/21/2018	Fernandez	Thomas
37	8/10/2018	Frazier	Kristina
38	12/4/2018	Gonzalez	Cristian
39	8/1/2019	Galvez	Rigoberto
40	3/8/2021	Montes de Oca	Julio
41	5/10/2021	Flores	Oscar
42	7/12/2021	Beltran	Irma
43	8/9/2021	Lopez	Alejandra
44	8/10/2021	Lopez	Marcos
45	9/3/2021	Rosario Lopez	Onaney
46	11/30/2021	Martinez	Irma
47	6/1/2022	PolkEstrada	Andre
48	7/11/2022	Paz	Daniel*
49	8/15/2022	Rios	Cecilia
50	8/22/2022	Kish	Valerie*
51	9/1/2022	Domínguez-Herrera	Zayra
52	10/31/2022	Montanez	Javier
53	1/19/2023	Lopez	Martin
54	7/5/2023	Flores	Jose
55	10/2/2023	Diaz Lamas	Damaris
56	6/14/2024	Hernandez	Gerardo
57	8/1/2024	Hill	Tracy
58	8/1/2024	Miranda	Ingrid
59	8/1/2024	Ortega	Guadalupe
60	1/6/2025	Beck	Sydney
61	7/31/2025	Canedo- Zamudio	Karime
62	7/31/2025	Vallar	Michelle
63	9/2/2025	Munoz Fonseca	Hector
64	10/14/2025	Domínguez	Melissa
65	10/27/2025	Sanchez Lara	Eloy
66	11/17/2025	Gonzalez	Leoneel
67	12/1/2025	Odonnell	John

* Confidential

** Non Represented

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
CERTIFICATED SENIORITY LIST SCHOOL YEAR 25/26**

	HireDate	LastName	FirstName
1	8/27/1992	Hartman	Margie
2	8/26/1996	Smith	Taune
3	8/20/2002	Polk	Lucia
4	8/20/2002	Rutledge	Sarah
5	8/18/2004	Beck	Amanda
6	8/18/2004	Geraurd	Bonnie
7	8/18/2004	Morales	Juan
8	8/15/2006	Gonzalez	Abigail
9	8/18/2006	Turner	Shelly
10	8/14/2007	Rodriguez-Lopez	Jaqueline
11	8/18/2009	Jeffers	Sarah
12	8/13/2010	Herrera	Loni
13	8/13/2010	Wallace	Jennifer
14	8/10/2012	Copeland	Leah
15	8/16/2013	Arias	Luis
16	9/24/2013	Dornstedter	Kerri
17	10/14/2013	Grande	Erin*
18	8/15/2014	Pliego	Shannon
19	8/15/2014	Rodriguez	Yukeiry
20	8/9/2016	Miranda	Melissa
21	8/9/2016	Montgomery	Jeannete
22	8/11/2017	Rush	Timothy
23	1/17/2018	Meraz	Rosa
24	8/9/2019	Kunz	Alan
25	8/9/2019	Sotelo	Isalah
26	8/9/2019	Winterholler	Jason
27	8/7/2020	Castillo	Alma
28	8/5/2021	Casian	Marco
29	8/13/2021	Arredondo	Vanessa
30	8/13/2021	Duggan	Thomas
31	8/13/2021	Munoz	Lidia
32	1/10/2022	Gentry-Thrower	Jahan
33	8/1/2022	Noriega	Anastasia*
34	8/12/2022	Martinez	Maria
35	8/12/2022	McCall	Peter
36	10/26/2022	Garcia	Luisa
37	7/24/2023	Meek	Johna*
38	7/24/2023	Tudor	Alba
39	8/1/2024	Calderon	Anel
40	8/1/2024	Escobedo	Luis
41	8/1/2024	Layne	Andrew
42	8/1/2024	Orozco	Yuritsi
43	8/1/2024	Zaragoza Barragan	Clarisa
44	8/5/2024	Knutson	Richard
45	9/6/2024	Bouts	Larissa
46	9/24/2024	Medina	Ivet
47	2/1/2025	Barak	Juan
48	4/22/2025	Narvaez (PT)	Jeanette
49	7/22/2025	Durham	Tamy
50	7/31/2025	Castro	Francisco Jr
51	7/31/2025	Figueroa	Alex
52	7/31/2025	Goodrich	Dalila
53	7/31/2025	Miller	Alyssa
54	7/31/2025	Ontiveros	Linda
55	7/31/2025	Sanchez	Emanuel
56	8/19/2025	Gonzalez De La Teja	Vivian
57	10/3/2025	Ford	Emma

* Administration

Consent
Exhibit: II.6
Date: 01.13.2026

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Donation: San Pasqual Valley High School Strong Hearts Club from Quechan Indian Tribe
Paradise Casino & Quechan Casino

EXPLANATORY STATEMENT:

The Quechan Indian Tribe has donated \$250 from the Quechan Casino Resort and \$250 from Paradise Casino Operating for a total of \$500 to the Strong Hearts Club. The donation will go to help with club expenses for the light parade.

STAFF MEMBER INVOLVED

Sarah Jeffers – Teacher San Pasqual Valley High School - Advisor
Andre Polk – Paraprofessional San Pasqual Valley High School - Advisor

FISCAL IMPACT:

No fiscal impact – donation

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Accept Donation: San Pasqual Valley High School Strong Hearts Club from Quechan Indian Tribe Paradise Casino & Quechan Casino

PREPARED AND SUBMITTED BY:

Anastasia Noriega, SPVHS Principal

REVIEWED BY:

Richard Cordero, Superintendent

Quechan Indian Tribe**80392**VENDOR NO: **AZAPOLK**NAME: **ANDRE POLK**CHECK DATE: **12/11/2025**

REFERENCE	INV DATE	INV DESCRIPTION	GROSS AMOUNT	DISCOUNT TAKEN	NET AMOUNT PAID
121125-SPON	12/11/2025	SPONSORSHIP - LIGHT PARADE	250.00	0.00	250.00
TOTAL >			250.00	0.00	250.00

TO VERIFY AUTHENTICITY, SEE REVERSE SIDE FOR DESCRIPTION OF THE 11 SECURITY FEATURES

Quechan Indian Tribe
Paradise Casino Operating Account
P.O. Box 2737
Yuma, Az 85364
(760) 572-3900

Bank of America
300 S 4th St. 2nd floor
Las Vegas, NV 89101
94-72/1224 NV

80392

DATE	12/11/2025
AMOUNT	***250.00

PAY **Two Hundred Fifty and 00/100*******

TO THE
ORDER
OF **ANDRE POLK**

⑈080392⑈ ⑆122400724⑆ 501014697050⑈

Quechan Indian Tribe**45645**

VENDOR NO: QCRAPOLK

NAME: ANDRE POLK

CHECK DATE: 12/11/2025

REFERENCE	INV DATE	INV DESCRIPTION	GROSS AMOUNT	DISCOUNT TAKEN	NET AMOUNT PAID
121125-SPONSOR	12/11/2025	SPONSORSHIP - LIGHT PARADE	250.00	0.00	250.00
TOTAL >			250.00	0.00	250.00

TO VERIFY AUTHENTICITY, SEE REVERSE SIDE FOR DESCRIPTION OF THE 11 SECURITY FEATURES

Quechan Indian Tribe
Quechan Casino Resort
Operating Account
525 Algodones Road
Winterhaven, CA 92283
(760) 572-3900

Bank of America
300 S 4th St. 2nd floor
Las Vegas, 89101
94-72/1224 NV

45645

DATE	12/11/2025
AMOUNT	***250.00

PAY Two Hundred Fifty and 00/100*****

TO THE
ORDER
OF

ANDRE POLK



⑈045645⑈ ⑆122400724⑆ 501014696983⑈

Consent
Exhibit: III.7
Date: 01.13.2026

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Donation: San Pasqual Valley High School Strong Hearts Club from Quechan Indian Tribe

EXPLANATORY STATEMENT:

The Quechan Indian Tribe will be donating \$300.00 to the San Pasqual Valley High School Strong Hearts Club, for the 2025 Holiday Season. The donation will go to help with club expenses and end of the year trip.

STAFF MEMBER INVOLVED

Sarah Jeffers – Teacher San Pasqual Valley High School - Advisor
Andre Polk – Paraprofessional San Pasqual Valley High School - Advisor

FISCAL IMPACT:

No fiscal impact – donation

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Accept Donation: From The Quechan Indian Tribe to the San Pasqual Valley High School Strong Hearts Club.

PREPARED AND SUBMITTED BY:

Anastasia Noriega, SPVHS Principal

REVIEWED BY:

Richard Cordero, Superintendent

QUECHAN INDIAN TRIBE

Payee Strong Hearts Native Society
Vendor ID 13188

Account #:

325920
12/9/2025

Invoice	Description	Discount	Amount
13188-12/9/2025	PO#145903 DONATION: 2025 HOLIDAY SEASON	\$0.00	\$300.00
Total:		\$0.00	\$300.00

QUECHAN INDIAN TRIBE

P.O. BOX 1899
YUMA, AZ 85366-1899
(760) 919-3600

***Three Hundred and 00/100 Dollars

PAY
TO THE
ORDER
OF

Strong Hearts Native Society
Rt 1 676 Baseline Road
Winterhaven, CA 92283

J.P.Morgan

J.P. MORGAN CHASE BANK, N.A.
91-2/1221

325920

325920

DATE

12/9/2025

AMOUNT

\$300.00



VOID AFTER 120 DAYS
[Signature]
AUTHORIZED SIGNATURE

⑈ 325920⑈ ⑆ 122100024⑆

022722055⑈

Strong Hearts
from QPD
donation

Consent
Exhibit: III.8
Date: 01.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Donation: San Pasqual Valley High Boys Basketball from Chapman Dodge Chrysler Jeep Ram Yuma

EXPLANATORY STATEMENT:

Chapman Dodge Chrysler Jeep Ram Yuma has donated \$500.00 to the boys basketball club to support off season tournaments and additional expenses.

STAFF MEMBER INVOLVED

Willis Hawkins – Head Coach – Boys Basketball

FISCAL IMPACT:

No fiscal impact – donation

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Accept Donation: San Pasqual Valley High Boys Basketball from Chapman Dodge Chrysler Jeep Ram Yuma

PREPARED AND SUBMITTED BY:

Anastasia Noriega, SPVHS Principal

REVIEWED BY:

Richard Cordero, Superintendent

THIS CHECK IS VOID WITHOUT A BACKGROUND AND A TRUE WATERMARK ON THE BACK - HOLD TO LIGHT TO VIEW



CHAPMAN DODGE
CHRYSLER JEEP RAM YUMA
349 E 32nd Street
Yuma, AZ 85364
(928) 344 - 2650

BANK OF AMERICA

41989

DATE
21NOV25

PAY THIS AMOUNT			
*****500	DOLLARS	00	CENTS

AMOUNT OF CHECK
*****500.00

VOID AFTER 180 DAYS

TO
THE
ORDER
OF

SPVHS BOYS BASKETBALL TEAM

BY

BY

Dom Monarri

H. Valencia

AUTHORIZED SIGNATURE

⑈0000041989⑈ ⑆122101706⑆ 457024830236⑈

Donation
Bump Basket ball

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Arizona First Lego League Explore Festival

EXPLANATORY STATEMENT:

Students will participate in the **Arizona First Lego League Explore Festival** in Phoenix, Arizona on **January 10, 2026**. The event will provide hands-on STEM learning opportunities and support student collaboration, creativity, and problem-solving skills. Students and staff will travel from **6:00 AM to 7:00 PM** on the day of the event.

STAFF MEMBER INVOLVED:

Vanessa Arredondo

FISCAL IMPACT:

- Parking: \$76.00
- Registration \$25.00
- Transportation: \$250.21

Total Estimated Cost: \$ 351.21

SOURCE OF FUNDING:

ELO-P

RECOMMENDED ACTION:

It is recommended that the Board approve the field trip to the **Arizona First Lego League Explore Festival** in Phoenix, Arizona on **January 10, 2026**.

PREPARED AND SUBMITTED BY:

Tamy Durham, Elementary Principal

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST

(Overnight and/or Out-of-State Field Trips must be approved by the Board)

Teacher/Advisor/Coach: Vanessa Arredondo		Activity Name: Arizona First Lego League Explore Festival
School: San Pasqual Elementary		Location: Phoenix, Arizona
#of Student: 6	Grade Class: Elem	Depart Date: 01/10/2026

Registration/Entrance Cost	25.00			
Hotel Cost (Room & Tax)	Nights:	Rooms: Male _____ Female _____ Adult (male) _____ Adult (female) _____ Total _____	Parking: 76	Total Cost:
Staff Meals (\$64/day)	Breakfast (\$16):	Lunch (\$18):	Dinner (\$30):	Total Cost:
Student Meals (\$37/day)	Breakfast (\$10)	Lunch (\$12)	Dinner (\$15)	Total Cost:
Transportation: Van \$65 Bus \$6.50	250.21			
Total:	351.21			

ALL backup material must be provided.

Source of Funding: **ELOP**

Will you use a District Bus or Van? Yes ☒ No ☐

School Dude Request Date: **12/04/2025** (provide a copy of transportation request)

Will you require a substitute: Yes ☐ No ☒ (If yes, please follow up with District Clerk)

Student Permission Form: Yes ☒ No ☐

Signature of Employee/Staff Member: **Vanessa Arredondo**

Date: **12/04/2025**

APPROVAL

☒ Approved ☐ Disapproved

Principal/Supervisor

Date

12/10/25

DISTRICT OFFICE USE

☐ Approved ☐ Disapproved

Superintendent

Date

Date Reviewed By Board

Trip ID 2375**Booked By**

Booked By Mendenhall, Lisa
Email lmendenhall@spvUSD.org
Phone 7605720222

Pager
Cellular

Booking Details

Trip Name Arizona First Lego League
Status Submitted
Trip State Inactive
Created Date 12/4/2025 1:23:00 PM

Departing Location Elementary
Organization Elementary
Trip Destination Phoenix
Trip Type Round Trip

Trip Package

Trip Departure Date Time 1/10/2026 6:00:00 AM

Driver Departure Time

Participant Drop Off Time

Destination Arrival Date Time

Driver Start Location

Participant Drop Off Location

Estimated Round Trip Mileage 0

Trip Return Date Time 1/10/2026 7:00:00 PM

Driver Return Time

Participant Pick Up Time

Destination Departure Date Time

Driver End Location

Participant Pick Up Location

Trip Contact

Name Mendenhall, Lisa
Email lmendenhall@spvUSD.org
Phone 7605720222

Lisa

Pager
Cellular

Attendees

Faculty Arredondo

Supervising Adults 1

Number of students 8

Number of adults 1

Totals Attendees 9

Cost per student \$0.0000

Cost per adult \$0.0000

Categorization

Budget Code

Budget Code Description

Recommended Min Age 0

Educational Objective

Recommended Max Age 0

Notes

Special Needs and/or
Trip Requirements

Driving Directions

Required Services

Transportation Type Van

Number Of Vehicles 0

2025-2026 Arizona FLL Explore UNEARTHED Festivals

Error: There are problems with the fields in red.

* = Required Field

Attendee Information

Reference Number 92757968

Email Address varredondo@spvusd.org

Coach First Name Vanessa

Coach Last Name Arredondo

Cell # 6238060640

Team Name Bravebotics

Team Number 31321

Selection	Cost
Saturday, January 10, FLL Explore Festival @ ASU West Valley Campus 2026 (Glendale) 10:00 am - 3:00 pm	\$ 25.00
Total	\$ 25.00

Date	Transaction Type	Amount
Thursday, December 4, 2025	Transaction Amount	\$ 25.00
	Balance	\$ 25.00

Terms and Conditions

Teams must have paid their Festival registration fee in full in order to attend the event. If your team requires special accommodations, please contact us at ArizonaFLL@asu.edu.

FLL-E: Arizona FLL Explore Festival @ ASU West Valley Campus



By emichau3

September 9, 2025

Date: January 10, 2026 [Add to Calendar](#) ▼

Time: 9:00 am - 4:00 pm

Location: ASU West Valley Campus 4701 W Thunderbird Rd Glendale, AZ 85306

Calendar: [FLL Explore](#)

Hosted by FTC team # 10984 Beep Patrol

<https://beepatrolrobotics.org/>

Consent
Exhibit: IL.10
Date: 01.13.2026

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Donation: San Pasqual Valley High FFA Club from T & P Farms INC

EXPLANATORY STATEMENT:

T & P Farms INC has donated \$5000.00 to the FFA Club to help cover the cost of the loans for the students' animals.

STAFF MEMBER INVOLVED

Tim Rush – FFA Advisor

FISCAL IMPACT:

No fiscal impact – donation

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Accept Donation: Donation: San Pasqual Valley High FFA Club

PREPARED AND SUBMITTED BY:

Anastasia Noriega, SPVHS Principal

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

T & P FARMS, INC.

GENERAL ACCOUNT

P.O. BOX 3230

SOMERTON, AZ 85350

PH. 928-627-1803 OR 928-920-4930

3643

DATE 11/30/2025

91-532/1221

PAY

TO THE

ORDER OF

SAN PASQUAL H.S., FFA

\$ 5000.00

FIVE THOUSAND - 00/100

DOLLARS



NATIONAL BANK OF ARIZONA

WWW.NBARIZONA.COM | 800.497.8168

FOR DONATION

⑈00003643⑈ ⑆122105320⑆ 5797314086⑈

donation for fair arranged
to replace loan checks

IVROP COMMUNITY FOUNDATION
687 W STATE ST.
EL CENTRO, CA 92243-2943

90-203/1211

2841

11/7/2025

Pay to the
Order of

San Pasquel Valley High School

\$ 1000.00



Mechanics Bank

800.797.6324

For

CTSO FFA Busk, T

[Signature]

⑆121102036⑆ 2841 5791991931⑈

Donation
FFA CTE

Consent
Exhibit: II.10
Date: 01.13.2026

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Donation: San Pasqual Valley High School FFA Club

EXPLANATORY STATEMENT:

The IVROP Community Foundation will be donating \$1000.00 to the San Pasqual Valley High School FFA Club. The donation will go towards various events and animal care in preparation of the fair.

STAFF MEMBER INVOLVED

Ana Noriega – Principal San Pasqual Valley High School
Tim Rush – FFA Advisor San Pasqual Valley High School

FISCAL IMPACT:

No fiscal impact – donation

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Accept Donation: From The IVROP Community Foundation to the Winterhaven FFA Club

PREPARED AND SUBMITTED BY:

Anastasia Noriega, SPVHS Principal

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Consent
Exhibit: II.12
Date: 1.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of Surplus Requests: Add Obsolete and Unused Items to Surplus for Auction

EXPLANATORY STATEMENT:

Items from school sites that are no longer used and can be surplus. The auction will be held in the spring. These items will be included in the auction and the advertisement of the auction.

STAFF MEMBER INVOLVED:

Leadership team

FISCAL IMPACT:

N/A.

SOURCE OF FUNDING:

NA

RECOMMENDED ACTION:

Approve items to district surplus area.

PREPARED AND SUBMITTED BY:

Jorge Munoz, Director of Facilities and Operations

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 12/8/25

FROM (Select Site/Dept): Transportation

CONTACT NAME: Cristian Gonzalez

PRINCIPAL/SITESUPERVISOR APPROVAL: _____

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Lens	Weldon inc.	1062	2	0
Lamp, Back-up Clear	BB	1392075	1	0
Lamp, Led	Grote	84585	2	0
Gasket, Lamp	BB	2134369	23	0
Module	Signal - Stat	2947200	1	0
Red Trigl b/s lamp	Napa/Tracklite	1150	2	0
Red lens 5050/02103398	Weldon	5020	4	0
Red Led Trigl		011515	2	0
Amber Led Trigl		030116	4	0
Amber lens	Weldon	02103406	1	0
LED Lamp		082218	5	0
Lamp, marker - w/ Guard, Amber	International	2230307C1	2	0
Lamp, Marker Red Oval Red	Signal - Stat	101046	1	0
Lamp, Marker - Led Oval Amber	International	3842822C1	1	0
Lamp, Marker - Led oval Red	International	3842821C1	1	0
Lens, Amber Warning 7"	International	2509309C1	2	0

CONDITION CODES: O=OBSOLETE G=GOOD F=FAIR P=POOR

*****FORM MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Lyrc Munoz

DATE: 12-8-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 12/8/25

FROM (Select Site/Dept): Transportation

CONTACT NAME: Cristian Gonzalez

PRINCIPAL/SITESUPERVISOR APPROVAL: _____

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Pivot Connect Bushing	Adom 97	TRB 5031	1	0
Link Repair Kit	Halder	48100 225	1	0
Antenna (Two way Radio)	Laird		1	0
Clavis	Meritor	1030	2	0
Link Assy	Halder	48100 225	1	0
U-Bolt 4" x 8.5"		U-Bolt	2	0
U-Bolt 3" x 9.5"		U-Bolt	2	0
Roller	Tedco		1	0
Switch	Grote	K028514	1	0
Washer pump		HLK 7032	1	0
Switches		HEH 011727	2	0
Seal, sliding (Driver Window)	BB	2175230	20	0
Rail	BB	2192805	3	0
Lens Amber	BB	04281804	2	0
8.5" Rectangle yellow lens.	Spomoff Signal	ECVRT861RPT	1	0
Lens Red 7"	International	2509312C1	2	0

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-8-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 12/8/25

FROM (Select Site/Dept): Transportation

CONTACT NAME: Cristian Gonzalez

PRINCIPAL/SITESUPERVISOR APPROVAL: _____

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Pin	BB	0663849	16	0
Valve	Hallex/Metric	RKN32005	1	0
Knob	Hallex	KN20901	1	0
Valve Flipper	Hallex	KN20001	1	0
Knob (Parking brake)	Hallex		6	0
Air Regulator / Dryer	SMC	AW20-N01EH-02	1	0
Seal	Stemco	308-0836	2	0
Seal	BB/Metric	02121689	6	0
ABS Sensor	Metric	A2237F1358	1	0
Seal	National	380003A	1	0
Exhaust belt Clamp	Easy Seal		2	0
wiper H"	Napa	60-04-2	1	0
Oil Oil Filter	NAPA	1384	1	0
Bracket	BB	00103918	1	0
Battery cable	Delco	1EJ8	1	0

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-8-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 11/25/25

FROM (Select Site/Dept): High School Site -

CONTACT NAME: Valerie Kish

PRINCIPAL/SITE SUPERVISOR APPROVAL: _____

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Carpentry Textbook	9780826908001		29	O
Modern World History	9780618184880		71	O
Collier Encyclopedia	1981		24	O
Decoding Strategies	9780026747790		155	O
Decoding Strategies	9780026747868		146	O
Elements of Literature (Annotated Teacher's Edition)	9780030277283		3	O
Elements of Literature Student Textbook	9780157175202		4	O
Medieval and Early Modern Times	9780131817470		3	O
Holt Literature & Language Arts Reading, Writing, Listening, Speaking	9780030564949		2	O
Holt Literature and Language Arts	9780030564970		2	O
Elements of Literature	9780157175400		3	O
Grammar and Composition	9780395314050		1	O
Themes in American Culture	9780395200834		3	O
United States Government	9780544742680		1	O
United States Government Teacher's Edition	9780544742857		1	O

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-11-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

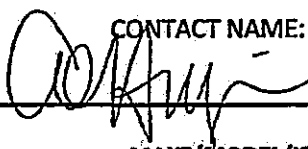
SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 11/25/25

FROM (Select Site/Dept): High School Site -

CONTACT NAME: Valerie Kish

PRINCIPAL/SITE SUPERVISOR APPROVAL: _____



DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Economics	9780544859296		1	O
Holt Literature & Language Arts	9780030992803		1	O
Literature & Language Arts	978030992827		1,	O
McDougal Littell Literature California 7 th grade	9780618983940		1	O
McDougal Littell Literature California 6 th grade	9780618983964		1	O
McDougal Littell Literature California 8 th grade	9780618983544		1	O
Perceptions in Literature	9780395112007		2	O
California Holt Literature & Language Arts 1 st Course	9780030564925		2	O
California Holt Literature & Language Arts, 2 nd Course	9780030564932		1	O
California Annotated Teacher Edition Holt Handbook	9780030652936		4	O
California Annotated Teacher Edition Holt Lit & Lang Arts	9780030573729		1	O
Holt Literature and Language Arts	9780030564963		2	O
Algebra 1	9780130442635		1	O
Conceptual Physics	9780201332872		10	O
Holt California Mathematics	9780030923166		1	O

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-11-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS REQUEST

DATE: 11/25/25

FROM (Select Site/Dept): High School Site -

CONTACT NAME: Valerie Kish

PRINCIPAL/SITE SUPERVISOR APPROVAL: 

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Arts <u>Arts</u> Fundamentals & Applications	9780766816640		1	O
Agricultural Mechanics Fundamentals & Applications	9780766814103		2	O
California Annotated Teacher Edition Handbook	9780030652943		1	O
Modern Livestock & Poultry Production	9781428318083		1	O
Language! The Comprehensive Literacy Curriculum	9781602188426		7	O
Focus on Life Science California	9780132012720		1	O
Holt McDougal Literature	9780547618395		1	O
Holt Earth Science Holt Earth Science	9780030922077		1	O
America, History of Our Nation Independence Through 1914	9780131307315		1	O
High Point Level B	9780736209335		30	O
High Point Success in Language, Literature, Content, The Basics	9780736212236		61	O
High Point Level A	9780736209014		27	O
High Point Level C	9780736209656		26	O
Ven Conmigo! Holt Spanish. Level 2	9780030939907		15	O
Ven Conmigo! Holt Spanish. Level 1	9780030965227		30	O

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-11-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAL

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

SURPLUS REQUEST

DATE: 11/25/25

FROM (Select Site/Dept): High School Site -

CONTACT NAME: Valerie Kish

PRINCIPAL/SITE SUPERVISOR APPROVAL: _____

DESCRIPTION/TITLE	MAKE/MODEL/ISBN#	TAG/SERIAL NO	QTY	CONDITION
Ven Connigol Holt Spanish. Level 2	9780030939907		14	
Ven Connigol Holt Spanish. Level 1	9780030965227		9	
Western Garden Book	9780376038845		11	
Modern World History Patterns of Interaction	9780547491141		1	
Modern Livestock & Poultry Production	9781401827373		1	
Small Animal Care and Management	9781418041052		1	
Metal Fabrication Technology for Agriculture	9781401815639		2	
Landscaping Principles and Practices	9781428376410		2	
Agriscience Fundamentals & Applications	9780766816640		1	
Modern Livestock & Poultry Production	9781428318083		1	
Leadership Personal Development and Career Success	9780766825369		2	
Managing Our Natural Resources	9781428318687		2	

CONDITION CODES: O = OBSOLETE G = GOOD F = FAIR P = POOR

*****FOR MAINTENANCE/WAREHOUSE USE ONLY*****

RECEIVED BY: Jorge Munoz

DATE: 12-11-25

NOTES: _____

SUBMIT FORM TO BUSINESS OFFICE FOR BOARD APPRAI

Consent
Exhibit:II.13
Date: 01.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Travel/Training: San Pasqual Valley High School Principal to WASC Accreditation Committee

EXPLANATORY STATEMENT:

The SPVHS Principal Mrs. Noriega has been selected to participate on a WASC Accreditation Committee in San Diego California for Kearney Engineering, Innovation and Design School on March 15-18, 2026.

STAFF MEMBER INVOLVED:

Ana Noriega – SPVHS Principal

FISCAL IMPACT:

Transportation & Substitute Teacher Cost Only - Meetings

Itemized List	QTY	Cost	Total	Paid By:
Van Cost (est. 394 miles)	394	\$.70	\$ 275.80	General Travel
Staff Hours – (est. 6 hours extra)	6	\$ 42.22	\$ 253.32	General Travel
Hotel Cost – 3 Nights 1 Room - \$154.98 per night + Tax/Fees	1	\$ 534.41	\$ 534.41	General Travel
Staff Meals- 3 Lunch & 4 Dinner	1	\$ 174.00	\$ 174.00	General Travel
			\$ 1,237.53	General Travel

SOURCE OF FUNDING:

Budgeted - General - Travel

RECOMMENDED ACTION:

Approve the Travel/Training: San Pasqual Valley High School Principal to WASC Accreditation Committee

PREPARED AND SUBMITTED BY:

Valerie Kish, High School Secretary

REVIEWED BY:

Richard Cordero, Superintendent

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

REQUEST FOR CONFERENCE/FIELD TRIP/VIRTUAL MEETING

Conference Title: WASC Accreditation Committee	Conference Type: In County Out of Town Zoom
Staff Attending: Ana Noriega	
Conference Dates: March 16-18, 2026	Travel Dates: March 15-18, 2026
Location: San Diego CA	

Registration: (Conference materials must be provided) NO Registration	-
Hotel Cost: (including tax) Nights- 3 (1 Room) Rooms Cost- \$154.98 plus tax/fee Parking Cost included	534.41
Staff Meals: 0- Breakfast (\$16) 3- Lunch (\$18) 4- Dinner (\$30)	174.00
Same day trips will require meal receipts and a reimbursement form	
Transportation fuel cost per mile van=\$.70 394 miles X .70	275.80
Flights / Shuttles - NA	-
Parking / Other additional cost. Additional/overtime pay- Extra Time Travel Hours 6hr 253.32	253.32
TOTAL	1237.53

Will you use a District Vehicle Yes No (If no, mileage, gas or parking will not be reimbursed unless a district vehicle is not available)
School Dude Transportation requested date: 12/9/25 (Include a copy of school dude submission.)
Will you require a substitute: Yes No (if yes, submit lesson plans to office and request coverage to District clerk.)

Signature of Employee

Date:

OFFICE USE

☒ Approved ☐ Disapproved

Source of Funding:

Principal/Supervisor Date

DISTRICT OFFICE USE

☐ Approved ☐ Disapproved

District Office Date

Date reviewed by Board

Registration Paid

Hotel Booked

Air Fare (if applicable)

INSTRUCTIONS: This form is to be completed prior to conference/workshop attendance. Submit all copies to immediate supervisor who will give initial approval and forward all copies to superintendent for final approval. No travel claims, advances, or credit card charges will be paid without submission of this form in advance. 7/25/2025

San Pasqual Valley High School
Conference/Field Trip Request Proposal
Virtual Zoom Meeting

Staff Member(s) Name: Ana Noriega

Site: HS

Date Submitted: 12/9/25

Name of Conference: WASC Accreditation Member

Date and Location of conference/field trip:

March 16-18, 2026

Kearney Engineering Innovation and Design School San Diego CA

What is the purpose/justification of your attendance at this conference?

Visiting committee members for WASC Accreditation

How does this conference impact student learning?

N/A

How does this fit with our Schoolwide or LCAP goals?

Goal # 3 - San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator. San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused.

What is your plan to utilize this information when you return to your classroom?

N/A

Fw: ACS WASC Visiting Committee Acceptance

From Anastasia Noriega <anoriega@spvUSD.org>

Date Tue 12/9/2025 1:15 PM

To Valerie Kish <vkish@spvUSD.org>

I will be attending this event in San Diego for WASC accreditation. I will require hotel stays. Arrive March 15 and check out March 18.

Ana Noriega

From: ACS WASC <membersdesk@acswasc.org>

Sent: Tuesday, December 9, 2025 1:13 PM

To: Anastasia Noriega <anoriega@spvUSD.org>

Subject: ACS WASC Visiting Committee Acceptance



Dear Anastasia Noriega,

Thank you for accepting the invitation to serve as a Member on a WASC visiting committee to Kearny Engineering, Innovation and Design. Visit details are as follows:

School: Kearny Engineering, Innovation and Design

Address: San Diego, California

Visit: Self-Study

Visit Dates: March 16-18, 2026

Chair Information:

Name: Ruzanna Hernandez

Email: ruzanna_hernandez@cjusd.net

Note: If chair information is blank, there is no assigned chair yet.

Even if you're a returning or experienced team member, please take time to review the training videos available under the **Training** tab in your **Member Portal**. These resources ensure we remain consistent and aligned with current protocols and expectations.

As a Visiting Committee member, you play a vital role in supporting schools through the accreditation process. Key responsibilities include thoroughly reviewing the school's self-study, contributing to the team's analysis and evidence gathering, engaging with the school team in meaningful dialogue about continuous improvement opportunities, and collaborating on the writing of the Visiting Committee report.

Thank you,

Accrediting Commission for Schools, WASC



1/5

Courtyard by Marriott San Diego Central

8.6 **Excellent**

Hotels.com 1,004 reviews

Check-in
Check-out

Sunday, March 15, 2026
Wednesday, March 18, 2026
3 nights, 1 room

Property highlights

Pool

Restaurant

Parking available

Connecting rooms available

Room, 1 King Bed with Sofa bed (Mobility Accessible, Tub)

Free WiFi

Any special/accessibility requests?



You have good taste! Book now before someone else grabs it.

Price details

3 nights x 1 room x \$154.98

\$464.95

Taxes & fees

\$69.46

Total

\$534.41



All taxes and fees included in total
What you see is what you pay

Rates are quoted in USD (\$).

Trip Request

Vehicle Trip Request

Thank you for using our internet service to submit trip requests. This service helps us to promptly attend to your trip requests. Please complete this request form.

Please be yourself, click [here](#) if you are not Valerie Kish

Need Assistance? Contact Monica Sabori at ext.2415 or msabori@spvusd.org.

Booked By

☒ First Name

Valerie

☒ Last Name

Kish

☒ Email

vkish@spvusd.org

Phone

760-572-0222

Pager

Mobile

Booking Details

☒ Trip Name

☐ Yes, submit for estimate only.

WASC Accreditation Committee

☒ Trip Destination

School of Engineering Innovation and Design 2966-7658, Komet

☒ Departing Location

High School

☒ Organization

High School

☐ One Way ☒ Round Trip

Trip Package

-- Select Trip Package -- View Trip Package

☒ Departure Date

3/15/2026

☒ Return Date

3/18/2026

☒ Trip Departure Time

3:00 PM

☒ Trip Return Time

6:00 PM

Transportation Type

☒ Click on the transportation type below that best suits your needs:

☒ School Bus

☒ Van

Number Of Vehicles

1

Trip Contact

☐ Yes, the 'Booked By' requester information is the same as the 'Trip Contact' information.

☒ First Name

Ana

☒ Last Name

Noriega

☒ Email

anoriega@spvusd.org

Phone

Pager

Cellular

Attendees

Faculty

Ana Noriega

Supervising Adults

na

☒ Number of students

0

Cost per student

Number of adults

1

Cost per adult

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
MEAL REIMBURSEMENT CLAIM

Employee Name: Ana Noriega Date: 12/9/25


Conference Title: WASC Accreditation

Location: San Diego CA. Date: 3/15/26 to 3/18/26.

	MON	TUES	WED	THUR	FRI	SAT	SUN	Total
Breakfast/\$16 (7am-9am)								
Lunch/\$18 (10am-2pm)	18	18	18					54
Dinner/\$30 (5pm-7pm)	30	30	30				30	120
Total Expenses								\$174

Board Policy 3350

For one day travel, meal reimbursement is considered a taxable fringe benefit per the IRS Code Section 132 and 262. Therefore, meal expenses for one day travel will be included in the employee's wages for Federal employment tax purposes. If hotel/conference provides breakfast with a protein, then breakfast will not be included in per diem allowance. If conference provides breakfast/lunch/dinner, then these will not be included in per diem allowance.

Employee Signature:  Date: 12/10/25

Principal/Supervisor Signature: _____ Date: _____

District Office Use:

Fund			Resource			Y	Goal				Function				Object				Site	

Approved by: _____ Date: _____

5/16/2018

From: Sarah Jeffers <sjeffers@spvUSD.org>
Sent: Friday, December 19, 2025 11:01 AM
To: Alina Sanchez <asanchez@spvUSD.org>
Subject: Re: Phone Call 12/17/25

San Pasqual Valley Unified School District
676 Baseline Road
Winterhaven, California
92283

Dear San Pasqual Valley Unified School District Administration,


Please accept this letter as formal notice of my resignation from my position as a high school teacher with San Pasqual Valley Unified School District. My final day of employment will be January 6, 2026.

I am grateful for the opportunity to have served my community and the students and families of the district.

Sincerely,

Sarah Jeffers
High School Teacher

Get Outlook for iOS


12-19-25
Accepted

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Con App Executive Summary Winter Data Collection

EXPLANATORY STATEMENT:

The Consolidated Application must be submitted to the California Department of Education for the SVSD to receive funds for categorical programs. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). For 2025-26, the application requires two data collections to be submitted online Spring and Winter. This year's Winter Data Collection must be submitted online by January 15, 2026 indicating the number of current year pupil participants and funding allocations for each program and school site. Information reporting from previous years' program participation is also collected. Federal guidelines also allow local non-profit private schools to participate with the public school district in federal programs. Participating eligible schools and allocations are including in the CARS Winter Data Collection.

STAFF MEMBERS INVOLVED:

Kish Curtis, Chief Business Official

FISCAL IMPACT:

\$852,392 in revenue

SOURCE OF FUNDING:

General

RECOMMENDED ACTION:

Superintendent recommends approval of Con App Executive Summary Winter Data Collection.

PREPARED AND SUBMITTED BY:

Kish Curtis, Chief Business Official

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

CON APP EXECUTIVE SUMMARY WINTER DATA COLLECTION

Consolidated Application Reporting System Executive Summary for Board Information

The Consolidated Application must be submitted to the California Department of Education for the San Pasqual Valley Unified School District to receive funds for categorical programs. The application is submitted online through a web-based Consolidated Application Reporting System (CARS). For 2025-26, the application requires two data collections to be submitted: Spring and Winter. This year's Winter Data Collection (released December 2025) must be submitted online by January 15, 2026, indicating the number of current year pupil participants and funding allocations for each program and school site. Information reporting from previous years' program participation is also collected. Federal guidelines also allow local non-profit private schools to participate with the public school district in federal programs. Participating eligible schools and allocations are included in the CARS Winter Data Collection.

The district is receiving the following funding entitlements for the 2025-26 school year:

Federal Funds:

Entitlements

Title I Part A: Basic Grant

\$ 745,940

A federal program that ensures all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title I Part D: Neglected or Delinquent

\$ 0

A federal program that provides financial assistance to local education agency's (LEAs) educational programs that serve students who are neglected, delinquent, or at-risk; including programs involving collaboration with locally operated correctional facilities.

Title II Part A: Teacher & Principal Training & Recruiting

\$ 32,761

A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

Title III: Program for LEP Students

\$ 14,951

A federal program that provides supplementary programs and services to assist Limited English Proficient (LEP) students known as English learners (ELs) in acquiring English and achieving grade-level and graduation standards.

Title III: Program for Immigrant Students

\$ 558

A federal program that provides supplementary programs and services to assist immigrant students in acquiring English and achieving grade-level and graduation standards.

Title IV: Part A Student Support

\$ 58,182

Funding provided to increase the capacity of LEAs to meet these goals 1) providing students with a well-rounded education, 2) supporting safe and healthy students, and 3) supporting the effective use of technology in order to improve the academic achievement and digital literacy of all students.

CON APP EXECUTIVE SUMMARY WINTER DATA COLLECTION

Title IV: Part B 21st Century Community Learning Centers

\$ 0

Funding provided for 21st Century Community Learning Centers to provide academic enrichment and recreational activities to students before and after regular school hours.

Total Consolidated Federal Funding: \$ 852,392

CON APP EXECUTIVE SUMMARY WINTER DATA COLLECTION

School Site Responsibilities

Each school receiving Federal Funds through the consolidated application is required to have a comprehensive school plan known as the Single Plan for Student Achievement (SPSA) describing strategies and activities to improve student achievement and meet district adopted standards. Supplementary services are provided by these programs to support the district's core program. Title I Schoolwide schools must address the ten components described in the Title I law, section 1114. Program Improvement schools must address the ten requirements in the Title I law, section 1116. Based on the school's comprehensive needs assessment, schools may utilize additional special highly qualified teachers, coaches, counselors, instructional aides, tutoring assistance, scientifically research-based intervention programs, instructional technology, supplemental materials and equipment, professional development, district provided training, conferences and workshop attendance, expert consultants, and parent/community engagement activities to meet the identified needs of the students requiring supplemental services. Each school's School Site Council (SSC) is required to provide input, assist in the plan/budget development and recommend to the Board annually for approval the planned program activities and budgets as part of the Single School Plan for Student Achievement. The Chief Business Official reviews program regulations and guidelines with all administration, site staff, and School Site Councils to ensure appropriate planning, implementation and evaluation and to maintain compliance for each program. All site plans are reviewed for compliance along with goals and activities to improve student achievement and parent involvement before being forwarded to the Board for approval.

Con App Workshop
Imperial COE
February 2016

Kish Curtis CBO
Board Agenda Approval
(01/13/2026)

2023–24 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$34,789
2023–24 Title II, Part A total apportionment issued	\$34,789
Transferred-in amount	\$0
Transferred-out amount	\$0
2023–24 Total allocation	\$34,789

Professional Development Expenditures

Professional development for teachers	\$25,272
Professional development for administrators	\$1,223
Consulting/Professional services	\$0
Induction programs	\$5,000
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$3,294
Equitable services for nonprofit private schools	\$0
Total expenditures	\$34,789
2023–24 Unspent funds	\$0

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

Note: CDE will invoice the LEA for the unspent 2023–24 total allocation	
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*****Warning*****

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2023–24 Title III English Learner YTD Expenditure Report, Closeout 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through September 30, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	\$16,369
2023–24 Title III EL total apportionment issued amount	\$16,369
Transferred-in amount	\$0
2023–24 Total allocation	\$16,369
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$5,990
5000–5999 Services and other operating expenditures	\$8,829
Direct administrative costs (amount cannot exceed 2% of the total apportionment issued amount plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,550
Total year-to-date expenditures	\$16,369
2023–24 Unspent funds	\$0
Note: CDE will invoice the LEA for the unspent 2023–24 total allocation	

Warning

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2023–24 Title V, Part B Subpart 2 RLIS LEA Closeout Report

The purpose of this data collection is to report final expenditures and calculate unspent Title V, Part B Subpart 2 Rural and Low Income Schools (RLIS) funds.

CDE Program Contact:

Patricia Ramirez, Rural Education and Student Support Office, REAP@cde.ca.gov, 916-319-0787

2023–24 Title V, Part B Subpart 2 RLIS LEA allocation	\$21,813
Funds transferred-in amount	\$0
2023–24 Title V, Part B Subpart 2 RLIS LEA available allocation	\$21,813

Final Expenditures

Administrative and indirect costs	\$1,615
Activities authorized under Title I, Part A	\$20,198
Improving basic programs operated by the LEA	
Activities authorized under Title II, Part A	\$0
Supporting Effective Instruction	
Activities authorized under Title III	\$0
Language instruction for English learner and immigrant students	
Activities authorized under Title IV, Part A	\$0
Student Support and Academic Enrichment	
Parental involvement activities	\$0
Total expenditures	\$21,813
Amount of unspent funds	\$0
Note: CDE will invoice the LEA for the unspent funds	

*****Warning*****

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2024–25 Title I, Part A LEA Carryover

Report only expenditures and obligations made through September 30 for fiscal year 2024–25 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2024–25 Title I, Part A LEA allocation	\$779,305
Transferred-in amount	\$0
2024–25 Title I, Part A LEA available allocation	\$779,305
Expenditures and obligations through September 30, 2025	\$779,305
Carryover as of September 30, 2025	\$0
Carryover percent as of September 30, 2025	0.00%

*****Warning*****

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2024–25 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III EL student program allocation	\$17,316
Transferred-in amount	\$0
2024–25 Total allocation	\$17,316
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$6,829
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$793
4000–4999 Books and supplies	\$7,646
5000–5999 Services and other operating expenditures	\$432
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,616
Total year-to-date expenditures	\$17,316
2024–25 Unspent funds	\$0

*****Warning*****

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2024–25 Title III Immigrant YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2024 through December 31, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2024–25 Title III immigrant student program allocation	\$630
Transferred-in amount	\$0
2024–25 Total allocation	\$630
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$571
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$59
Total year-to-date expenditures	\$630
2024–25 Unspent funds	\$0

*****Warning*****

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2024–25 Title V, Part B Subpart 2 RLIS LEA Use of Funds and Carryover

The purpose of this data collection is to report year-to-date expenditures and calculate Title V, Part B Subpart 2 Rural and Low-Income School (RLIS) carryover funds.

CDE Program Contact:

Patricia Ramirez, Rural Education and Student Support Office, REAP@cde.ca.gov, 916-319-0787

2024–25 Title V, Part B Subpart 2 RLIS LEA allocation	\$28,725
Funds transferred-in amount	\$0
2024–25 Title V, Part B Subpart 2 RLIS LEA available allocation	\$28,725

Expenditures

Administrative and indirect costs	\$2,696
Activities authorized under Title I, Part A	\$26,029
Improving basic programs operated by the LEA	
Activities authorized under Title II, Part A-	\$0
Supporting Effective Instruction	
Activities authorized under Title III	\$0
Language instruction for English learner and immigrant students	
Activities authorized under Title IV, Part A	\$0
Student Support and Academic Enrichment	
Parental involvement activities	\$0
Total expenditures	\$28,725
Carryover as of September 30, 2025	\$0

*****Warning*****

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2025–26 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and/or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Fund Use Authority (AFUA) governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B AFUA are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, TitleIV@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2025–26 Title II, Part A allocation	\$32,761
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2025–26 Title II, Part A allocation after transfers out	\$32,761

Title IV, Part A Transfers

2025–26 Title IV, Part A allocation	\$58,182
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2025–26 Title IV, Part A allocation after transfers out	\$58,182

*****Warning*****

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2025–26 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

2025–26 Title I, Part A LEA allocation (+)	\$745,940
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2025–26 Title I, Part A LEA available allocation	\$745,940

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$7,460
School parent and family engagement	\$7,460
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	\$0
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$13,506

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2025–26 Approved indirect cost rate	8.50%
Indirect cost reservation	\$58,438
Administrative reservation	\$0

Reservation Summary

Total LEA required and authorized reservations	\$71,944
School parent and family engagement reservation	\$7,460
Amount available for Title I, Part A school allocations	\$666,536

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$32,761
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
2025–26 Total allocation	\$32,761
Administrative and indirect costs	\$2,567
Reservation for equitable services for nonprofit private schools	\$0
2025–26 Title II, Part A adjusted allocation	\$30,194

*****Warning*****

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2025–26 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III English Learner (EL) student program and to report required reservations.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2025–26 Title III EL student program allocation	\$14,951
Transferred-in amount	\$0
Repayment of funds	\$0
2025–26 Total allocation	\$14,951

Allocation Reservations

Professional development activities	\$0
Program and other authorized activities	\$0
English proficiency and academic achievement	\$13,780
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,171
Total allocation reservations	\$14,951

*****Warning*****

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2025–26 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through December 31, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III EL student program allocation	\$14,951
Transferred-in amount	\$0
2025–26 Total allocation	\$14,951
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$929
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$100
4000–4999 Books and supplies	\$416
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$1,445
2025–26 Unspent funds	\$13,506

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title III Immigrant LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for the Title III Immigrant student program and to report required reservations.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2025–26 Title III Immigrant student program allocation	\$558
Transferred-in amount	\$0
Repayment of funds	\$0
2025–26 Total allocation	\$558

Allocation Reservations

Authorized activities	\$515
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$43
Total allocation reservations	\$558

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Title III Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2025 through December 31, 2025.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2025–26 Title III immigrant student program allocation	\$558
Transferred-in amount	\$0
2025–26 Total allocation	\$558
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$0
2025–26 Unspent funds	\$558

*****Warning*****

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2025–26 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the allocation available to the local educational agency (LEA) and report reservations of Title IV, Part funds.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , TitleIV@cde.ca.gov, 916-319-0942

2025–26 Title IV, Part A LEA allocation	\$58,182
Funds transferred-in amount	\$0
Funds transferred-out amount	\$0
2025–26 Title IV, Part A LEA available allocation	\$58,182

Reservations

Indirect cost reservation	\$4,558
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2025–26 Title IV, Part A LEA adjusted allocation	\$53,624

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs,

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2025–26 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School ranking options

Within the LEA

Select the highest to lowest school ranking method

Select a low income measure

FRPM

Comment

If composite is the low income measure selected, then an explanation must be provided detailing how the student count is derived.

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students counts, were pre-populated with PRIOR year (Fiscal Year 2024–25) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students
Bill M. Manes High	1330018	9	12	3	14	14
San Pasqual Middle	6106298	6	8	2	125	118
San Pasqual Valley Elementary	6008635	K	5	1	259	246
San Pasqual Valley High	1337609	9	12	3	177	160
San Pasqual Vocational Academy	0120881	7	12	3	0	0

*****Warning*****

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Report Date:1/8/2026

R08

Page 1 of 1

2025–26 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

LEA meets small LEA criteria.

A local educational agency (LEA) is defined as a small LEA if, based on the school list and the data entered in Title I, Part A School Student Counts, the LEA meets one or both of the following:

Is a single school LEA

Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

a - Below LEA average and at or above 35% student low income

d - Waiver for a desegregation plan on file

e - Grandfather provision

f - Feeder pattern

Low Income measure

FRPM

Ranking Schools Highest to Lowest

Within the LEA

LEA-wide low income %

93.57%

Available Title I, Part A school allocations

\$666,536

Available parent and family engagement reservation

\$7,460

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2024–25 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Bill M. Manes High	1330018	3	14	14	100.00	*	*	1	1238.88	17344.32	\$0	\$3,411	20755.32	
San Pasqual Valley Elementary	6008635	1	259	246	94.98	*	*	2	1238.91	304771.86	\$0	\$1,636	306407.86	

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

R08

2025–26 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2024–25 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
San Pasqual Middle	6106298	2	125	118	94.40	*	*	3	1238.92	146192.56	\$0	\$2,219	148411.56	
San Pasqual Valley High	1337609	3	177	160	90.40	*	*	4	1238.92	198227.20	\$0	\$194	198421.20	
San Pasqual Vocational Academy	0120881	3	0	0	0.00	*	*	5	0.00	0.00			0.00	

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education
San Pasqual Valley Unified (13 63214 0000000)

Consolidated Application

Status: Certified
Saved by: Kish Curtis
Date: 1/8/2026 6:53 AM

2025–26 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Walver (MM/DD/YYYY)
Bill M. Manes High	1330018	Y	100.00	08/06/1998	
San Pasqual Middle	6106298	Y	90.45	08/06/1998	
San Pasqual Valley Elementary	6008635	Y	89.46	08/06/1998	
San Pasqual Valley High	1337609	Y	86.91	08/06/1998	
San Pasqual Vocational Academy	0120881	Y	83.34	08/06/1998	

*****Warning*****

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R06

Report Date: 1/8/2026

Page 1 of 1



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

San Pasqual Valley Unified (13 63214 0000000)

[Home](#) [Data Entry Forms](#) [Certification Preview](#) [Certify Data](#) [Reports](#) [Users](#) [Contacts](#) [FAQs](#)

Home

Current Submissions and Deadlines

Data collection forms that are listed below are open, available for editing, have upcoming deadlines, and/or are overdue to be certified. Data collection forms that have been certified, have had their deadlines pass, are open and available for editing can be found under the Data Entry Forms tab. All data collection forms, if applicable to your local educational agency (LEA), whether open or closed, certified or unsubmitted, can be viewed as uneditable reports under the Reports tab.

23 Data Collection(s) found.

Fiscal Year 2023-24	Deadline	Status
Title I, Part A LEA Closeout Report	January 15, 2026	None
Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
Title III English Learner YTD Expenditure Report, Closeout 27 Months	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
Title V, Part B Subpart 2 RLIS LEA Closeout Report	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM

Fiscal Year 2024-25	Deadline	Status
Title I, Part A LEA Carryover	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
Title III English Learner YTD Expenditure Report, 18 Months	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
Title III Immigrant YTD Expenditure Report, 18 Months	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
Title V, Part B Subpart 2 RLIS LEA Use of Funds and Carryover	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM

<u>Fiscal Year 2025-26</u>	<u>Deadline</u>	<u>Status</u>
<u>Federal Transferability</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title I, Part A Nonprofit Private School Low Income Count</u>	January 15, 2026	None
<u>Title I, Part A School Student Counts</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title I, Part A LEA Allocation and Reservations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title I, Part A School Allocations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title I, Part A Notification of Authorization of Schoolwide Program</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title II, Part A / Title III Nonprofit Private School Participation</u>	January 15, 2026	None
<u>Title II, Part A LEA Allocations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title III English Learner LEA Allocations and Reservations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title III English Learner YTD Expenditure Report, 6 Months</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title III Immigrant LEA Allocations and Reservations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title III Immigrant YTD Expenditure Report, 6 Months</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Title IV, Part A Nonprofit Private School Participation</u>	January 15, 2026	None
<u>Title IV, Part A LEA Allocations</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM
<u>Consolidation of Administrative Funds</u>	January 15, 2026	<i>Certified</i> kcurtis, 1/8/2026 6:53 AM

General CARS Questions: Consolidated Application Support Desk | conappsupport@cde.ca.gov | 916-319-0297

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

San Pasqual Valley Unified School District
Board Report

School Site or Department Cafeteria

Date 1/7/26 Prepared By Stacey Garcia

Number of Students Served Enrolled 554

Three Goals of Site/Department for Month Aligned to LCAP/SPSA Goals:

1.	
2.	
3.	

Brief Summary Outlining Recent Successes:

Meals Served in December 13 days (1 day ELOP/SS)

Breakfast: 2525

Lunch: 5264

Snack: 1336 (140 enrolled in ASES)

Supper: 1607 (140 enrolled in ASES)

Areas of Focus for Next Month:

Keep Focusing on Second chance breakfast at the High School

Activities or Events Organized or Completed and Result:

Activity/Event	Result, Participation

San Pasqual Valley Unified School District
Board Report

School Site or Department Technology

Date 1/7/2026 Prepared By Daniel Paz

Number of Students Served 548

Three Goals of Site/Department for Month Aligned to LCAP/SPSA Goals:

1.	Support staff with helpdesk tickets
2.	Support students with helpdesk tickets
3.	Winter Break maintenance - chromebook carts and cameras

Brief Summary Outlining Recent Successes:

Provided excellent support to staff and students.

Areas of Focus for Next Month:

Multi-factor Authentication for staff

Activities or Events Organized or Completed and Result:

Activity/Event	Result, Participation

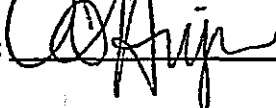
SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

REQUEST FOR CONFERENCE/FIELD TRIP/VIRTUAL MEETING

Conference Title: Counselor Induction Program	Conference Type: In County Out of Town Zoom
Staff Attending: Ana Noriega & Alba Tudor	
Conference Dates: 12/16/25 330- 530pm	Travel Dates: 12/16/25 200-630pm
Location: ICOE - Imperial County	

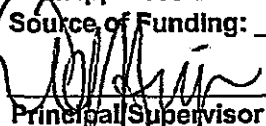
Registration: (Conference materials must be provided) Completed	-
Hotel Cost: (including tax) Nights Rooms Cost Parking Cost - NA	-
Staff Meals: Breakfast (\$16) Lunch (\$18) Dinner (\$30)	-
Same day trips will require meal receipts and a reimbursement form	
Transportation fuel cost per mile Van=\$.70 123 miles X .70	86.10
Flights / Shuttles - NA	-
Parking / Other additional cost. Additional/overtime pay- Extra Time 3hr X 2 253.32	253.32
TOTAL	339.42

Will you use a District Vehicle ☒ Yes ☐ No (If no, mileage, gas or parking will not be reimbursed unless a district vehicle is not available)
 School Dude Transportation requested date: 12/9/25 (Include a copy of school dude submission.)
 Will you require a substitute: Yes ☐ No ☒ (If yes, submit lesson plans to office and request coverage to District clerk.)

Signature of Employee:  Date: 12/10/25

OFFICE USE

☒ Approved ☐ Disapproved

Source of Funding: _____
 12/10/25
 Principal Supervisor Date

DISTRICT OFFICE USE

☐ Approved ☐ Disapproved

 District Office Date

 Date reviewed by Board

Registration Paid
 Hotel Booked
 Air Fare (if applicable)

INSTRUCTIONS: This form is to be completed prior to conference/workshop attendance. Submit all copies to immediate supervisor who will give initial approval and forward all copies to superintendent for final approval. No travel claims, advances, or credit card charges will be paid without submission of this form in advance. 7/25/2025

San Pasqual Valley High School

Conference/Field Trip Request Proposal

Virtual Zoom Meeting

Staff Member(s) Name: Ana Noriega, Alba Tudor

Site: HS

Date Submitted: 12/9/25

Name of Conference: 12/16/25

Date and Location of conference/field trip:

12/16/25 330-530pm

ICOE 1398 Sperber Road El Centra CA

What is the purpose/justification of your attendance at this conference?

Access to current strategies, resources, and tools that enhance counseling programs and student success. Collaboration with other counselors and educational leaders across the county to share ideas and build partnerships. Updates on state and county requirements for counseling programs, ensuring our school remains compliant and effective.

How does this conference impact student learning?

The knowledge gained will directly benefit students through improved academic guidance, social-emotional support, and college/career readiness initiatives.

Participation demonstrates commitment to continuous improvement and supports our school's mission to provide comprehensive services that meet the needs of all students.

How does this fit with our Schoolwide or LCAP goals?

Goal # 3 - San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator. San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused.

What is your plan to utilize this information when you return to your classroom? - NA

Imperial County School Counselor Induction Program 2nd Annual Symposium

12/16/2025

3:30 pm - 5:30 pm

End of Year 1

[Register](#)

[Click Here to Register](#)

Registration Deadline:
12/16/2025

OMS Account Holders



[Login Here to
Register for
Event](#)

Don't have an OMS account?
[Click here to create one.](#)

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[Add to Calendar](#) | [Help](#)

Event Details

Facilitator(s) Rosa Nava

Location Imperial County Office of Education
1398 Sperber Road
El Centro, CA 92243-9621
[Map](#) | [Driving Directions](#)
Note: ICOE, Building E - ACC

Contact Stacey Arthur
sarthur@icoe.org
P: (760) 312-6615

Sponsor Higher Education and Adult Education



Organization Management System (OMS)

Event Registration Management Software Designed by and for K12 Education
OMS v7.1 © 2003-2025 - All Rights Reserved
Use of this site signifies your agreement to our [Terms of Use](#).
[Web Site Requirements](#)

Fw: Imperial County School Counselor Induction Program 2nd Annual Symposium Registration - (CONFIRMED)

From Anastasia Noriega <anoriega@spvUSD.org>

Date Tue 12/9/2025 1:26 PM

To Valerie Kish <vkish@spvUSD.org>

Next week after school.

Ana Noriega

From: notifications@k12oms.org <notifications@k12oms.org> on behalf of OMS Notifications
<notifications@k12oms.org>

Sent: Tuesday, December 9, 2025 9:21 AM

To: Anastasia Noriega <anoriega@spvUSD.org>

Subject: Imperial County School Counselor Induction Program 2nd Annual Symposium Registration - (CONFIRMED)

Anastasia Noriega, This letter is to inform you that your registration has been CONFIRMED for the following event:

Participant Information

Participant Name Anastasia Noriega

Participant Email Address anoriega@spvUSD.org

Event Information

Event Imperial County School Counselor Induction Program 2nd Annual Symposium

Event Imperial County Office of Education

Location 1398 Sperber Road
El Centro, CA 92243-9621
[Map](#) | [Driving Directions](#)

Note: ICOE, Building E - ACC

Event Details <http://icoe.k12oms.org/1158-267019>

Event Date 12/16/2025

Time 3:30 pm - 5:30 pm

Status CONFIRMED

Provided By Higher Education and Adult Education

**Confirmation
Number** nor-xgayms

If you need to CANCEL your registration or have any questions, please email or call me. Please include your name, the event title, and your confirmation number in all correspondence. For information on the event, visit <http://lcoe.k12oms.org/1158-267019>

Sincerely,
Stacey Arthur
Email: sarthur@lcoe.org
Phone: (760) 312-6615



Organization Management System (OMS)

OMS © 2003-2025 - All Rights Reserved

Vehicle Trip Request

Thank you for using our internet service to submit trip requests. This service helps us to promptly attend to your trip requests. Please complete this request form.

Please be yourself, click [here](#) if you are not Valerie Kish

Need Assistance? Contact Monica Sabori at ext.2415 or msabori@spvUSD.org.

Booked By

☒ First Name

Valerie

☒ Last Name

Kish

☒ Email

vkish@spvUSD.org

Phone

760-572-0222

Pager

Mobile

Booking Details

☐ Yes, submit for estimate only.

☒ Trip Name

Imperial County School Counselor Induction Program

☒ Trip Destination

ICOE 1398 Sperber Road, El Centro, CA 92243 Building A - OGI

☒ Departing Location

High School

☒ Organization

High School

☐ One Way ☒ Round Trip

Trip Package

— Select Trip Package — View Trip Package

☒ Departure Date

12/16/2025

☒ Return Date

12/16/2025

☒ Trip Departure Time

2:00 PM

☒ Trip Return Time

6:45 PM

Transportation Type

☒ Click on the transportation type below that best suits your needs:



School Bus



Van

Number Of Vehicles

1

Trip Contact

☐ Yes, the 'Booked By' requester information is the same as the 'Trip Contact' information.

☒ First Name

Ana

Phone

☒ Last Name

Noriega

Pager

☒ Email

anoriega@spvUSD.org

Cellular

Attendees

Faculty

Ana Noriega

Supervising Adults

na

☒ Number of students

0

Cost per student

Number of adults

2

Cost per adult

Total Attendees

2

Notes

Educational Objective

na

Special Needs and/or
Trip Requirements

na

Security

☒ Submittal Password

.....

 [Forgot Password?](#)

Submit Request

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

FIELD TRIP REQUEST

(Overnight and/or Out-of-State Field Trips must be approved by the Board)

Teacher/Advisor/Coach: ELOP	Activity Name: Main Street Cinemas
School: Elementary	Location: Yuma
#of Student 30	Grade Class: Prek-6th
Depart Date: 01/24/2026	

Registration/Entrance Cost	\$267.50			
Hotel Cost (Room & Tax)	Nights:	Rooms: Male _____ Female _____ Adult (male) _____ Adult (female) _____ Total _____	Parking:	Total Cost:
Staff Meals (\$64/day)	Breakfast (\$16):	Lunch (\$18):	Dinner (\$30):	Total Cost:
Student Meals (\$37/day)	Breakfast (\$10)	Lunch (\$12)	Dinner (\$15)	Total Cost:
Transportation: Van \$65 Bus \$6.50	\$20.00			
Total:				

ALL backup material must be provided.

Source of Funding: **ELOP**

Will you use a District Bus or Van? Yes ☒ No ☐

School Dude Request Date: **12/15/2025** (provide a copy of transportation request)

Will you require a substitute: Yes, ☐ No ☒ (If yes, please follow up with District Clerk)

Student Permission Form: Yes, ☒ No ☐

Signature of Employee/Staff Member: **Lisa Mendenhall**

Date: **12/15/2025**

APPROVAL

☒ Approved ☐ Disapproved

Principal/Supervisor

Date

DISTRICT OFFICE USE

☐ Approved ☐ Disapproved

Superintendent

Date

Date Reviewed By Board

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

REQUEST FOR CONFERENCE/VIRTUAL MEETING

Conference Title: Fine Motor and Sensory Skills	Conference Type: <input checked="" type="checkbox"/> In County <input type="checkbox"/> Out of Town <input type="checkbox"/> Zoom
Staff Attending: Alysha Miller, Larissa Bouts, Kerri Dornstadter	
Conference Dates: 01/23/2026	Travel Dates: 01/23/2026
Location: ICOE	

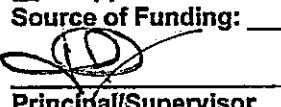
Registration: (Conference materials must be provided)		
Hotel Cost: (including tax) Nights-	Rooms Cost-	Parking Cost-
Staff Meals: Breakfast (\$16)	Lunch (\$18)	Dinner (\$30)
Same day trips will require meal receipts and a reimbursement form		
Transportation fuel cost per mile Van=\$.70 Bus= \$ 6.50		38.00
Flights		
Shuttle		
Parking / Other additional cost. Additional/overtime pay		
Estimated Total		38.00

Will you use a District Vehicle ☒ Yes ☐ No (If no, mileage, gas or parking will not be reimbursed unless a district vehicle is not available) School Dude Transportation requested date: **Include a copy of school dude submission.**

Will you require a substitute: ☒ Yes ☐ No If yes, submit lesson plans to office and request coverage to District clerk.

Signature of Employee: AMiller, LBouts, KDornstadt Date: 12/16/2025

OFFICE USE

☒ Approved
☐ Disapproved
Source of Funding: _____
 12/16/2025
Principal/Supervisor _____ Date _____

DISTRICT OFFICE USE

☐ Approved
☐ Disapproved

District Office _____ Date _____

Date reviewed by Board _____

☐ Registration Paid
☐ Hotel booked
☐ Air Fare (if applicable)

INSTRUCTIONS: This form is to be completed prior to conference/workshop attendance. Submit all copies to immediate supervisor who will give initial approval and forward all copies to superintendent for final approval. No travel claims, advances, or credit card charges will be paid without submission of this form in advance.
10/14/2015

Attending: Alysha Miller, Larissa Bouts,
Outlook Kerri Dornstadter

Fine Motor & Sensory Skills Registration - (CONFIRMED)

From OMS Notifications <notifications@k12oms.org>

Date Mon 11/17/2025 9:21 AM

To Kerri Dornstadter <kdornstadter@spvusd.org>

Kerri Dornstadter, This letter is to inform you that your registration has been CONFIRMED for the following event:

Participant Information

Participant Name Kerri Dornstadter

Participant Email Address kdornstadter@spvusd.org

Event Information

Event Fine Motor & Sensory Skills

Event Imperial County Office of Education

Location 1398 Sperber Rd
El Centro, CA 92243
[Map](#) | [Driving Directions](#)

Note: Farrar Leadership Center (FLC-A)
Building C

Event Details <http://icoe.k12oms.org/1168-266384>

Event Date 01/23/2026

Time 8:30 am - 4:00 pm

Status CONFIRMED

Provided By Imperial County SELPA

Confirmation Number dor-lnhuh3

If you need to CANCEL your registration or have any questions, please email or call me. Please include your name, the event title, and your confirmation number in all correspondence. For information on the event, visit <http://icoe.k12oms.org/1168-266384>

Sincerely,
Lynn Salcedo
Email: lynnrd@icoe.org

Fine Motor and Sensory Skills

Facilitator(s):

Patty McDonald & Kimberly Phillips
Registered Occupational Therapists



Fine Motor Skills

Will focus on core fine motor skills, pencil grips, cutting skills, alternative types of paper, alternative seating options, etc...



Sensory Skills

Will focus on sensory processing skills... what are they and how they relate to the classroom setting?

AUDIENCE: TK-3rd Grade General Education & Special Education Teachers

January 23, 2026

8:30 am - 4:00 pm

ICOE-FLC-A (bldg. C).

1398 Sperber Road, El Centro

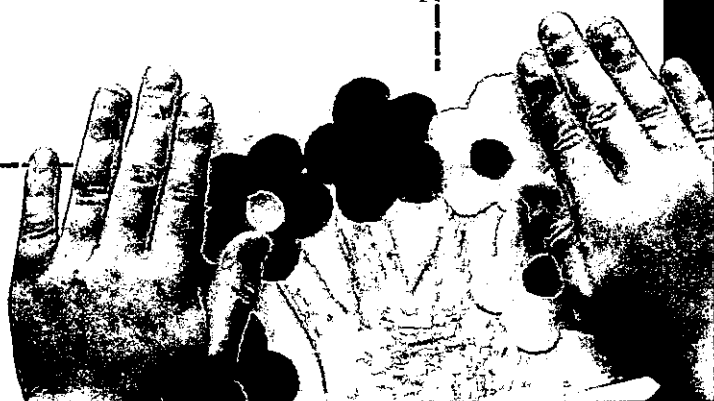
Includes
Materials

Lunch on
own

Contact: SELPA Office

(760) 312-6419 | lynnrd@icoe.org

The Imperial County Office of Education may take photographs of participants at the event. These photographs shall be used to document the event, promote events in written materials, and post on the ICOE website and social media accounts.



Print Trip Report

Trip ID 2370**Booked By**

Booked By Dornstadter, Keri
 Email kdornstadter@spvusd.org
 Phone 7605720222

Pager
 Cellular

Booking Details

Trip Name Fine Motor and sensory skills training
 Status Submitted
 Trip State Inactive
 Created Date 11/17/2025 8:19:00 AM

Departing Location Elementary
 Organization Elementary
 Trip Destination Imperial County Selpa
 Trip Type Round Trip
 Trip Package

Trip Departure Date Time 1/23/2026 8:00:00 AM

Trip Return Date Time 1/23/2026 4:00:00 PM

Driver Departure Time

Driver Return Time

Participant Drop Off Time

Participant Pick Up Time

Destination Arrival Date Time

Destination Departure Date Time

Driver Start Location

Driver End Location

Participant Drop Off Location

Participant Pick Up Location

Estimated Round Trip Mileage 0

Trip Contact

Name Dornstadter, Keri
 Email kdornstadter@spvusd.org
 Phone 7605720222

Pager
 Cellular 9282100443

Attendees

Faculty Kerri Dornstadter

Supervising Adults

Number of students 0

Cost per student \$0.0000

Number of adults 2

Cost per adult \$0.0000

Totals Attendees 2

Categorization

Budget Code

Budget Code Description

Recommended Min Age 0

Recommended Max Age 0

Educational Objective Training on working with students with fine motor and sensory processing skills difficulties.

Notes

Special Needs and/or
 Trip Requirements

Driving Directions

Required Services

Transportation Type Van

Number Of Vehicles 1

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST**

(Overnight and/or Out-of-State Field Trips must be approved by the Board)

Teacher/Advisor/Coach: Andre Polk & Sarah Jeffers #of Students: 6
 School: San Pasqual Valley High School Grade/Class: Strong Hearts
 Destination: Quechan Tribal Headquarters
 Location: 350 Picacho Rd. Winterhaven, CA
 Depart Date: Dec. 4, 2025

Registration/Tickets <u>N/A</u>			
Hotel Cost (Room & Tax) <u>N/A</u>	Nights: <u>N/A</u>	Room: <u>N/A</u>	Total Cost: <u>None</u>
Parking Feest: <u>N/A</u>			
Hotel Hold fees per night: <u>N/A</u>			
Staff Meals(\$64/day) Attach Staff Meal Form	Breakfast: <u>N/A</u>	Lunch:	Dinner: Total Cost:
Student Meals(\$37/day) Attach Student Meal Form	Breakfast: <u>N/A</u>	Lunch:	Dinner: Total Cost: \$
Transportation	<u>1 BUS \$6.50 X 5 miles \$32.50</u> <u>+ 2 vans none available</u>		
Additional:			
Total:	<u>\$ None \$32.50</u>		

Source of Funding:

- Will you use a District Bus or Van? Yes ☒ No 2 vans
- School Dude Request Date: email (provide a copy of transportation request) sub already on site
- Will you require a substitute: Yes ☒ No 12/3/25 (if yes, please follow up with District Clerk) 11:30 - 12:15/12:30
- Student Permission Form: Yes ☒ No
- Requires District to pay using credit card (attach specific information): Yes No ☒
- Will you or bus driver require a district gas card Yes No ☒

Describe the objectives of the proposed activity and how they relate to the course/grade/program (Attach backup material):

APPROVAL

☒ Approved ☐ Disapproved

[Signature] 12/3/25
Principal/Supervisor Date

DISTRICT OFFICE USE

☐ Approved ☐ Disapproved

Superintendent

Date

Date Reviewed By Board

INSTRUCTIONS: This form is to be completed prior to conference/workshop (CHECK CONFERENCE CHECKLIST) Submit all copies to immediate supervisor who will give initial approval and forward all copies to superintendent for final approval. No travel claims, advances, or credit card charges will be paid without submission of this form in advance.

Revised 7/1/2023

San Pasqual Valley High School
Conference/Field Trip Request Proposal
Virtual Zoom Meeting

Staff Member(s) Name: Andre Polk + Sarah Jeffers

Site: HS

Date Submitted: 12/3/25

Name of Conference:

Date and Location of conference/field trip:

12/4/25 + Quechan Tribal Headquarters (mtg)
350 Picacho Rd. Winterhaven, CA.

What is the purpose/justification of your attendance at this conference?

92283

Students will be a part of an official tribal council mtg (learning more about Robert's Rules...) & practicing public speaking skills & connecting w/ our Quechan Tribal Council.

How does this conference impact student learning?

The students will be building on organization skills, speaking skills in public, & operating official mtgs.

How does this fit with our Schoolwide or LCAP goals?

What is your plan to utilize this information when you return to your classroom?

Students will run mtgs similar to tribal council official mtgs - following agenda, open discussions, officers roles, voting & connecting w/ our Tribal Council.

Sarah Jeffers

From: Valerie Kish
Sent: Wednesday, December 3, 2025 11:40 AM
To: Sarah Jeffers; Monica Sabori
Subject: Re: Tribal Council Request
Attachments: Conference-Trip Proposal (1) (37).docx; Field Trip Form Request eff 7.1.23 (23).docx; Conference Timelines 08.15.24 (15).docx

Hi

Attached are the paperwork for a travel request.

From: Sarah Jeffers <sjeffers@spvusd.org>
Sent: Wednesday, December 3, 2025 12:20 PM
To: Valerie Kish <vkish@spvusd.org>; Monica Sabori <msabori@spvusd.org>
Subject: Re: Tribal Council Request

It sounds like it'll be about 45 min max

Get _____

From: Valerie Kish <vkish@spvusd.org>
Sent: Wednesday, December 3, 2025 12:19:59 PM
To: Monica Sabori <msabori@spvusd.org>
Cc: Sarah Jeffers <sjeffers@spvusd.org>
Subject: Fw: Tribal Council Request

Hi Monica

Strong hearts is requesting a vehicle for tomorrow at 1130am to go to the Quechan Tribal headquarters for a presentation. I am not sure how long the event is for but I think we would need one to two vans.

Please advise if there are any available for tomorrow?

From: Sarah Jeffers <sjeffers@spvusd.org>
Sent: Wednesday, December 3, 2025 11:44 AM
To: Anastasia Noriega <anoriega@spvusd.org>; Andre Polk <apolk@spvusd.org>
Cc: Valerie Kish <vkish@spvusd.org>
Subject: Tribal Council Request

Good afternoon,

I just received a call from one of Fort Yuma Tribal Councilman inviting the Strong Heart Advisors, HS Officers, and HS Royalty to a tribal meeting tomorrow at 11:30am at the **Quechan Tribal**

Headquarters, 350 Picacho Rd, Winterhaven, CA 92283 . They apologized for this last-minute invite/oversight. They would like to see us introduce ourselves, present what they have been involved in this year, and make a connection with our club. Hopefully, this will lead to more community support and positive movements for our club's future.

Please let us know if it is possible for our advisors and students to attend this so we can request a van, etc.

Thank you,

Sarah Jeffers



Outlook

Fwr: Tribal Council Request

From Valerie Kish <vkish@spvUSD.org>

Date Wed 12/3/2025 2:32 PM

To Monica Sabori <msabori@spvUSD.org>

Cc Sarah Jeffers <sjeffers@spvUSD.org>; Andre Polk <apolk@spvUSD.org>

Hi Monica

Strong hearts said if they can get a bus tomorrow to transport them it would be great. The event is from 1130 to 1215 at Quechan Tribal Headquarters, 350 Picacho Rd, Winterhaven, CA 92283.

Please advise if this will work out?

Thank You

From: Sarah Jeffers <sjeffers@spvUSD.org>

Sent: Wednesday, December 3, 2025 1:57 PM

To: Valerie Kish <vkish@spvUSD.org>; Anastasia Noriega <anoriega@spvUSD.org>; Andre Polk <apolk@spvUSD.org>

Subject: RE: Tribal Council Request

I am fine with a bus transporting us.

From: Valerie Kish <vkish@spvUSD.org>

Sent: Wednesday, December 3, 2025 12:50 PM

To: Sarah Jeffers <sjeffers@spvUSD.org>; Anastasia Noriega <anoriega@spvUSD.org>; Andre Polk <apolk@spvUSD.org>

Subject: Re: Tribal Council Request

Importance: High

Hi

I just got off the phone with Monica, and all of the vans are currently in usage. There are **no** vans available for the rest of the week.

We have both boys/girls basketball out of town overnight and wrestling is using the last two vans to leave for an overnight tomorrow as well.

They can schedule a bus to take the group if that is what you want to do. Please advise.

From: Sarah Jeffers <sjeffers@spvUSD.org>

Sent: Wednesday, December 3, 2025 11:44 AM

To: Anastasia Noriega <anoriega@spvUSD.org>; Andre Polk <apolk@spvUSD.org>

Cc: Valerie Kish <vkish@spvusd.org>

Subject: Tribal Council Request

Good afternoon,

I just received a call from one of Fort Yuma Tribal Councilman inviting the Strong Heart Advisors, HS Officers, and HS Royalty to a tribal meeting tomorrow at 11:30am at the **Quechan Tribal Headquarters**, 350 Picacho Rd, Winterhaven, CA 92283 . They apologized for this last-minute invite/oversight. They would like to see us introduce ourselves, present what they have been involved in this year, and make a connection with our club. Hopefully, this will lead to more community support and positive movements for our club's future.

Please let us know if it is possible for our advisors and students to attend this so we can request a van, etc.

Thank you,

Sarah Jeffers



San Pasqual Valley Unified School District
Permission Slip

PARENT PERMISSION:

I hereby give my permission for Narcese Dagan
(Print student's name)

To attend a school activity as follows:

Description of Activity:

Dates: 12/4/25

Time: 11³⁰ - 12¹⁵ pm

Location: Quechan Tribal Headquarters, 350 Pichachola Rd.
Winterhaven, CA.

Please Note:

Guardian-provided transportation to and from the school is required. Students must be dropped off and picked up by a parent or guardian at the designated times. The advisors will ask students to notify guardians of any updates regarding the returning times.

We appreciate your support in ensuring all students arrive and return safely.

Permission slips will need to be submitted on or before 12/4/25 to Mrs. Garcia or
Mrs. Ruiz 11am Mrs. Polk & Mrs. Jeffers

AUTHORIZATION FOR MEDICAL TREATMENT: I hereby authorize that medical and/or surgical care may be provided for my child while he/she is on a field trip. I authorize such care to be provided through the facilities of the nearest medical facility which will accept the student. I personally assume responsibility for any costs of such care.

Parent Signature: Narcese Dagan

Address: 645 Vanwood Dr, Winterhaven, CA, 92283

Phone: 760-799-7746 Emergency Phone: 760-750-2433

Insurance: _____

Policy/Group #: _____

Medical Alert (please list allergies or medical conditions):



San Pasqual Valley Unified School District
Permission Slip

PARENT PERMISSION:

I hereby give my permission for Emorie Derma
(Print student's name)

To attend a school activity as follows:

Description of Activity:

Dates: 12/4/25

Time: 11³⁰ - 12¹⁵ pm

Location: Quechan Tribal Headquarters, 350 Pichachola Rd.
Winterhaven, CA.

Please Note:

Guardian-provided transportation to and from the school is required. Students must be dropped off and picked up by a parent or guardian at the designated times. The advisors will ask students to notify guardians of any updates regarding the returning times.

We appreciate your support in ensuring all students arrive and return safely.

Permission slips will need to be submitted on or before 12/4/25 to Mrs. Garcia or
11am Mr Polk & Mrs. Jeffers
~~Mrs. Ruiz~~

AUTHORIZATION FOR MEDICAL TREATMENT: I hereby authorize that medical and/or surgical care may be provided for my child while he/she is on a field trip. I authorize such care to be provided through the facilities of the nearest medical facility which will accept the student. I personally assume responsibility for any costs of such care.

Parent Signature: Lou Jean Nune

Address: 174 north coral dr

Phone: (928)-210-2938 Emergency Phone: (928)-750-3348

Insurance: _____

Policy/Group #: _____

Medical Alert (please list allergies or medical conditions):

Conference/Field Trip Checklist and Timeline

Must be included with Packet

Date Completed	6-8 WEEKS PRIOR TO CONFERENCE	NOTES
	Gather Conference/Field Trip information	
	Fill out Request for Conference/Workshop/Field Trip Form	Include in packet to District office
	Speak to Supervisor for Approval	Supervisor must sign request form
	If Approved, Give to Site Secretary to get board exhibit ready	
	Vendor Request in Escape for Conference Registration/Hotel Accommodations <ul style="list-style-type: none"> Use US Bank (000367) as the Vendor In comment section of VR Type Name and Date of Conference In items, list Registration as each with how many attending In items, list Hotel rooms as each with how many rooms are needed 	Include VR# on the Hard Copy of the Request Form
	Transportation Request	Include in packet to District office
	Send Exhibit to Exec. Assistant to Superintendent	Include in packet to District office
	Send Conference Form with materials attached to District Secretary	Include in packet to District office
Date Completed	4-6 WEEKS BEFORE CONFERENCE	NOTES
	Board Approved	Follow up with EA or principal for approval
	Registration and Hotel Reservation (District Secretary)	
Date Completed	2-3 WEEKS BEFORE CONFERENCE	NOTES
	Transportation Request (Employee)	If not included in packet to District Office
	Travel Expense Form (Site Secretary)	If not included in packet to District Office
	Arrange for substitutes (District Clerk & Secretaries)	
Date Completed	1-5 DAYS BEFORE CONFERENCE	NOTES
	Check in with Transportation Department	
	Receive travel expense check (DO)	

Revised 08.15.2024

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
FIELD TRIP REQUEST**

(Overnight and/or Out-of-State Field Trips must be approved by the Board)

Teacher/Advisor/Coach: Tim Rook #of Students 2
 School: San Pasqual Valley HS Grade/Class 10th/12th
 Destination: Imperial HS Location: Imperial Co
 Depart Date: 12-5-25 After school

Estimated Cost: \$

Registration/Tickets				
Hotel Cost (Room & Tax)	Nights:	Room:	Total Cost: \$	
Hotel Parking Fees per night:				
Hotel Hold fees per night:				
Staff Meals(\$64/day) Attach Staff Meal Form	Breakfast:	Lunch:	Dinner:	Total Cost:
Student Meals(\$37/day) Attach Student Meal Form	Breakfast:	Lunch:	Dinner:	Total Cost:
Transportation Van=\$.67 Bus= \$6.50	131.6 miles x .70			\$92.12
Additional:				
Total:	\$			

Source of Funding: Gen Travel

- Will you use a District Bus or Van? Yes X No Ag truck
- School Dude Request Date: 12/3/25 (provide a copy of transportation request)
- Will you require a substitute: Yes No ✓ (If yes, please follow up with District Clerk)
- Student Permission Form: Yes ✓ No
- Requires District to pay using credit card (attach specific information): Yes No ✓
- Will you or bus driver require a district gas card Yes No ✓

Describe the objectives of the proposed activity and how they relate to the course/grade/program (Attach backup material):

APPROVAL

Approved Disapproved
12/3/25
 Principal/Supervisor Date

DISTRICT OFFICE USE

Approved Disapproved
 Superintendent Date Date Reviewed By Board

INSTRUCTIONS: This form is to be completed prior to conference/workshop (CHECK CONFERENCE CHECKLIST) Submit all copies to immediate supervisor who will give initial approval and forward all copies to superintendent for final approval. No travel claims, advances, or credit card charges will be paid without submission of this form in advance.

Revised 7/1/2023

San Pasqual Valley High School
Conference/Field Trip Request Proposal
Virtual Zoom Meeting

Staff Member(s) Name: Tim Rush

Site: HS #2-5-25

Date Submitted: 12-5-25

Name of Conference: Imperial HS to help castrate
a pig

Date and Location of conference/field trip: 12-5-25 / Imperial HS
1:00pm - 2:30pm

What is the purpose/justification of your attendance at this conference?

Help an Ag. teacher with castrating
a pig

How does this conference impact student learning?

Students will view a fair requirement
of no testicles on farm animals

How does this fit with our Schoolwide or LCAP goals?

Working with Section Ag teacher

What is your plan to utilize this information when you return to your classroom?

Students who go will
discuss at an FFA meeting



Outlook

AG Truck

From Valerie Kish <vkish@spvUSD.org>

Date Wed 12/3/2025 1:09 PM

To Monica Sabori <msabori@spvUSD.org>

Cc Tim Rush <trush@spvUSD.org>; Jorge Munoz <jmunoz@spvUSD.org>

Hi Monica,

Mr. Rush is requesting to use the AG truck on Friday to transport a couple of students to Imperial High School to help with castration of that schools pigs. It would be after school about 1:00pm to 2:30/3pm.

We are unable to submit the request into school dude since it is last moments notice.

Please let me know if this will be an issue.

Thank you,

Valerie Kish

Secretary to the Principal

Secretary to the Athletic Director

San Pasqual High School



2025-2026

	Open or needing certificated
9th Grade Adviser	
9th Grade Adviser	
10th Grade Adviser	Tracy Hill
10th Grade Adviser	Jaqueline Rodriguez
11th Grade Adviser	Karen Aguilar
11th Grade Adviser	Shannon Pliego
12th Grade Adviser	Abigail Gonzalez
12th Grade Adviser	Marco Casian
HS ABS Advisor	Patricia Malvido - retired.
HS ABS Advisor	Sarah Jeffers eff 08/12/2025
HS ABS Advisor	Shannon Pliego eff 1/6/2026
Drama Director	
Music Director	
Art Director	Andrew Layne
District Science Fair Coord	
HS Yearbook Photographer	Linda Ontiveros
HS Yearbook Advisor	Linda Ontiveros
Gear Up Coordinator	
MS/HS Strong Hearts Advisor	Andre Polk/Sarah Jeffers splitting stipend
6th Grade Sponsor	Not hiring MS advisors.
7th Grade Sponsor	
8th Grade Sponsor	
MS ASB Advisor	Yuritsi Orozco-Arevalo = pending application
MS Yearbook Photographer	Alma Castillo
MS Yearbook Advisor	Alma Castillo
ES/MS Art Director	Jahan Thrower
Elementary Yearbook Advisor	Jeanette Montgomery
Elementary Yearbook Photographer	Damaris Diaz Lamas (classified)
ASES Middle School Coordinator	
ASES Elementary School Coordinator	Taune Smith
ASES Clerk	Angie Wright

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated board policies section 1000 Concepts and Roles and BP/AR 114 District Sponsored Social Media

EXPLANATORY STATEMENT:

Board Policy 1000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

Board Policy/Administrative Regulation 1114 - District-Sponsored Social Media

Policy updated in conjunction with the accompanying administrative, with minor revisions. Regulation updated to reflect NEW LAW (AB 2481, 2024) which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect NEW LAW (AB 1785, 2024) which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated board policies section 1000 Concepts and Roles and BP/AR 114 District Sponsored Social Media

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 1000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 06/01/1985 | **Last Revised Date:** ~~10/11/01/1996~~2025 | **Last Reviewed**
Date: ~~10/11/01/1996~~2025

The Governing Board desires to represent the community and provide leadership in addressing community issues interests related to education. In order to identify community concerns and enlist encourage support for the district and district schools, promote collaboration between the district, parents/guardians, community members, and local organizations, and to identify and respond to community priorities, the Board shall establish effective two-way communication systems between ~~schools~~ the district and the community.

Schools, parents/guardians, community members and local organizations must continually collaborate as partners. The Board and the Superintendent or designee shall work together with city ~~and~~ county, and other local agencies and organizations to promote and facilitate coordinated services for children, and shall seek to develop partnerships with local businesses and organizations.

The Board recognizes that district schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in district and school activities, and take an active interest in issues that affect the district and its schools. The Board and the Superintendent or designee shall keep community members well informed about district programs, needs, and accomplishments and shall ensure that they have opportunities to share in developing educational policies, programs and evaluation processes the development of district decisions, in accordance with Board Bylaw 9005 – Governance Standards.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program ~~depends on~~ is dependent upon the level of ~~support~~ funding provided by the state and federal government as well as the and community. The Board therefore support. In an effort to provide the best educational experience for district students, the Board shall study legislative processes and issues, establish ongoing relationships with federal, state, and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Policy Reference UPDATE Service

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All rights reserved.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
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Ed. Code 35160

Authority of governing boards

Ed. Code 35172

Promotional activities

Management Resources

Description

Website

CSBA District and County Office of Education Legal Services

Cross References

Code

Description

0100

Philosophy

0510

School Accountability Report Card

0510

School Accountability Report Card

1112

Media Relations

1150

Commendations And Awards

1160

Political Processes

1220

Citizen Advisory Committees

1220

Citizen Advisory Committees

1240

Volunteer Assistance

1240

Volunteer Assistance

1330

Use Of School Facilities

1330

Use Of School Facilities

1400

Relations Between Other Governmental Agencies And The Schools

1700

Relations Between Private Industry And The Schools

2120

Superintendent Recruitment And Selection

6020

Parent Involvement

6020

Parent Involvement

6141

Curriculum Development And Evaluation

6141

Curriculum Development And Evaluation

9000

Role Of The Board

9005

Governance Standards

9010

Public Statements

CSBA Sample District Policy Manual

CSBA Policy Management Console

Policy 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 | Last Revised Date: 09/11/01/2024 2025 | Last Reviewed Date: 09/11/01/2024 2025

CSBA NOTE: The following optional policy is for use by districts that have created ~~an~~ one or more official district (i.e., district-sponsored) social media ~~account~~ accounts. "Social media" is defined in the accompanying administrative regulation as an online platform for collaboration, interaction, or active participation, or that allows users to post content, including social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, or LinkedIn, etc.

District strategies for effective use of online social media may be incorporated into the district's comprehensive communications plan; For more information related to informing the public, see BP 1100 - Communication ~~With The~~ with the Public.

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

CSBA NOTE: To minimize liability to the district, it is important to clearly define ~~the official~~ which social media accounts ~~which the~~ are official district ~~sponsors~~ social media accounts and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts ~~that may be~~, such as those created by students, staff members, individual Governing Board members, or other individuals ~~which~~ since those accounts are not sponsored by the district even though they may sometimes include discussion of district-related issues ~~but are not sponsored by the district~~. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, ~~board~~ Board policy, and administrative regulation.

Guidelines for Content

CSBA NOTE: Social media platforms typically allow users to post or reply to content posted on users' accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits

the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying administrative regulation, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are promptly removed as permitted by law. See the accompanying administrative regulation for language regarding removal of posts and monitoring of accounts. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Official district social media accounts may not contain content Content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation shall not be permitted on official district social media accounts.

CSBA NOTE: Staff and students who post prohibited content on official district social media accounts are subject to discipline in accordance with ~~board~~ Board policies and administrative regulations. Pursuant to Education Code 48900(r), a student may be subject to suspension or expulsion if the student engages in an act of bullying by means of an electronic act, as defined in ~~Education Code 32261~~; For more information on student suspension and expulsion, including when bullying is through an electronic act, see AR 5144.1 - Suspension and Expulsion/Due Process. Pursuant to Education Code ~~32261~~ 48900, an "electronic act" includes, but is not limited to, posts on a social networking site such as a social media platform.

When staff and students misuse the district's technological resources, they also may be subject to cancellation of user privileges in accordance with the district's Acceptable Use Agreement; For more information regarding acceptable use of the district's technological resources, see BP/E 4040 - Employee Use of Technology and BP/E 6163.4 - Student Use of Technology.

Staff or students who post ~~prohibited content~~ on, reply from, or otherwise engage with use an official

district social media account in a manner that violates ~~board~~**Board** policies and administrative regulations shall be subject to discipline in accordance with ~~such~~ applicable policies and regulations.

Users of official district social media accounts, and anyone who posts on, replies to, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted ~~on~~on, replied with, or otherwise left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall ~~operate in accordance~~comply with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

[Bus. and Prof. Code 22588.2-22588.4](#)

Description

[Youth Social Media Protection Act](#)

Ed. Code 32260-32262

Interagency School Safety Demonstration Act of 1985

Ed. Code 35182.5

Contracts for advertising

Ed. Code 48900

Grounds for suspension or expulsion

Ed. Code 48907

Exercise of free expression; time, place, and manner rules and regulations

Ed. Code 48950

Speech and other communication

Ed. Code 49061

Definitions; directory information

Ed. Code 49073

Release of directory information

Ed. Code 60048

Commercial brand names, contracts or logos

Gov. Code 3307.5
Gov. Code 54952.2
Gov. Code 7920.000-7930.215

Federal

17 USC 101-1101
20 USC 1232g
29 USC 157
29 USC 794
34 CFR 99.1-99.67

Management Resources

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Facebook Publication

National Labor Relations Board Decision
~~18-CA-1908~~

Website

Website

Website

[Website](#)

Website

Website

Cross References

Publishing identity of public safety officers

Brown Act; definition of meeting

California Public Records Act

Description

Federal copyright law

Family Educational Rights and Privacy Act (FERPA) of 1974

Employee rights to engage in concerted, protected activity

Rehabilitation Act of 1973; Section 504

Family Educational Rights and Privacy

Description

Lindke v. Freed (2024) 601 U.S. 187

Aaris v. Las Virgenes Unified School District (1998) 64
Cal.App.4th 1112

Board of Education, Island Trees Union Free School District,
et.al. v. Pico (1982) 457 U.S. 853

Page v. Lexington County School District (2008, 4th Cir.) 531
F.3d 275

Perry Education Association v. Perry Local Educators'
Association (1983) 460 U.S. 37

Downs v. Los Angeles Unified School District ([2000](#), 9th Cir.;
~~2000~~) 228 F.3d 1003

Facebook for Educators Guide, 2013

Sears Holdings, [Advice Memorandum 18-CA-1908](#),
(December 4, 2009)

Meta in Education

CSBA District and County Office of Education Legal Services

Facebook, privacy resources

[Bullying Resources](#)

<https://www.stopbullying.gov>

California School Public Relations Association

CSBA

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0000	Vision
0410	Nondiscrimination In District Programs And Activities
0440	District Technology Plan
0441	Artificial Intelligence
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1160	Political Processes
1230	School-Connected Organizations
1230	School-Connected Organizations
1260	Educational Foundation
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
<u>1313</u>	<u>Civility</u>
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3515.7	Firearms On School Grounds
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3516	Emergencies And Disaster Preparedness Plan
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4030	Nondiscrimination In Employment
4040	Employee Use Of Technology
4040-E(1)	Employee Use Of Technology

4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4119.21	Professional Standards
4119.21-E(1)	Professional Standards
4119.23	Unauthorized Release Of Confidential/Privileged Information
<u>4119.25</u>	<u>Political Activities of Employees</u>
4131	Staff Development
4132	Publication Or Creation Of Materials
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4332	Publication Or Creation Of Materials
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5022	Student And Family Privacy Rights
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5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information

5131	Conduct
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.2	Freedom Of Speech/Expression
5145.2	Freedom Of Speech/Expression
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
6020	Parent Involvement
6020	Parent Involvement
6145.5	Student Organizations And Equal Access
6145.5	Student Organizations And Equal Access
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
9010	Public Statements
9012	Board Member Electronic Communications
<u>9320</u>	<u>Meetings and Notices</u>

CSBA Sample District Policy Manual

CSBA Policy Management Console

Regulation 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 | Last Revised Date: 09/11/01/20242025 | Last Reviewed Date: 09/11/01/20242025

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice and the types of social media accounts used by the district.

Definitions

Social media means any online platform for collaboration, interaction, or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn.

CSBA NOTE: To minimize liability to the district, it is important that the district to clearly define the official which social media accounts over which it has control are official district social media accounts and to specify the standards, guidelines, and protocols for their use. The following definition may be revised to reflect district practice. Board policies and administrative regulations do not apply to personal social media accounts that may be such as those created by students, staff members, individual Governing Board members, or other individuals which since those are not sponsored by the district even though they may sometimes include discussion of district-related issues but are not sponsored by the district. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The following definition may be revised to reflect district practice.

An *official district social media account* is an account on a social media platform authorized by the Superintendent or designee.

An account that contains content related to the district or comments about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal account, is not an official district social media account.

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account.

CSBA NOTE: Business and Professions Code 22588.2-22588.4 (the Youth Social Media Protection Act), as added by AB 2481 (Ch. 832, Statutes of 2024), requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified

reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion. The following paragraph directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter and should be modified to include other district leaders to reflect district practice.

When directed by the Superintendent or designee, each school principal, or an individual in a position of similar responsibility, shall register as a verified reporter with each large social media platform on which the applicable school has an account in accordance with Business and Professions Code 22588.2-22588.4.

Guidelines for Content

Each official district social media account shall contain content that is useful and appropriate for all audiences.

CSBA NOTE: Federal copyright law (17 USC 107) and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income; For more information regarding copyrights, including "fair use," see BP/AR 6162.6 - Use of Copyrighted Materials. However, as this is a fact-specific determination, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media accounts.

CSBA NOTE: Social media platforms typically allow users to post or reply to content on each other's accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying ~~Board~~ **Board** Policy, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are removed as permitted by law. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

In *Sears*, the National Labor Relations Board (NLRB) advised caution when establishing policy related to employee use of electronic communications as it might interfere with an employee's right

to engage in protected, concerted activity granted by 29 USC 157. The NLRB has held that social media policies can prohibit the disclosure of confidential information and address legitimate concerns for managing the workplace, but cannot expressly or by implication prohibit employees from talking with each other about wages, hours, and other terms and conditions of employment.

Additionally, Education Code 48907 grants students the right to freedom of speech except for speech which is obscene, libelous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of lawful school regulations, or substantial disruption of the orderly operation of the school. ~~Also~~[For more information](#), see BP/AR 5145.2 - Freedom of Speech/Expression and BP/AR 6145.5 - Student Organizations and Equal Access.

~~Furthermore~~[In addition](#), if the district chooses to post advertising of a commercial nature on an official district social media account, then the ability to remove comments of a commercial nature posted by others may be limited as removing some commercial content and not others may constitute viewpoint discrimination. Districts should also be cautious about the use of district resources, such as its official district social media account, for political purposes; [For more information](#), see BP 1160 - Political Processes.

Pursuant to the U.S. Supreme Court's decision in *Lindke v. Freed*, a district official who limits or prevents critics from speaking, such as by blocking them on social media or deleting their posts, violates the First Amendment only if the official (1) has been granted the power to speak on behalf of the district and (2) claims to be actually exercising that power. Because the determination as to whether a public official's action meets these two conditions is a fact-specific undertaking, it is recommended that districts with questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall ensure that official district social media accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the account's purpose or violation of board policies or administrative regulations.

CSBA NOTE: While Business and Professions Code 22588.2-22588.4, beginning January 1, 2026, requires large social media platforms to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service as specified below, the following paragraph adds that the verified reporter is required to notify the Superintendent or designee of the threat or violation, and should be modified to reflect district practice.

If a verified reporter becomes aware of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school, the reporter shall inform the Superintendent or designee and report the threat or violation via the process created by the applicable social media platform as specified in Business and Professions Code 22588.2-22588.4.

Each official district social media account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district
2. Users shall use the site only for those intended purposes
3. The account is regularly monitored and any inappropriate interaction will be promptly removed, blocked, or similarly addressed:

Inappropriate interactions include, but are not limited to, interactions that:

- a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on district premises, violation of district or school rules, or substantial disruption to the district or school's orderly operation
 - b. Are not related to the stated purpose of the account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments prohibited by board policies and administrative regulations
4. Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account
 5. The district is not responsible for the content posted by other users or how other users interact with the account
 6. The views and comments expressed by other users on the account belong to those users and do not necessarily reflect the views of the district
 7. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district
 8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media accounts

CSBA NOTE: The Cyberbullying Protection Act (Business and Professions Code 22589-22589.4) requires a social media platform, as defined, to establish a mechanism that allows any individual,

including the district, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to districts, it is good guidance for districts seeking to create a safe online space. For more information, districts may want to visit www.stopbullying.gov, which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms.

9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate

CSBA NOTE: Item #10 details the length of and preconditions for a user's suspension and should be modified to reflect district practice.

10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

CSBA NOTE: CSBA NOTE: Pursuant to Government Code 7928.205, a district may not post a Board member's home address, telephone number, or, as amended by AB 1785 (Ch. 551, Statutes of 2024), both the name and assessor parcel number associated with the home address, without first obtaining the written permission of that individual. However, Government Code 7928.205 does not prohibit a district from publicly posting a legally required notice or publication of an elected or appointed official on the internet.

For policy language regarding appropriate employee communications and relationships with students, see BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4040 - Employee Use Of Technology.

District employees who participate in official district social media accounts shall adhere to all applicable board policies and administrative regulations, ~~including, but not limited to, professional standards related to interactions with students~~ such as Board Policy 1313 – Civility and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees, and shall not share confidential information about students, employees, Board members, or district operations.

When appropriate, employees posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media accounts.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

[Bus. and Prof. Code 22588.2-22588.4](#)

Description

[Youth Social Media Protection Act](#)

Ed. Code 32260-32262

Interagency School Safety Demonstration Act of 1985

Ed. Code 35182.5

Contracts for advertising

Ed. Code 48900

Grounds for suspension or expulsion

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Exercise of free expression; time, place, and manner rules and regulations

Ed. Code 48950

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Ed. Code 49061

Definitions; directory information

Ed. Code 49073

Release of directory information

Ed. Code 60048

Commercial brand names, contracts or logos

Gov. Code 3307.5

Publishing identity of public safety officers

Gov. Code 54952.2

Brown Act; definition of meeting

Gov. Code 7920.000-7930.215

California Public Records Act

Federal

17 USC 101-1101

Description

Federal copyright law

20 USC 1232g

Family Educational Rights and Privacy Act (FERPA) of 1974

29 USC 157

Employee rights to engage in concerted, protected activity

29 USC 794

Rehabilitation Act of 1973; Section 504

34 CFR 99.1-99.67

Family Educational Rights and Privacy

Management Resources

Court Decision

Description

Lindke v. Freed (2024) 601 U.S. 187

Court Decision

Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112

Court Decision

Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853

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Court Decision	Downs v. Los Angeles Unified School District (2000 , 9th Cir. 2000 .) 228 F.3d 1003
Facebook Publication	Facebook for Educators Guide, 2013
National Labor Relations Board Decision 18-CA-1908	Sears Holdings, Advice Memorandum 18-CA-1908 , (December 4, 2009)
Website	Meta in Education
Website	CSBA District and County Office of Education Legal Services
Website	Facebook, privacy resources
Website	Bullying Resources (https://www.stopbullying.gov)
Website	California School Public Relations Association
Website	CSBA

Cross References

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Safe Routes To School Program

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Discipline

Suspension And Expulsion/Due Process

Suspension And Expulsion/Due Process

Freedom Of Speech/Expression

Freedom Of Speech/Expression

Nondiscrimination/Harassment

Nondiscrimination/Harassment

Sexual Harassment

Sexual Harassment

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated board policies section 2120 Superintendent Recruitment and Selection

EXPLANATORY STATEMENT:

Board Policy 2120 - Superintendent Recruitment and Selection

Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect NEW LAW (SB 521, 2025), which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated board policies section 2120 Superintendent Recruitment and Selection

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 2120: Superintendent Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 07/01/2001 | **Last Revised Date:** 03/11/01/2002/2025 | **Last Reviewed**
Date: 03/11/01/2002/2025

CSBA NOTE: The following optional policy may be revised to reflect district practice. [CSBA's California Consultants and Leadership search service provides guidance to districts recruiting and selecting a Superintendent.](#)

The Governing Board recognizes that it has a direct responsibility to select and employ [is responsible for selecting and employing](#) the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals
2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the [hiring and contract negotiation](#) process [and to ensure that verifications of the candidates' qualifications are obtained](#)
7. How and when to involve the community in certain phases of the selection process
8. The best methods for advertising the vacancy and recruiting qualified candidates
9. [8.](#) The process for screening applications and determining how the screener(s) will be selected
10. [9.](#) Interview questions, processes, and participants

11. How and when candidates' qualifications will be verified through reference checks

12. 10. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s), if applicable, and the Board's own assessment of how candidates meet the criteria established by the Board.

CSBA NOTE: Pursuant to Government Code 54957, specified personnel matters, including interviews and deliberation of the appointment or employment of an employee, may be discussed in closed session as provided in the following paragraph. See For more information regarding closed session meetings, see BB 9321 - Closed Session Purposes and Agendas.

The Board shall interview preliminary and final candidates and select a final candidate in closed session and determine the most likely match for the district. (Government Code 54957)

CSBA NOTE: Government Code 54954 provides an exception to the requirement that meetings of the Governing Board be held within the district and authorizes a quorum of the Board to meet outside of the district to (1) interview members of the public about the potential employment of an applicant for superintendent, and (2) interview a potential employee from that district.

In general, if a quorum of the Board participates in an interview, the Brown Act open meeting laws apply. If less than a quorum of the Board participates in an interview, the Brown Act may not apply. Because this is a complex area of law with significant consequences for violations, it is recommended that Boards consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to visiting a candidate's district.

For more information about what constitutes a Board meeting, see BB 9320 - Meetings and Notices.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current place of employment, as appropriate.

Pursuant to Board Policy 2121 - Superintendent's Contract, the Board shall discuss and negotiate the Superintendent's contract in closed session, but shall vote to approve the contract in open session. (Government Code 53262, 54957, 54957.6)

The Board shall conduct any superintendent recruitment and selection process in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim or acting superintendent, to manage the district when there is no permanent superintendent.

CSBA NOTE: Education Code 35029 authorizes the Board to waive the credential requirements of Education Code 35028. However, Education Code 35029.1, added by AB 96 (Ch. 135, Statutes of 2001), prohibits a district from employing a superintendent whose credential has been revoked by the Commission on Teacher Credentialing.

The selected candidate Superintendent shall hold both a valid school administration certificate and a valid teacher's certificate. The Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

CSBA NOTE: Government Code 54954, as amended by SB 1771 (Ch. 257, Statutes of 2004), authorizes a quorum of the Board to meet in another district to (1) interview members of the public about the potential employment of an applicant for superintendent, and (2) interview a potential employee from that district. Previously, Government Code 54954 only authorized the Board to interview members of the public when the Board was considering hiring the superintendent from the other district. See BB 9320 - Meetings and Notices.

CSBA NOTE: Pursuant to Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes of 2025), if a public employee is convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee, the public employee shall be disqualified for five years from any public employment, including, but not limited to, employment with a city, county, district, or any other public agency of the state. The five-year disqualification period begins on the later of either the date of final conviction or the date on which the public employee is released from any incarceration.

The Board shall not employ a person as Superintendent if, within the past five years, the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee. (Government Code 1021.5)

Because this is a complex area of law, it is strongly recommended that Boards consult with legal counsel prior to visiting a candidate's district.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current district, as appropriate, to obtain verification of his/her qualifications.

The Board shall deliberate in closed session to affirm the selection of the candidate and shall report the selection in open session. (Government Code 54957)

CSBA NOTE: Pursuant to Government Code 53262 and 54957, the Board may develop contract language in closed session, but the contract must be ratified in open session; see BP 2121 - Superintendent's Contract.

The Board shall conduct these proceedings in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim superintendent to manage the district during the selection process.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 11006-11086	Discrimination in employment
Ed. Code 220	Prohibition of discrimination
Ed. Code 35026	Employment of district superintendent by certain district
Ed. Code 35028	Qualifications for employment
Ed. Code 35029	Waiver of credential requirements
Ed. Code 35029.1	Superintendent credentials
Ed. Code 35031	Term of employment
Ed. Code 44420-44440	Revocation and suspension of credentials
Gov. Code 1021.5	Public employment disqualification
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 53260-53264	Employment contracts
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.1	Closed session; public report of action taken
Gov. Code 54957.6	Open session; superintendent contract
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504

34 CFR 100.6
 34 CFR 106.9
 42 USC 12101-12213
 42 USC 2000d-2000d-7
 42 USC 2000e-2000e-17

Management Resources

[CSBA Publication](#)

Website

[Website](#)

Website

Website

Website

Website

Website

Cross References

Code

0000

0100

0200

1000

1220

1220

2000

2110

Title VI; Compliance information

Severability

Americans with Disabilities Act

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended

Description

[CSBA Superintendent Contract Template](#)

https://www.csba.org/-/media/CSBA/Files/Advocacy/LegalAdvocacy/201712SuperintendentContractTemplate_Sample.ashx?la=en&rev=157b420ccc124961b2158efeed00ef34&hash=FBB8A8CA628AFFD A7D44F07784A6910C

CSBA District and County Office of Education Legal Services

[CSBA California Consultants and Leadership](#)

csba.org/ProductsAndServices/CSBAProductsandServices/CAConsultants#gsc.tab=0

Association of California School Administrators

California Civil Rights Department

CSBA

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

U.S. Equal Employment Opportunity Commission

Description

Vision

Philosophy

Goals For The School District

Concepts And Roles

Citizen Advisory Committees

Citizen Advisory Committees

Concepts And Roles

Superintendent Responsibilities And Duties

2111	Superintendent Governance Standards
2121	Superintendent's Contract
4032	Reasonable Accommodation
4111.2	Legal Status Requirement
4111.2	Legal Status Requirement
4112.5	Criminal Record Check
4112.5-E(1)	Criminal Record Check
4211.2	Legal Status Requirement
4211.2	Legal Status Requirement
4212.5	Criminal Record Check
4212.5-E(1)	Criminal Record Check
4311.2	Legal Status Requirement
4311.2	Legal Status Requirement
4312.5	Criminal Record Check
4312.5-E(1)	Criminal Record Check
9000	Role Of The Board
9011	Disclosure Of Confidential/Privileged Information
<u>9320</u>	<u>Meetings and Notices</u>
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated board policies section 3311.3 Design-Build Contracts and 3470 Debt Issuance and Management

EXPLANATORY STATEMENT:

Administrative Regulation 3311.3 - Design-Build Contracts

Regulation updated to reflect NEW LAW (SB 956, 2024) which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of \$1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

Board Policy 3470 - Debt Issuance and Management

Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated board policies section 3311.3 Design-Build Contracts and 3470 Debt Issuance and Management

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Regulation 3311.3: Design-Build Contracts

Status: ADOPTED

Original Adopted Date: 12/01/2016 | Last Revised Date: 09/11/01/20232025 | Last Reviewed
Date: 09/11/01/20232025

CSBA NOTE: CSBA NOTE: The following optional Board policy may be revised to reflect district practice.

As an alternative to the more traditional design-bid-build process (see BP/AR 3311 - Bids) or a lease-leaseback process (see AR 3311.2 - Lease-Leaseback Contracts), the district may, until January 1, 2025, enter into a design-build contract for a public works project in excess of \$1,000,000 pursuant to Education Code 17250.10-17250.55. 52. Education Code 17250.55, which made this authorization inoperative on January 1, 2025, was deleted by SB 956 (Ch. 177, Statutes of 2024), thereby extending such authorization indefinitely. As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Additionally, pursuant to Education Code 17250.61, as added by AB 185 (Ch. 571, Statutes of 2022), the district may, until January 1, 2029, enter into an alternative design-build contract for a public works project in excess of \$5,000,000. As defined by Education Code 17250.60, "alternative design-build" means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price. Education Code 17250.15, 17250.25, 17250.60, and 17250.61 provide that such contracts may be awarded to either the low bid or best value, as defined.

Until January 1, 2025, ~~the~~ The Governing Board may approve a design-build contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria: (Education Code 17250.20 including the minimum factors of price; technical design and construction experience; and life-cycle costs over 15 years or more. (Education Code 17250.20, Education Code 17250.25)

Additionally, until January 1, 2029, the Board may approve an alternative design-build contract with a single entity for both design and construction of any school facility in excess of \$5,000,000. Such contracts may be awarded to the low bid or the best value. If the selection is based on best value, the Board shall evaluate competitive proposals, taking into consideration, at a the minimum, factors of design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs over 15 or more years. The district's determination of price shall be based on the open book evaluation of construction subcontracts. The contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement. (Education Code 17250.61, 17250.62, 17250.65)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25, 17250.62)

Procedures for Awarding the Contract

The procurement process for design-build and alternative design-build projects shall be as follows: (Education Code 17250.25, 17250.35, 17250.62, 17250.65; Public Contract Code 2600)

1. Performance Specifications: The specifications, which includes the district shall ~~prepare~~preparing a set of documents setting forth the scope and estimated price of the project:

 The documents may include, but are not limited to:

- a. The size, type, and desired design character of the project
- b. Performance specifications that cover the quality of materials, equipment, and workmanship
- c. Preliminary plans or building layouts
- d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. Prequalification: The , which includes the district shall ~~prepare~~preparing and ~~issue~~issuing a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection:

The request for qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors

- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 or 17250.62

CSBA NOTE: Public Contract Code 2600 adds a requirement to include in all bid documents and construction contracts, when applicable, a notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603. Pursuant to Education Code 17250.25 and 17250.62, design-build contracts are subject to such requirements.

- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

_____The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. Request for Proposals: The ~~(RFP)~~, which includes the district shall prepare a request for ~~proposals (RFP)~~ preparing an RFP that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district.

_____The RFP shall include the information identified in Items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors.

_____If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the ~~request for proposals~~ RFPs and shall publish separately or incorporate into the ~~request for proposals~~ RFPs applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. Selection Based based on Low Bid: ~~For~~ low bid, which includes for those projects utilizing low bid as the final selection method, that the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder

5. Selection Based based on Best Value: ~~For~~ best value, which includes for those projects utilizing best value as a selection method, that the following procedures shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the ~~request for proposals~~ RFPs

_____Criteria shall be weighted as deemed appropriate by the district. The proposal for a design-build project, as specified in Education Code 17250.25, shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years. The proposal for an alternative design-build project, as specified in Education Code 17250.62, shall, at a minimum, include design cost, general conditions, overhead, and profit as a

component of the project price, unless a stipulated sum for the project is specified; technical design and construction expertise; and life-cycle costs over 15 or more years.

- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award.

___ This statement and the contract file shall provide sufficient information to satisfy an external audit.

Skilled and Trained Workforce

CSBA NOTE: Education Code 17250.25 requires the district to obtain an enforceable commitment that the contractor will comply with the requirements to use a skilled and trained workforce, as defined, in accordance with Public Contract Code 2600-2603. Pursuant to Public Contract Code 2600.5, failure to provide the notice described in Items #2d and 3 above does not excuse the district from the requirement to obtain an enforceable commitment that a contractor or other entity will use a skilled and trained workforce to complete a contract or project.

Pursuant to Public Contract Code 2602, as amended by SB 1162 (Ch. 882, Statutes of 2024), the monthly compliance report is required to include the full name of, and identify the apprenticeship program name, location, and graduation date of, each worker relied upon to satisfy the apprenticeship graduation percentage requirements of Public Contract Code 2601.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25, 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by

skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain work performed in the following occupations specified in Public Contract Code 2601, which are subject to a 30 percent threshold: (Public Contract Code 2601)

1. Acoustical installer
2. Bricklayer
3. Carpenter
4. Cement mason
5. Drywall installer or lather
6. Marble mason, finisher, or setter
7. Modular furniture or systems installer
8. Operating engineer
9. Pile driver
10. Plasterer, roofer, or waterproofer
11. Stone mason
12. Surveyor
13. Teamster
14. Terrazzo worker or finisher
15. Tile layer, setter, or finisher

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. ~~In addition~~ Additionally, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

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State

Ed. Code 17250.10-17250.5552

Ed. Code 17250.60-17250.69

Pub. Cont. Code 2600-2603

Description

Design-build contracts

Alternative design-build contracts

Skilled and trained workforce requirements

Management Resources

Website

Website

Website

Website

Description

CSBA District and County Office of Education Legal Services

California Association of School Business Officials

California Department of Education, School Facilities

CSBA

Cross References

Code

3311

3311

3312

7000

7110

7140

7140

Description

Bids

Bids

Contracts

Concepts And Roles

Facilities Master Plan

Architectural And Engineering Services

Architectural And Engineering Services

CSBA Sample District Policy Manual
CSBA Policy Management Console

Policy 3470: Debt Issuance And Management

Status: ADOPTED

Original Adopted Date: 12/01/2016 | **Last Revised Date:** 11/01/2025 | **Last Reviewed Date:** 12/11/01/2016 2025

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANS), and certificates of participation. The policy ~~must~~ is required to include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. ~~SB 1029 declares the intent of the Legislature~~ It is recommended that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to ~~districts~~ consult CSBA's District and County Office of Education Legal Services or district legal counsel, and their financial advisor, in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

CSBA NOTE: Article 16, Section 18 of the California Constitution contains the basic "debt limitation" (i.e., the which places constraints on discretionary borrowing) applicable to school districts. Under so-called the "traditional authority," a measure authorizing districts may authorize the issuance of general obligation bonds ~~may be~~ if approved by two-thirds of the electorate; ~~under~~ Under Proposition 39, a measure authorizing the district may authorize the issuance of general obligation bonds ~~may be~~ for the specific purpose of construction, reconstruction, rehabilitation, or replacement of school facilities if approved by 55 percent of the electorate (see BP/AR 7214 - General Obligation Bonds). Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For ~~further~~ more information regarding general obligation bonds, see BP/AR 7214 - General Obligation Bonds, and for public debt financing options, see the California Debt and Investment Advisory Commission's (CDIAC) "California Debt Issuance Primer."

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, communication with the public, and marketing strategies.

CSBA NOTE: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district ~~must~~ is required to be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and ~~must also~~ to additionally hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and or other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. ~~In addition~~ Additionally, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

CSBA NOTE: Government Code 8855, ~~as amended by SB 1029 (Ch. 307, Statutes of 2016)~~, ~~mandates~~ requires that the district's debt management policy ~~include~~ includes policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

Authorized Purposes for the Issuance of Debt

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), ~~mandates~~ **requires** that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable

later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates requires that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt

- a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
- b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
- c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

CSBA NOTE: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. See BP/AR 7214 - General Obligation Bonds for For requirements pertaining to the issuance of general obligation bonds, see BP/AR 7214 - General Obligation Bonds.

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

CSBA NOTE: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. See [For more information regarding community facilities districts, see BP 7212 - Mello-Roos Districts.](#)

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

3. Lease financing, including certificates of participation (COPs)

- a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

CSBA NOTE: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government; ~~such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments;~~ when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs ([Government Code 53700-53706](#))

5. Temporary borrowing [or short-term transfers](#) from other sources ~~such as, including the following:~~ ([Education Code 42620, 42621](#); [Government Code 53820-53833, 53850-53858](#))

[a. When the district lacks sufficient funds to meet its current expenses:](#)

- i. [Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year](#)
- ii. [Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before June 30 of the current fiscal year](#)

[b. Temporary borrowing from other sources](#)

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), ~~mandates~~ [requires](#) that the district's debt management policy include the relationship of the debt

to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), ~~mandates~~ **requires** that the district's debt management policy ~~include~~ **includes** the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

CSBA NOTE: The following paragraph is optional.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

CSBA NOTE: Education Code ~~15106~~ limits the 15102 and 15268 limit the principal portion of the district's total outstanding bonded debt (i.e., the principal portion only) to 1.25 percent of the assessed valuation of the taxable property of a non-unified district. Education Code 15106 and 15270 limit the principal portion of the district's total outstanding bonded debt to 2.5 percent of the assessed valuation of the taxable property of a non-unified and unified district, respectively. Consequently, ~~Education Code 15106~~ limits the issuance of new debt is limited when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15102, 15106, 15268, and 15270.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (~~California Constitution, Article 16, Section 18; (Government Code 53508.6)~~)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with which is most cost-effective, that has the potential to achieve the lowest financing cost, and/or ~~to generate~~generates other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates

3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

CSBA NOTE: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, ~~must~~are required to be deposited in the county treasury to the credit of the building fund of the district. ~~As amended by AB 2738 (Ch. 472, Statutes of 2016),~~Additionally, Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

CSBA NOTE: The following section may be revised to reflect district practice. The GFOA's Analyzing and Issuing Government Finance Officers Association's (GFOA), "Best Practices: Refunding Municipal Bonds," states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing

bond.

Internal Controls

CSBA NOTE: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), ~~mandates~~ requires that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's, "Standards for Internal Control System Checklist in the Federal Government." These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. ~~Also~~ For more information regarding the effective management of the district's assets and resources, see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure.
(Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

~~In addition~~ Additionally, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

CSBA NOTE: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. ~~As amended by SB 1029 (Ch. 307, Statutes of 2016),~~

Government Code 8855 requires that the report ~~include~~includes a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

CSBA NOTE: SB 1029 (Ch. 307, Statutes of 2016) amended Pursuant to Government Code 8855 to add the following requirement for an annual district is required to report of debt issuance, applicable to any final sale of debt on or after January 21, 2017: to CDIAC. The report covers the period from July 1 to June 30, and must is required to be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

~~On or before~~Following a bond issuance, by each subsequent January 31 of each year, the Superintendent or designee ~~district~~district shall submit ~~an annual~~an annual report to CDIAC that consists of the CDIAC regarding following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, the issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period
2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding, and at the end of the reporting period
3. The use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855) including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

CSBA NOTE: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. ~~In addition~~Additionally, districts ~~must~~are required to provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures ~~must~~are required to be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's "California Debt Issuance Primer," and the GFOA's "Understanding Your Continuing Disclosure Requirements."

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

CSBA NOTE: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service's (IRS) publication 1, "Tax Exempt Bond FAQs Regarding Record Retention Requirements," available on the IRS website, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debt issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	Tax limitation
CA Constitution Article 16, Section 18	Debt limit
Ed. Code 15100-15262	Bonds for school districts and community college districts
Ed. Code 15264-15276	Strict accountability in local school construction bonds
Ed. Code 15278-15288	Citizen's oversight committees
Ed. Code 15300-15425	School facilities improvement districts
Ed. Code 17150	Public disclosure of non-voter-approved debt

Ed. Code 17400-17429

Ed. Code 17450-17453.1

Ed. Code 17456

Ed. Code 17596

Ed. Code 42130-42134

[Ed. Code 42620](#)

[Ed. Code 42621](#)

Ed. Code 5300-5441

Elec. Code 1000

Gov. Code 53311-53368.3

Gov. Code 53410-53411

Gov. Code 53506-53509.5

Gov. Code 53550-53569

Gov. Code 53580-53595.55

[Gov. Code 53700-53706](#)

[Gov. Code 53820-53833](#)

Gov. Code 53850-53858

Gov. Code 53859-53859.08

Gov. Code 8855

Federal

15 USC 78o-4

17 CFR 240.10b-5

17 CFR 240.15c2-12

26 CFR 1.6001-1

26 USC 54E

Management Resources

CDIAC Publication

Gov. Finance Officers Association
Publication

Leasing of school buildings

Leasing of equipment

Sale or lease of district property

Limit on continuing contracts

Financial reports and certifications

[Transfer of county funds to district credit to meet current
maintenance expenses](#)

[Temporary transfers to school districts or charter schools
from county school service fund; repayment](#)

Conduct of elections

Established election dates

Mello-Roos Community Facilities Act of 1982

Bond reporting

General obligation bonds

Refunding bonds of local agencies

Bonds

[Federal aid](#)

[Temporary Borrowing](#)

Tax and revenue anticipation notes

Grant anticipation notes

California Debt and Investment Advisory Commission

Description

Registration of municipal securities dealers

Prohibition against fraud or deceit

Municipal securities disclosure

Records

Qualified Zone Academy Bonds

Description

California Debt Issuance Primer, [2006](#)

Refunding Municipal Bonds, Best Practice, March 2019

Gov. Finance Officers Association Publication	Debt Management Policy, Best Practice, March 2020
Gov. Finance Officers Association Publication	Investment and Management of Bond Proceeds, Best Practice, March 2022
Gov. Finance Officers Association Publication	Selecting and Managing Municipal Advisors, Best Practice, February 2014
Gov. Finance Officers Association Publication	An Elected Official's Guide to Debt Issuance, 3rd Ed., 2008
Gov. Finance Officers Association Publication	Understanding Your Continuing Disclosure Responsibilities, Best Practice, March 2020
Internal Revenue Service Publication	Tax Exempt Bond FAQs Regarding Record Retention Requirements
Internal Revenue Service Publication	Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016
U.S. Government Accountability Publication	Standards for Internal Control System Checklist in the Federal Government, 2025 (https://www.gao.gov/greenbook)
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Securities and Exchange Commission
Website	U.S. Government Accountability Office
Website	Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA)
Website	California Debt and Investment Advisory Commission
Website	Government Finance Officers Association
Website	Internal Revenue Service

Cross References

Code	Description
0000	Vision
0200	Goals For The School District
3000	Concepts And Roles
3100	Budget
3100	Budget

3110	Transfer Of Funds
3312	Contracts
3314	Payment For Goods And Services
3314	Payment For Goods And Services
3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3600	Consultants
5142.2	Safe Routes To School Program
5142.2	Safe Routes To School Program
7000	Concepts And Roles
7110	Facilities Master Plan
7210	Facilities Financing
7212	Mello-Roos Districts
7214	General Obligation Bonds
7214	General Obligation Bonds
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated Board Policy 4000 - Concepts and Roles

EXPLANATORY STATEMENT:

Board Policy 4000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated Board Policy 4000 - Concepts and Roles

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 4000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 01/01/1985 | Last Revised Date: ~~10/11/01/1996~~2025 | Last Reviewed Date: ~~10/11/01/1996~~2025

The Governing Board recognizes believes that the academic achievement, personal growth, and well-being of district students, and the success of district students and programs, hinges on effective district personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students.

The Board recognizes that every employee has a role in the district's successful operation. The Board encourages all district employees to express their ideas, concerns, and proposals related to the improvement of working conditions and the total educational program. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

CSBA NOTE: The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," is a tool for building collaborative practices between administrators, bargaining unit leaders, and Governing Board members, and provides guidance to support education leaders in developing deeper labor-management partnerships that benefit students, staff, and the community.

The district's relationship with its collective bargaining units is critical to enhancing organizational effectiveness and improving student outcomes. Whenever possible, it is the intent of the Board that the district communicate and collaborate regularly with the representatives of collective bargaining units to resolve conflict.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining; and take action on any tentative agreement. Additionally, the Board, in conjunction with the Superintendent, shall select the district's bargaining team; and maintain communications with the negotiating team during the bargaining process; and adopt the negotiated contract.

Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. The Additionally, the Board shall also adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has primary responsibility for overseeing the district's district personnel system. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only

those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with ~~effective~~all applicable collective bargaining agreements and any accountability systems approved by the Board. ~~The~~ Additionally, the Superintendent or designee ~~also~~ shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations, and/or state or federal law.

The Board recognizes that every employee has a stake in the district's successful operation. The Board encourages all district employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program.

The Superintendent or designee shall establish procedures whereby ~~he/she~~the Superintendent or designee will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35020

Ed. Code 35035

Ed. Code 35160

Gov. Code 3540-3549.3

Description

Duties of employees fixed by governing board

Powers and duties of the superintendent; transfer authority

Authority of governing boards

Educational Employment Relations Act

Management Resources

California Labor Management Initiative Publication

Description

Resource Guidebook: Building Partnerships to Create Great Public Schools, May 2024
(https://cdefoundation.org/staging/wp-content/uploads/2024/08/CA-LMI-Resource-Guidebook_May-2024.pdf)

Website

Website

CSBA District and County Office of Education Legal Services

Californians Dedicated to Education Foundation
(<https://cdefoundation.org/>)

Cross References

Code

4030

Description

Nondiscrimination In Employment

4030	Nondiscrimination In Employment
4111	Recruitment And Selection
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4118	Dismissal/Suspension/Disciplinary Action
4118	Dismissal/Suspension/Disciplinary Action
4131	Staff Development
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4144	Complaints
4144	Complaints
4151	Employee Compensation
4211	Recruitment And Selection
4215	Evaluation/Supervision
4218	Dismissal/Suspension/Disciplinary Action
4218	Dismissal/Suspension/Disciplinary Action
4218.1	Dismissal/Suspension/Disciplinary Action (Merit System)
4231	Staff Development
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4244	Complaints
4244	Complaints
4251	Employee Compensation
4300	Administrative And Supervisory Personnel
4300	Administrative And Supervisory Personnel
4301	Administrative Staff Organization
4311	Recruitment And Selection
4315	Evaluation/Supervision
4331	Staff Development
4344	Complaints
4344	Complaints

4351

Employee Compensation

9000

Role Of The Board

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated Board Policy 5000 Concept and Roles, BP/AR 5020 Parent Rights and Responsibilities; BP/AR5117 Interdistrict Attendance, and BP5138 Conflict Resolution and Peer Mediation

EXPLANATORY STATEMENT:

Board Policy 5000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

Board Policy 5020 - Parent Rights and Responsibilities

Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect NEW COURT DECISION (Mahmoud v. Taylor) which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

Administrative Regulation 5020 - Parent Rights and Responsibilities

Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and NEW COURT DECISION (Mahmoud v. Taylor) which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

Board Policy 5117 - Interdistrict Attendance

Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect NEW LAW (SB 897, 2024) which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing

homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

Administrative Regulation 5117 - Interdistrict Attendance

Regulation updated to reflect NEW LAW (SB 897, 2024) which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires, the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

Board Policy 5138 - Conflict Resolution/Peer Mediation

Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated Board Policy 5000 Concept and Roles, BP/AR 5020 Parent Rights and Responsibilities; BP/AR5117 Interdistrict Attendance, and BP5138 Conflict Resolution and Peer Mediation

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 5000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 05/01/1985 | **Last Revised Date:** ~~10/11/01/1996~~2025 | **Last Reviewed Date:** ~~10/11/01/1996~~2025

The Governing Board shall make every effort ~~desires~~ to ~~maintain~~create a safe, school environment and positive school environment and student services climate that promote ~~promotes~~ student welfare and academic achievement. ~~The~~Additionally, the Board recognizes that student services offered by the district play an integral role in the academic achievement and emotional well-being of district students. In addition, the Board expects students to make good use of engage in learning opportunities offered by the district by demonstrating regular attendance, and completing assigned work in a timely and diligent manner, while maintaining appropriate conduct and respect for others.

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and has high expectations for staff and student conduct, responsible behavior, and respect for others, in accordance with Board Policy 0450 – Comprehensive Safety Plan.

The Board is fully committed to providing equal educational opportunities and keeping the ~~maintaining~~ schools that are free from ~~discriminatory practices.~~ discrimination. The Board shall not tolerate the intimidation or harassment of any student for any reason, including discriminatory harassment, intimidation, and/or bullying, in accordance with Board Policy 0410 – Nondiscrimination in District Programs and Activities and Board Policy/Administrative Regulation 5145.3 – Nondiscrimination/Harassment.

The Superintendent or designee shall establish and keep ~~inform~~ parents/guardians and students ~~well informed~~ about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance, and other student matters, the Board shall afford students their due process rights in accordance with law: and applicable Board policies and administrative regulations.

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Policy Reference Disclaimer:

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State

CA Constitution Article I, Section 28

Ed. Code 35160

Description

Declaration of rights

Authority of governing boards

Ed. Code 35160.1

Broad authority of school districts

Ed. Code 35291-35291.5

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5144.1

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Suspension And Expulsion/Due Process

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5145.6

Parent/Guardian Notifications

5145.6-E(1)

Parent/Guardian Notifications

CSBA Sample District Policy Manual

CSBA Policy Management Console

Policy 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: 02/01/1999 | Last Revised Date: 11/01/2002 2025 | Last Reviewed Date: 11/01/2002 2025

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

CSBA NOTE: Pursuant to Education Code 51101, each Governing Board is **mandated** to adopt policy, jointly developed with parents/guardians, including parents/guardians whose primary language is not English, that outlines how parents/guardians, school staff, and students may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students at each school site. Such policy ~~must~~ is required to include the following components: (1) the means by which the school and parents/guardians may help students achieve academic and other standards of the school; (2) a description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school; and (3) the manner in which parents/guardians may support the learning environment of their children, including, but not limited to, the responsibilities as detailed in the accompanying administrative regulation.

As added by SB 1595 (Ch. 1037, Statutes of 2002), Education Code 51101.1 specifies that parents/guardians who are not fluent in English must be able to exercise all rights pursuant to Education Code 51101 and grants additional rights for parents/guardians of English learners. The following should be revised, so long as done so in accordance with law, to reflect the policy jointly developed with parents/guardians.

The district should revise the following section to reflect local policy developed in conjunction with parents/guardians:

The Board believes that the education ~~district's relationship with parents/guardians is one~~ of the district's students is a shared responsibility mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional, and social development and well-being of their students at each school site, including the means by which the schools ~~district~~ and parents/guardians can help their students achieve academic and other standards of the school district.

Within this framework, the school's ~~district's~~ primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school district.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

CSBA NOTE: Districts are required to annually provide parents/guardians with notice of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.8). For more information regarding annual notifications to parents/guardians, see BP/E(1) 5145.6 – Parent/Guardian Notifications.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy/Exhibit (1) 5145.6 – Parent/Guardian Notifications.

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including LGBTQ+ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 – Recognition of Religious Beliefs and Customs.

In light of Mahmoud and the existence of some statutorily required opt-opts and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

CSBA NOTE: Education Code 51101.1 provides that parents/guardians be afforded all rights pursuant to Education Code 51100-51140, regardless of English fluency, and grants additional rights for parents/guardians of English learners. See the accompanying administrative regulation. CSBA NOTE: As added by SB 1595 (Ch. 1037, Statutes of 2002),

Additionally, Education Code 51101.1 requires the district to take all reasonable steps to ensure that parents/guardians of English language learners are notified of the rights and opportunities available to them in English and in their home language pursuant to Education Code 48985.

Education Code 48985 provides that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must be required to also be written in the primary language and may be answered by the parent/guardian in either language.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985.

In addition, Education Code 51101.1 CSBA NOTE: Note: Education Code 51101.1, as added by SB 1595 (Ch. 1037, Statutes of 2002), encourages those districts with a substantial number of English learners to establish parent centers with personnel district staff who can communicate with the parents/guardians and to encourage their participation in the district's educational programs.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, their children's educational programs. (Education Code 51101.1)

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State

[Ed. Code 220.3](#)

[Ed. Code 243](#)

Ed. Code 33126

Ed. Code 35291

Ed. Code 48070.5

Ed. Code 48985

Ed. Code 49091.10-49091.19

Ed. Code 49602

Ed. Code 51100-51102[51140](#)

[Ed. Code 51204.5](#)

[Ed. Code 51240](#)

[Ed. Code 51501](#)

Ed. Code 51513

[Ed. Code 51930-51939](#)

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Federal

20 USC 1232g

20 USC 1232h

[34 CFR 99.1-99.8](#)

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Promotion and retention of students

Notices to parents in language other than English

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[History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation](#)

[Excuse from health instruction due to conflicts with religious beliefs](#)

[Prohibited means of instruction; continued use of appropriately adopted materials](#)

Personal beliefs

[California Health Youth Act](#)

Disposal of surplus instructional materials

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Privacy rights

[Family Educational Rights and Privacy Act](#)

Description

[Mahmoud v. Taylor \(2025\) 606 U.S. ____ \(2025 WL 1773627\)](#)

CSBA District and County Office of Education Legal Services

California Department of Education

Website

CSBA

Cross References

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0450	Comprehensive Safety Plan
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1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools
3260	Fees And Charges
3260	Fees And Charges
4131	Staff Development
5021	Noncustodial Parents
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5113	Absences And Excuses
5113	Absences And Excuses
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
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5117	Interdistrict Attendance
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5121	Grades/Evaluation Of Student Achievement
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5123	Promotion/Acceleration/Retention

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5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5125.3	Challenging Student Records
5131	Conduct
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5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5132	Dress And Grooming
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5148.3	Preschool/Early Childhood Education
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6020	Parent Involvement
6120	Response To Instruction And Intervention
<u>6141.2</u>	<u>Recognition Of Religious Beliefs And Customs</u>
<u>6141.2</u>	<u>Recognition Of Religious Beliefs And Customs</u>
<u>6142.1</u>	<u>Sexual Health And HIV/AIDS Prevention Instruction</u>
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6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
<u>6143</u>	<u>Courses of Study</u>
<u>6143</u>	<u>Courses of Study</u>
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6174	Education For English Learners
6174	Education For English Learners
9200	Limits Of Board Member Authority

Regulation 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: 11/01/2002 | Last Revised Date: 11/01/20142025 | Last Reviewed
Date: 11/01/20142025

Parent/Guardian Rights

CSBA NOTE: Education Code 49091.10-49091.19 and Education Code 51100-51102 delineatespecify explicit rights of parents/guardians regarding the education of their children; however, such rights may not conflict with a valid restraining order, protective order, or order for custody or visitation issued by a court. For more information about noncustodial parent rights, see BP 5021 – Noncustodial Parents.

Some of these rightsthe rights specified in Education Code 49091.10-49091.19 and 51100-51102 may be addressed in other policies and regulations. However, districts may choose to adopt this separate section on parent/guardian rights in order to compile these provisions in one location as provided in the following optional section.

Pursuant to Education Code 51101, the rights provided for in that law may not conflict with a valid restraining order, protective order or order for custody or visitation issued by a court. See BP 5021 – Noncustodial Parents.

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the

teacher (Education Code 51101)

4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

CSBA NOTE: 20 USC 1232h, the Protection of Pupil Rights Act (PPRA), mandates that any district receiving funds from a program administered by the U.S. Department of Education adopt a policy regarding, among other things, the right of parents/guardians to inspect instructional materials. See BP/AR 5022 - Student and Family Privacy Rights for language implementing this mandate. It is recommended that districts with questions about the inspection of instructional materials consult CSBA's District and County Office of Education Legal Services or district legal counsel.

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments ~~stored by the classroom teacher~~, including textbooks, ~~teacher's~~ teacher's manuals, films, audio and video recordings, and software, stored by the classroom teacher. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication: if a hardcopy is created. (Education Code 49091.14)

CSBA NOTE: State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 – Recognition of Religious Beliefs and Customs.

In light of *Mahmoud* and the existence of some statutorily required opt-outs, and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)

9. 10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)

10. 11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

11. 12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)

CSBA NOTE: Pursuant to Education Code 220.3, as added by AB 1955 (Ch. 95, Statutes of 2024), a district is prohibited from requiring an employee or contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression, including changing student records, to any other person without the student's consent unless otherwise required by state or federal law. For information regarding disclosure of student records, see BP/AR 5125 – Student Records. It is recommended that districts with questions regarding the disclosure of student records consult CSBA's District and County Office of Education Legal Services or district legal counsel.

12. 13. To have access to the ~~school~~student records of their child (Education Code 51101)

13. ~~14.~~ To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish (Education Code 51101)

CSBA NOTE: AB 2525 (Ch. 896, Statutes of 2004) amended Education Code 51101 to clarify that parents/guardians need to be informed of school disciplinary rules and procedures as specified in Education Code 48980, the annual notification statute.

14. ~~15.~~ To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school (Education Code 51101)
15. ~~16.~~ To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention, and of their right to consult with school/district personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)
16. ~~17.~~ To receive notice and information about and to opt out of any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)

CSBA NOTE: 20 USC 1232h grants a parent/guardian the right to refuse to allow his/her/the parent/guardian's child to participate in a survey requesting personal information or information for marketing purposes. See AR 5022 - Student and Family Privacy Rights.

17. ~~18.~~ To refuse receive notice and information about and to submit or to participate in opt out of any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parental parent/guardian screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan, and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)
18. ~~19.~~ To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)
- For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)
19. ~~20.~~ To question anything in their child's student record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
21. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation.

_____ A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

CSBA NOTE: Education Code 51101 ~~mandates~~requires that the policy adopted by the district include ~~items~~Items #1-7 below, except that Item #4 below has been expanded to include social media and other forms of online entertainment.

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and cocurricular activities
4. Monitoring and prohibiting or regulating the ~~television~~use of social media and other forms of online entertainment viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program, as appropriate

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Ed. Code 33126

Ed. Code 35291

Ed. Code 48070.5

Ed. Code 48985

Ed. Code 49091.10-49091.19

Ed. Code 49602

Ed. Code 51100-51102 [51140](#)

[Ed. Code 51204.5](#)

[Ed. Code 51240](#)

[Ed. Code 51501](#)

Ed. Code 51513

[Ed. Code 51930-51939](#)

Ed. Code 60510

Federal

20 USC 1232g

20 USC 1232h

[34 CFR 99.1-99.8](#)

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[History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation](#)

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[California Health Youth Act](#)

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CSBA

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5125.1	Release Of Directory Information
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5125.3	Challenging Student Records
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Education For English Learners

9200

Limits Of Board Member Authority

Policy 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 12/01/2015 | **Last Revised Date:** 06/11/01/2023/2025 | **Last Reviewed Date:** 06/11/01/2023/2025

CSBA NOTE: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46610, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Alternatively, pursuant to Education Code 48300-48317, as amended by AB 185 (Ch. 571, Statutes of 2022), the Governing Board may, until July 1, 2028, declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In addition to these options, pursuant to Education 48345, as added by SB 941 (Ch. 711, Statutes of 2022), the Board is authorized, until July 1, 2029, to enter into an agreement with other local educational agencies (LEA) to offer courses and coursework to students from another LEA who have been impacted by disruptions or cancellations to specified courses, or teacher shortages to such courses. See the section "Instruction Collaboration Agreements" below.

Pursuant to Education Code 48204, a district may authorize a student whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency.

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Student transfers into and out of the district shall be in accordance with law and as specified in this policy and accompanying administrative regulation.

OPTION 1: Interdistrict Attendance Agreements and Permits

CSBA NOTE: The following section is for use by districts that have entered into an agreement with one or more other districts to accept student transfers through interdistrict attendance permits

pursuant to Education Code 46600-46610. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.

The ~~Board~~district may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the ~~districts~~either district. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. ~~In addition~~Additionally, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit ~~must~~are required to be allowed to continue to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. ~~Districts also~~In addition, districts may include in the agreement the agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. ~~It also~~Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

CSBA NOTE: Pursuant to Education Code 46600, it is the responsibility of the Superintendent or designee of the district of residence, subject to Board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the Board's designee in the district of proposed enrollment.

See the accompanying administrative regulation for procedures to follow when the permit is denied.

~~Upon receiving~~ When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, is received, the Superintendent or designee shall review ~~the request,~~ and may approve or deny the request or permit subject to based on the terms and conditions of the interdistrict attendance agreement.

OPTION 1 ENDS HERE

OPTION 2: School District of Choice Program

CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. Pursuant to Education Code 48301, such a district must register as a school district of choice with the Superintendent of Public Instruction and County Board of Education before enrolling students under this option. Districts selecting this option should also select Option 2 in the accompanying administrative regulation.

Pursuant to ~~SB 897 (Ch. 865, Statutes of 2024) repealed~~ Education Code 48315; as amended by AB 185 (Ch. 571, Statutes of 2022); thereby extending the school district of choice program has been extended until July 1, 2028. indefinitely.

The Board has designated the district has registered as a "school district of choice" and shall accept students who reside within other California school districts who wish to attend a district school. in accordance with Education Code 48301.

The Board shall, by resolution, annually establish the number of students ~~who~~ that will be accepted into the district through this program based on recommendations by the Superintendent or designee as to the number of transfer students the district will be able to accept and the schools, grades, and programs that will be able to accept the students. Once established, the district shall accept all students who apply to transfer into the district until the district is at maximum capacity, as required pursuant to Education Code 48301.

CSBA NOTE: Education Code 48301 requires a random, unbiased process for selecting students who will be ~~admitted~~ transferred through the school district of choice program and prohibits consideration of certain characteristics and factors in making the selections. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.

Students shall be ~~admitted to~~ Student transfer requests into the district schools shall be considered through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a student should be enrolled based upon the student's academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income. (Education Code 48301)

If the number of transfer applications exceeds the number of transfers the Board has elected to accept, approval for transfer shall be determined by a random drawing held in public at a regularly scheduled Board meeting. (Education Code 48301)

CSBA NOTE: Because the school district of choice program requires a random selection process, it is recommended that participating districts not ~~admit~~ transfer students through the interdistrict attendance permit process described in Option 1 above, except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600; see the accompanying administrative regulation.

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not ~~admit students~~ approve a student's transfer into the district based on an individual interdistrict attendance ~~permits~~ permit, pursuant to Education Code 46600-46610, except under extraordinary circumstances.

The Superintendent or designee shall keep an accounting of all requests for ~~admittance~~ transfer

through the school district of choice program and a record of their disposition, including, but not limited to, all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred into and out of the district pursuant to this program

CSBA NOTE: Pursuant to Education Code 48313, as amended by SB 897, the accounting of requests for district of choice transfers is required to include foster youth and student experiencing homelessness status.

3. The race, ethnicity, gender, self-reported socioeconomic status, eligibility for free or reduced-price meals, foster youth status, student experiencing homelessness status, and the district of residence for each student transferred into or out of the district pursuant to this program
4. The number of students transferred into or out of the district pursuant to this program who are classified as English learners or students with disabilities

CSBA NOTE: Education Code 48311 authorizes, but does not require, a school district of choice to provide transportation to participating students to the extent that the district provides transportation assistance to other students. See ~~section on~~ "Transportation" below. Item #5 may be deleted by districts that do not provide transportation.

5. As applicable, the number of students described in Items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program

The information specified in Items #1-5 above shall be reported by the Superintendent or designee to the Board, at a regularly scheduled meeting. No later than October 15 of each year, the Superintendent or designee shall provide the same information for the current school year, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, and the Superintendent of Public Instruction. (Education Code 48313)

CSBA NOTE: Pursuant to Education Code 48301, as amended by SB 897, compliance of all provisions of a district's school district of choice program are subject to the annual district audit conducted pursuant to Education Code 41020.

The district's compliance with ~~specified~~ all school district of choice program requirements shall be reviewed as part of the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)

OPTION 2 ENDS HERE

Instruction Collaboration Agreements

CSBA NOTE: Pursuant to Education Code 48345, as added by SB 941, the Board may enter into an instruction collaboration agreement (ICA) with school districts, county offices of education or charter schools to offer the same or similar corresponding individual courses and coursework to students from another LEA who have been impacted by teacher shortages, disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes, or disruptions or cancellations in dual language immersion programs.

The Superintendent or designee may, with board ~~approval~~The district may, with Board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school for the district to offer the same or similar courses and coursework to students from another school district, county office of education, or charter school who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board ~~Approval~~approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be ~~admitted~~transferred to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

CSBA NOTE: Pursuant to Education Code 48345, as added by SB 941, the average daily attendance attributable to a student participating in the ICA instruction collaboration agreement shall remain with the LEA of origination for purposes of state apportionment.

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating LEA(s) local educational agencies to agree upon an appropriate shared cost structure. (Education Code 48345)

Transportation

CSBA NOTE: The following optional section is for use by all districts and should be revised to reflect district practice. Districts are not required to provide transportation or transportation assistance to students admitted transferred under an interdistrict attendance permit pursuant to Education Code 46600-46610, except that Education Code 46600; requires the district of enrollment to provide transportation assistance to a student who is eligible for free or reduced price meals and is either a child of an active military duty parent/guardian or a victim of an act of bullying, as defined in Education Code 48900.

Pursuant to Education Code 48311, a school district of choice is authorized, but not required, to provide transportation assistance to the extent that the district otherwise provides transportation assistance to students.

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

~~In addition~~ Additionally, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends, if space is available.

Policy Reference UPDATE Service
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Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 31	Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin
<u>Ed. Code 200</u>	<u>Educational equity</u>
Ed. Code 41020	Requirement for annual audit
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48300-48317	Student attendance alternatives; school district of choice program

Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48915.1	Expelled individuals; enrollment in another district
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 52317	Regional Occupational Center/Program; enrollment of students; interdistrict attendance
Ed. Code 8151	Apprentices; exemption from interdistrict attendance agreement
Management Resources	Description
Attorney General Opinion	84 Ops.Cal.Atty.Gen. 198 (2001)
Attorney General Opinion	87 Ops.Cal.Atty.Gen. 132 (2004)
Court Decision	Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234
Court Decision	Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Cross References

Code	Description
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3540	Transportation
3541	Transportation Routes And Services

3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5112.2	Exclusions From Attendance
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5116	School Attendance Boundaries
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5119	Students Expelled From Other Districts
5131.2	Bullying
5131.2	Bullying
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
7160	Charter School Facilities
7160	Charter School Facilities
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Regulation 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 07/01/2012 | Last Revised Date: 12/11/01/2019/2025 | Last Reviewed
Date: 12/11/01/2019/2025

CSBA NOTE: The district should select Option 1 and/or Option 2 below in accordance with the accompanying ~~board~~Board policy. For guidance on which option to select, see the accompanying ~~board~~Board policy.

OPTION 1: Interdistrict Attendance Agreements and Permits

CSBA NOTE: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" or "reciprocal agreement" process pursuant to Education Code 46600-46610. (See Option 1 in the accompanying Board policy.) In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

In accordance with an agreement between the Governing Board~~district~~ and the ~~board of~~ another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its website the procedures and timelines for requesting an interdistrict transfer permit, including a link to ~~BP~~Board Policy 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:

- a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.
 - b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought.
6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

CSBA NOTE: Education Code 46600 requires districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student; [For more information regarding the definition of bullying](#), see AR 5144.1 - Suspension and Expulsion/Due Process.

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires districts to ensure that students who are victims of bullying or are children of active duty military parents/guardians be selected through an unbiased process that prohibits consideration of [other](#) specified characteristics.

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are ~~admitted~~[transferred](#) through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether ~~or not~~ a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

~~In addition~~[Additionally](#), the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

CSBA NOTE: Optional Items #1-11 below should be revised and/or deleted to reflect district practice.

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board, or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

CSBA NOTE: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request. However, according to the Attorney General, once the student is ~~admitted~~ **transferred**, the district may not later deny the student continued attendance at a district school because of overcrowding. ~~Although Attorney General opinions are not binding on the courts, they are generally afforded deference in the court when there is no specific statutory or case law to the contrary.~~ The following paragraph is

based on this Attorney General opinion. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to removing an interdistrict transfer student currently attending the district.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is ~~admitted~~transferred, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

CSBA NOTE: Education Code 46600.2 requires a district that denies a request for an interdistrict transfer to give written notice to the parent/guardian of the right to appeal to the County Board of Education.

Pursuant to Education Code 46601, parents/guardians may submit ~~their~~an appeal to the County Board within 30 calendar days of the district's final denial of the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of proposed enrollment and the applicable period of attendance.

Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of proposed enrollment, the district ~~shall admit~~is required to transfer the student without delay.

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally ~~admit~~transfer a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County

Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally ~~admitted~~transferred. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is ~~admitted~~transferred to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

OPTION 1 ENDS HERE

OPTION 2: School District of Choice Program

CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. (See Option 2 in the accompanying Board policy.)

Education Code 48301, as amended by SB 897 (Ch. 865, Statutes of 2024), expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's actual or perceived academic or athletic skill, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income.

The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. Communications sent to parents/guardians shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic skill, proficiency in English, family income, or any other ~~personal~~individual characteristic specified in Education Code 200. (Education Code 48301, 48980)

The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)

CSBA NOTE: The following optional paragraph reflects Education Code 48302, which encourages districts to hold informational meetings as described below, and may be revised to reflect district practice.

The Superintendent or designee may hold informational meetings on the district's current educational programs, so that parents/guardians can provide input to the district on methods to improve current programs and make informed decisions regarding their children's education. (Education Code 48302)

The process for student transfers into the district under the school district of choice program, including, but not limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's website. (Education Code 48301)

Parents/guardians shall submit applications for interdistrict attendance to the district office before January 1 of the school year preceding the school year for which the student is requesting to be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48308, as amended by SB 897, a school district of choice is required to notify a district of residence, no later than January 15, of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year.

No later than January 15 of each year, the Superintendent or designee shall notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria ~~must~~ is required to be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

CSBA NOTE: Pursuant to Education Code 48303, a school district of choice may reject the transfer of a student if the transfer of that student would require the district to create a new program to serve that student, except that a district of choice may not reject the transfer of a student with a disability, an English learner, or, as amended by SB 897, a foster youth, or student experiencing homelessness.

The district may ~~deny~~reject a transfer into the district under the school district of choice program if the transfer would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities ~~or~~, an English learner, a foster youth, or a student experiencing homelessness. (Education Code 48303)

Whenever the number of transfer applications exceeds the number of interdistrict transfers that may be accepted as annually determined by the Governing Board, students accepted for transfer shall be selected by a random drawing held in public at a regularly scheduled Board meeting before February 15 of the school year preceding the school year for which the transfer is sought. (Education Code 48301)

Priority for transfer under the school district of choice program shall be granted as follows: (Education Code 48306)

1. First priority shall be given to siblings of students already in attendance in the district.

CSBA NOTE: Pursuant to Education Code 48306, as amended by SB 897, second priority for transfer under the school district of choice program is expanded to include foster youth and students experiencing homelessness

2. Second priority shall be given to students eligible for free or reduced-price meals, foster youth, and students experiencing homelessness
3. Third priority shall be given to children of military personnel.

No later than February 15 of the school year preceding the school year for which the student is requesting to be transferred, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. (Education Code 48308)

If a student's application for transfer is accepted, the Superintendent or designee shall so notify the student's district of residence no later than February 15 of the school year preceding the school year for which the student is requesting to be transferred. (Education Code 48308)

The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)

CSBA NOTE: Education Code 48308, as amended by SB 897, expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied.

If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer exceeded the district's capacity, or the specific school or program to which the student applied, and that the student was not selected during the random drawing. Such determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)

For a student whose parent/guardian was relocated by the military less than 90 days prior to the submission of the application, the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon acceptance, the student may immediately enroll in a district school. (Education Code 48308)

Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)

The final number of students enrolled in the district through the school district of choice program, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 21. (Education Code 48308)

CSBA NOTE: Education Code 48307, as amended by SB 897, requires the district to respond to a request from the county office of education (COE) to provide data regarding the number of students transferring into the district in order for the COE to determine, when requested by a district of residence with average daily attendance (ADA) of 50,000 or less, the percentage of students transferring out of the district of residence for the duration of the program. If the district does not provide such information to the COE within 30 days, the district is prohibited from accepting new student transfers under the district of choice program until the district complies with the request.

The Superintendent or designee shall, within 30 days, respond to any request by the county office of education to provide data regarding the number of students transferring into the district.
(Education Code 48307)

Students ~~admitted~~who transfer into the district through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

CSBA NOTE: The following paragraph may be revised by districts that do not maintain high schools.

Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and admitted high school students who transfer into the district may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)

The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) the student has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)

The district may revoke a student's enrollment if the student is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

OPTION 2 ENDS HERE

Transfers Out of the District

CSBA NOTE: The following optional section is for use by all districts.

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

CSBA NOTE: Pursuant to Education Code 46600, the district ~~cannot~~ may not prohibit a transfer out of the district for a victim of bullying if the district has only one school offering the student's grade level and thus is unable to grant an intradistrict transfer.

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

CSBA NOTE: ~~Even~~ Pursuant to Education Code 48307, as amended by SB 897, even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an ADA of more than 50,000 may annually limit the number of such transfers to one percent of its ~~current year estimated~~

~~ADA.~~ADA for the first principal apportionment for the prior fiscal year. A district with an ADA of 50,000 or less may limit the number of such transfers to three percent of its current estimated ~~ADA~~ADA for the first principal apportionment for the prior fiscal year and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In *Walnut Valley Unified School District v. Superior Court of Los Angeles County*, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire life of the district of choice program (i.e., from the program's inception in 1994 until the present day).

Education Code 48308, as amended by SB 897, requires the district of residence to, by no later than February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

The district may revise Item #1 to reflect the applicable percentage in Education Code 48307 based on its ADA.

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance:

CSBA NOTE: Education Code 48307, as amended by SB 897, expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status.

2. The County Superintendent of Schools has given the district a qualified or negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice.

CSBA NOTE: Item #3 is optional and should be revised to reflect district practice. Education Code 48307 authorizes the district to prohibit a transfer out of the district under the school district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel before adopting policy to allow denial of transfers on either of these bases.

3. The Board determines that the transfer would negatively impact any of the following:
(Education Code 48307)

- a. A court-ordered desegregation plan
- b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
- c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

CA Constitution Article 1, Section 31

Description

Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

Ed. Code 200

Educational equity

Ed. Code 41020

Requirement for annual audit

Ed. Code 46600-46611

Interdistrict attendance agreements

Ed. Code 48204

Residency requirements for school attendance

Ed. Code 48300-48317

Student attendance alternatives; school district of choice program

Ed. Code 48900

Grounds for suspension or expulsion

Ed. Code 48915

Expulsion; particular circumstances

Ed. Code 48915.1

Expelled individuals; enrollment in another district

Ed. Code 48918

Rules governing expulsion procedures

Ed. Code 48980

Parent/Guardian notifications

Ed. Code 48985

Notices to parents in language other than English

Ed. Code 52317

Regional Occupational Center/Program; enrollment of students; interdistrict attendance

Ed. Code 8151

Apprentices; exemption from interdistrict attendance agreement

Management Resources

Attorney General Opinion

Attorney General Opinion

Court Decision

Court Decision

Website

Website

Website

Description

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

Walnut Valley Unified School District v. the Superior Court of
Los Angeles County (2011) 192 Cal.App.4th 234Crawford v. Huntington Beach Union High School District
(2002) 98 Cal.App.4th 1275

CSBA District and County Office of Education Legal Services

California Department of Education

CSBA

Cross References**Code**

1312.3

1312.3

1312.3-E(1)

1312.3-E(2)

3460

3460

3540

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3553

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5020

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5111.1

5111.1

5112.2

5113.1

Description

Uniform Complaint Procedures

Uniform Complaint Procedures

Uniform Complaint Procedures

Uniform Complaint Procedures

Financial Reports And Accountability

Financial Reports And Accountability

Transportation

Transportation Routes And Services

Free And Reduced Price Meals

Free And Reduced Price Meals

Parent Rights And Responsibilities

Parent Rights And Responsibilities

Admission

Admission

District Residency

District Residency

Exclusions From Attendance

Chronic Absence And Truancy

5113.1	Chronic Absence And Truancy
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5116	School Attendance Boundaries
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5119	Students Expelled From Other Districts
5131.2	Bullying
5131.2	Bullying
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
7160	Charter School Facilities
7160	Charter School Facilities
9000	Role Of The Board
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session

Policy 5138: Conflict Resolution/Peer Mediation

Status: ADOPTED

Original Adopted Date: 07/01/1999 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 07/11/01/19992025

CSBA NOTE: Research has indicated indicates that school-based conflict resolution/peer mediation (CR/PM) programs effectively reduce violence and promote safe learning environments at school sites. School districts schools. Districts that have integrated CR/PM conflict resolution/peer mediation programs into existing disciplinary procedures have reported reductions in suspensions, expulsions, and student-to-student conflict. In addition, CR/PM Additionally, conflict resolution/peer mediation programs can help to promote personal responsibility and citizenship among students.

The following optional policy may be used by districts wishing to encourage the development of CR/PM conflict resolution/peer mediation programs at the school site.

To promote student safety and contribute to the maintenance of a positive school climate, the Governing Board encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility, and problem-solving skills among students.

Conflict resolution strategies shall and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Conflict resolution Such programs shall not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Schoolwide programs may include curriculum in conflict resolution, including, but not limited to, instruction in Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. In addition Additionally, the curriculum training may address students' the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills.

Conflict resolution programs may incorporate peer mediation strategies in which selected students are specially trained to work with their peers in resolving conflicts.

CSBA NOTE: It is important that students voluntarily enter the mediation process in order to secure acceptance of the program. Confidentiality by all involved parties, including the program coordinator, is essential in maintaining the integrity of the peer mediation program.

Students' participation Participation in any a peer mediation program by a student engaged in a conflict shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
- 6.7. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved
- ~~7.8.~~ Scheduling and location of peer mediation sessions
- ~~8.9.~~ Methods of obtaining and recording agreement from all disputants
- ~~9.10.~~ The appropriate involvement of parents/guardians, the community, and staff, including counseling/guidance and security staff
- ~~10.11.~~ Communications to students, parents/guardians, and staff regarding the availability of the program
- ~~11.12.~~ Methods of following up with students to determine the effectiveness of the process
- ~~12.13.~~ Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced

14. Selection of and requirements to train as peer mediators

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Policy Reference Disclaimer:

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State

CA Constitution Article 1, Section 28

Ed. Code 32280-32289.5

Ed. Code 32295.5

Ed. Code 35291-35291.5

Ed. Code 44807

[Ed. Code 51240](#)**Management Resources**[Court Decision](#)[Court Decision](#)

Website

Website

Website

DescriptionRight to ~~Safe Schools~~[safe schools](#)

School safety plans

Teen court programs

Rules

Teachers' duty concerning conduct of students

[Excuse from instruction due to religious beliefs](#)**Description**[Mahmoud v. Taylor \(2025\) 606 U.S. ____ \(2025 WL 1773627\)](#)[S.E. v Grey 782 F.Supp.3d 939 \(S.D. Cal 2025\)](#)

CSBA District and County Office of Education Legal Services

California Department of Education, Safe Schools

<https://www.ed.gov/about/ed-offices/oese/safe-supportive-schools>[U.S. Department of Education, Office of Safe and Healthy Students](#)**Cross References****Code**

0450

0450

1313

3515

3515

4131

4231

5116.2

5125

5125

5131

5131.1

5131.1

5131.2

Description

Comprehensive Safety Plan

Comprehensive Safety Plan

Civility

Campus Security

Campus Security

Staff Development

Staff Development

Involuntary Student Transfers

Student Records

Student Records

Conduct

Bus Conduct

Bus Conduct

Bullying

5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5131.5	Vandalism And Graffiti
5131.7	Weapons And Dangerous Instruments
5131.7	Weapons And Dangerous Instruments
5136	Gangs
5136	Gangs
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5141.52	Suicide Prevention
5142	Safety
5142	Safety
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5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.7	Sexual Harassment
5145.7	Sexual Harassment
5145.9	Hate-Motivated Behavior
<u>6141.2</u>	<u>Recognition of Religious Beliefs and Practices</u>
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6143	Courses Of Study
6143	Courses Of Study
6164.2	Guidance/Counseling Services
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT**TITLE:**

The Superintendent recommends approval of updated CSBA Recommend policies and procedures Section 6000: Board Policy/Administrative Regulation 6020 Parent Involvement, Board Policy/Administrative Regulation 6143 Courses of Study, Board Policy/Administrative Regulation/Exhibit 6146.2 Certificate of Proficiency/High School Equivalency

EXPLANATORY STATEMENT:**Board Policy 6020 - Parent Involvement**

Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

Administrative Regulation 6020 - Parent Involvement

Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

Board Policy 6143 - Courses of Study

Policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities, and reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

Administrative Regulation 6143 - Courses of Study

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024)**, (3)

the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by NEW LAW (AB 2429, 2024), and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect NEW LAW (SB 153, 2024) which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect NEW LAW (AB 2165, 2024) which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect NEW LAW (AB 123, 2025) which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

Delete - Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

Policy deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

Regulation updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additionally, regulation updated to align language with guidance on the California Department of Education's, "California Proficiency Program," webpage. In addition, regulation updated to delete criteria related to a repealed state regulation and instead align with state law.

Exhibit(1) 6146.2 - Certificate of Proficiency/High School Equivalency

Exhibit updated in conjunction with the accompanying Board policy and administrative regulation, including reflecting the name change from the California High School Proficiency Examination to the California Proficiency Program.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated CSBA Recommend policies and procedures Section 6000: Board Policy/Administrative Regulation 6020 Parent Involvement, Board Policy/Administrative Regulation 6143 Courses of Study, Board Policy/Administrative Regulation/Exhibit 6146.2 Certificate of Proficiency/High School Equivalency

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 06/01/1996 | **Last Revised Date:** 05/11/01/2020/2025 | **Last Reviewed Date:** 05/11/01/2020/2025

CSBA NOTE: Education Code 11503 and 20 USC 6318 **mandate** each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 **mandates** districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect whether the district practice receives Title I funds.

~~In addition~~ Additionally, Education Code 51101 **mandates** policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

The U.S. Department of Education's June 2025 Dear Colleague Letter provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. The letter provides specific examples of ways in which districts can offer choice to enable parents/guardians to make decisions that best meet the educational needs of their student, such as offering a range of activities from which parents/guardians are able to choose, dual enrollment opportunities, academic tutoring programs, and career and technical education activities. Additionally, districts may, unless any part of Title I allocations are reserved for public school choice, use Elementary and Secondary Education Act funds for any activity that it determines will help a school identified for comprehensive support and improvement, targeted support and improvement due to consistently underperforming subgroups, and additional targeted support and improvement to improve student outcomes, such as offering public school choice as part of its support and improvement plan and providing parents/guardians with information about such choice.

For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's "Family Engagement Framework: A Tool for California School Districts."

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 work with parents/guardians and family members to jointly develop and agree upon policy and strategies to implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve 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. (Education Code 11500-11504, 51101; 20 USC 6318)

6184

Continuation Education

6184

Continuation Education

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~~ for them to do so, in accordance with Board Policy/Administrative Regulation 5020 – Parents 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)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 – Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

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 parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I funds. 20 USC 6318 **mandates** that such districts develop, jointly with parents/guardians and family members of participating students, policy which establishes expectations and objectives for meaningful parent/guardian and family involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) also **mandates** procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement program.

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. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

CSBA NOTE: The following paragraph is for use by districts that receive more than \$500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board ~~must~~ is required to reserve at

least one percent of the district's Title I funding to carry out parent/guardian and family engagement activities, provided that one percent of the allocation received by the district totals more than \$5,000.

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 participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

CSBA NOTE: 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that ~~must~~are required to be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this Board 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

CSBA NOTE: The following paragraph is for use by districts that receive funds under federal Title IV, Part E (20 USC 7241-7246-), and should be deleted by districts that do not receive such funds.

If the district also receives funds under federal Title IV, Part E, ~~to~~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)

CSBA NOTE: Pursuant to 20 USC 6318, the district's parent/guardian and family engagement policy ~~must~~is required to be incorporated into the district's Title I LEA plan. In California, all the

requirements of the LEA plan are addressed in an addendum to the LCAP. See [local control and accountability plan \(LCAP\)](#). For more information related to LCAP requirements, see BP 0460 - Local Control and Accountability Plan.

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (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)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 **mandates** the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

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)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent/ guardian involvement

Ed. Code 48985	Notices to parents/ <u>guardian</u> in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 64001	School plan for student achievement; consolidated application programs
Lab. Code 230.8	Time off to visit child's school
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent/ <u>guardian</u> and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities
Management Resources	Description
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	<u>Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004</u>
<u>U.S. Department of Education Publication</u>	<u>Dear Colleague Letter: School Choice Guidance to States, June 26, 2025</u> (https://www.ed.gov/about/news/press-release/us-department-of-education-issues-school-choice-guidance-states-turning-around-failing-schools)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Family, School, Community Partnerships
Website	California Parent Center
Website	California State Parent Teacher Association
Website	CSBA

Website	National PTA
Website	Parent Information and Resource Centers
Website	Parents as Teachers National Center
Website	U.S. Department of Education

Cross References

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0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
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0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
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0460	Local Control And Accountability Plan
0500	Accountability
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1113-E(1)	District And School Websites
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1114	District-Sponsored Social Media
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1220	Citizen Advisory Committees
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5141.22	Infectious Diseases
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6000	Concepts And Roles
6011	Academic Standards
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6142.6	Visual And Performing Arts Education
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6142.8	Comprehensive Health Education
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6145	Extracurricular And Cocurricular Activities
6146.11	Alternative Credits Toward Graduation
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6154	Homework/Makeup Work
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6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
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9200	Limits Of Board Member Authority
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Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 08/01/2006 | Last Revised Date: 05~~11~~/01/2020~~2025~~ | Last Reviewed Date: 05~~11~~/01/2020~~2025~~

CSBA NOTE: The following administrative regulation contains parent/guardian and family engagement strategies that meet legal requirements applicable to districts and schools receiving that do and do not receive federal Title I funds and ~~those that do not receive Title I funds~~. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 **mandates** that such districts develop a policy, jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means by which the district will address the components specified in ~~items~~Items #1-6 below. Under each required component below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the parents/guardians and family members of participating students. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

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:

CSBA NOTE: Pursuant to 20 USC 6318, districts ~~must~~are required to involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312; ~~also~~. For more information regarding Title I program requirements and LEA plans, see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

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)

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

- b. a. Invite input on the plan from other district committees and school site councils
- c. b. Communicate with parents/guardians through the district newsletter, web sitewebsite, or other methods regarding the plan and the opportunity to provide input
- d. c. 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. d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
- f. e. 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)

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 in facilitating the planning and implementation of related activities
- d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements

- e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
- b. Involve district and school site representatives from other programs to assist in identifying specific population needs
- c. Schedule joint meetings with representatives from related programs and share data and information across programs
- d. Develop a cohesive, coordinated plan focused on student needs and shared goals

4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (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

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

CSBA NOTE: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to ~~item~~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

In addition~~Additionally~~, 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~~Item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318 requires that each individual school receiving Title I funds have a written parent/guardian and family engagement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in ~~items~~Items #1-8 below. The following section lists the required components but does not include specific strategies since those should be added by each school. Schools may also use a template available on ~~the web site of the California Department of Education~~, CDE's website, "Title I School-Level Parental Involvement Policy," to develop the school-level policy.

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. 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

CSBA NOTE: As provided in ~~item~~Item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. ~~Under state law (Education Code 64001),~~64001 requires that this plan ~~must~~ be incorporated into the school plan for student achievement (SPSA) covering all categorical programs in the state's consolidated application. For further information about the development of this plan, see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils ~~for further information about the development of this plan~~.

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 state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. 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

CSBA NOTE: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in ~~item~~Item #6 below. U.S. Department of Education non-regulatory guidance, "Parental Involvement: Title I, Part A," provides a sample template that schools may use in the development of the school-parent compact.

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

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress

- iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. 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. 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, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

CSBA NOTE: Items #7a-q below are optional and should be revised to reflect district practice. Items #7a-h are authorized, but not required, by 20 USC 6318.

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
- j. Provide a master calendar of district/school activities and meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, ~~web site~~ [website](#), or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

CSBA NOTE: The following paragraph is optional. Education Code 64001 requires that the ~~school plan for student achievement~~ **SPSA** covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the **Governing** Board for approval. **For more information regarding SPSAs and school site councils**, see BP/AR 0420 - School Plans/Site Councils.

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 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

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 **mandates** the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502, as reflected in ~~items~~ **Items** #1-5 below. Subitems under ~~items~~ **Items** #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice.

The district may instead develop one administrative regulation applicable to both Title I and non-Title I schools, provided it meets the requirements below and in the sections above.

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 increase their knowledge and skills to use at home 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:

The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (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~~ [website](#), and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, 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

c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from

5. Integrate and coordinate parent/guardian and family engagement 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

Policy Reference UPDATE Service

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State

5 CCR 18275

Description

Child care and development programs; parent involvement and education

Ed. Code 11500-11505

Programs to encourage parent/guardian involvement

Ed. Code 48985

Notices to parents/guardian in language other than English

Ed. Code 51101

Parents Rights Act of 2002

Ed. Code 52060-52077

Local control and accountability plan

Ed. Code 54444.1-54444.2

Parent advisory councils; services to migrant children

Ed. Code 56190-56194

Community advisory committee; special education

Ed. Code 64001

School plan for student achievement; consolidated application programs

Lab. Code 230.8

Time off to visit child's school

Federal

20 USC 6311

Description

State plan

20 USC 6312

Local educational agency plan

20 USC 6314

Schoolwide programs

20 USC 6318

Parent/guardian and family engagement

20 USC 6631

Teacher and school leader incentive program; purposes and definitions

28 CFR 35.104

Definitions, auxiliary aids and services

28 CFR 35.160

Effective communications for individuals with disabilities

Management Resources

Description

California Department of Education
Publication

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

California Department of Education
Publication

Title I School-Level Parental Involvement Policy

U.S. Department of Education
Publication

Parental Involvement: Title I, Part A, Non-Regulatory
Guidance, April 23, 2004

U.S. Department of Education
Publication

Dear Colleague Letter: School Choice Guidance to States,
June 26, 2025

([https://www.ed.gov/about/news/press-release/us-
department-of-education-issues-school-choice-guidance-
states-turning-around-failing-schools](https://www.ed.gov/about/news/press-release/us-department-of-education-issues-school-choice-guidance-states-turning-around-failing-schools))

Website

CSBA District and County Office of Education Legal Services

Website

California Department of Education, Family, School,
Community Partnerships

Website

California Parent Center

Website

California State Parent Teacher Association

Website

CSBA

Website

National PTA

Website

Parent Information and Resource Centers

Website

Parents as Teachers National Center

Website

U.S. Department of Education

Cross References

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Policy 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 03/01/2003 | **Last Revised Date:** 10/11/01/2023 2025 | **Last Reviewed Date:** 10/11/01/2023 2025

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

CSBA NOTE: The following optional paragraph should be revised to reflect the grade levels offered by the district. For example, unified school districts need to be concerned about articulation of courses within the district and with postsecondary institutions, whereas elementary districts and high school districts will need to address articulation with each other.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

CSBA NOTE: OCR's August 2023 Dear Colleague Letter, "Race and School Programming," states that a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race. OCR's guidance also provides that a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme.

CSBA NOTE: In accordance with various provisions of state and federal law and regulation, and related court cases, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. This includes, but is not limited to, discrimination based on race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. For more information regarding the requirement for district programs and activities to be free from discrimination, see BP 0410 - Nondiscrimination in District Programs and Activities, regarding the protection of district students against discrimination, see BP/AR 5145.3 - Nondiscrimination/Harassment, and regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment.

Education Code 200 and 210.2, as amended by SB 1137 (Ch. 779, Statutes of 2024), provide that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; race; ancestry; national origin; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; color; mental or physical; disability; age; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55; or the student's; a perception of one or more of such characteristics; a combination of two or more of such characteristics or association with a person or group with one or more of such these actual or perceived characteristics; or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Elementary Grades

CSBA NOTE: The following section is for use by districts offering elementary grades and may be revised to reflect district practice. Education Code 51225.4 **mandates** elementary school districts to certify to the Superintendent of Public Instruction that they have adopted a policy to implement a course of instruction that sufficiently prepares students for the secondary courses required for graduation pursuant to Education Code 51225.3.

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

CSBA NOTE: Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California public colleges. Education Code 51228 also requires districts to offer such students the opportunity to attain entry-level employment skills. Pursuant to Education Code 51228, districts that adopt a course of study that meets or exceeds the state model curriculum standards in career technical education will be deemed to have satisfied the requirement.

Education Code 66204 prohibits a public school from establishing any policy or practice that directs any student away from choosing programs that prepare a student academically for college, especially for cultural or linguistic reasons.

The following paragraph is for use by districts maintaining any of grades 7-12 and should be revised to reflect the grade levels offered by the district.

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to

attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

CSBA NOTE: The remainder of this policy is for use by districts maintaining any of grades 9-12.

~~In addition~~Additionally, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

CSBA NOTE: Among the criteria for admission to the University of California (UC) or California State University system is a requirement that high school students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). These include a growing number of career technical education courses that connect knowledge of academic content with practical or work-related applications.

In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. Education Code 51229 requires that districts annually provide the list of certified courses to the parents/guardians of students in grades 9-12; see the accompanying administrative regulation and E(1) 5145.6 - Parental Notifications.

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, ~~shall~~ ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and ~~shall~~ make updated lists readily available. (Education Code 51229, 66204)

Parental Notification and Opt-Out

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Governing Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives.

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including LGBTQ+ storybooks as part of elementary school

instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 – Recognition of Religious Beliefs and Customs.

In light of *Mahmoud* and the existence of some statutorily required opt-outs and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	Automobile driver education
5 CCR 10040-10043	Automobile driver training
5 CCR 10060	Criteria for high school physical education programs
5 CCR 430-438	Individual student records
5 CCR 4940	Nondiscrimination; course access
Ed. Code 200- <u>262.4</u>	<u>Equal rights and opportunities in state educational institutions</u> <u>Prohibition of discrimination</u>
Ed. Code 220	<u>Prohibition of discrimination</u>
Ed. Code 234.1	<u>Student protections relating to discrimination, harassment, intimidation, and bullying</u>
Ed. Code 234.7	<u>Student protections relating to immigration and citizenship status</u>
Ed. Code 242	<u>Access to information about educational laws and policies regarding right to accurate and inclusive curriculum</u>

Ed. Code 33319.3	Driver education; CDE materials on road rage
Ed. Code 33540	Standards for government and civics instruction
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33547.5	Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49079	Student records
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics and dangerous drugs
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.2	Holocaust and genocide education; notice, survey, and grant program
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51225.7-51225.8	Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application
Ed. Code 51226.3	Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51226.8	Personal finance course; curriculum guide and resources
Ed. Code 51229	Notifications related to college admissions and career technical education
Ed. Code 51241	Temporary two-year or permanent exemption from physical education

Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51911-51921	Comprehensive health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 51940	Curriculum for brain and spinal cord injury prevention
Ed. Code 60040-60052	Requirements for instructional materials
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 69560-69566	California Student Opportunity and Access Program
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 17581.6	Reimbursement of state mandates; block grants
Gov. Code 7282-7282.5	Standards for responding to U.S. Immigration and Customs enforcement holds
Gov. Code 7283-7283.2	Standards for participation in U.S. Immigration and Customs enforcement programs
Gov. Code 7284-7284.12	Cooperation with immigration authorities
H&S Code 11032	Definition of dangerous drugs
Pen. Code 422.55	Definition of hate crime
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
34 CFR 99.1-99.67	Family Educational Rights and Privacy
Management Resources	Description
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Court Decision	Westminster School District of Orange County v. Mendez (1947) 161 F.2d 774
California Department of Education Publication	Education Code 51925: Mental Health Instruction Expansion Education Plan, rev. March 2024 https://www.cde.ca.gov/ls/mh/documents/mentalhealth.docx
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter: Race and School Programming, August 2023

California Attorney General
Publication

Guidance to School Officials re: Legal Requirements for Providing
Inclusive Curricula and Books
([https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157C
LEAN.pdf](https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157C%20LEAN.pdf))

CSBA Publication

Instructional Materials Adoptions: State and local governing board
processes, roles, and responsibilities, February 2024
([https://csba.org/-
/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-
REPD-instructional-materials-brief](https://csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief))

CSBA Publication

Fact Sheet: Instructional Materials Adoption: Local governing board
responsibilities, February 2024 ([https://www.csba.org/-
/media/FactSheet_IM-LocalRoles-REPD_07-2024](https://www.csba.org/-/media/FactSheet_IM-LocalRoles-REPD_07-2024))

Website

California Student Opportunity and Access Program
([https://www.csac.ca.gov/california-student-opportunity-and-
access-program-cal-soap](https://www.csac.ca.gov/california-student-opportunity-and-access-program-cal-soap))

Website

California College Guidance Initiative (<http://cacollegeguidance.org/>)

Website

California Kids Investment and Development Savings Program
(<https://calkids.org/>)

Website

Instructional Quality Commission

Website

American Red Cross, Hands-Only CPR Training

Website

CSBA District and County Office of Education Legal Services

Website

Federal Student Aid

Website

American Heart Association

Website

California Student Aid Commission

Website

University of California, A-G Course Submissions

Website

University of California, List of Approved A-G Courses

Website

California State University, Admission Requirements

Website

California Career Resource Network

Website

Department of Justice

Website

California Colleges.edu

Website

California Department of Education

Website

CSBA

Website

U.S. Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5145.13	Response To Immigration Enforcement

5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
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5145.6-E(1)	Parent/Guardian Notifications
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5146	Married/Pregnant/Parenting Students
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6141	Curriculum Development And Evaluation
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6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program
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6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
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6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6172.1	Concurrent Enrollment In College Classes

6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6177	Summer Learning Programs
6178	Career Technical Education
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6178.1	Work-Based Learning
6178.1	Work-Based Learning
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education

Regulation 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 11/01/2014 | Last Revised Date: 11/01/2023 | Last Reviewed Date: 11/01/2023

CSBA NOTE: Education Code requirements for courses of study are generally classified into requirements for grades 1-6 and 7-12. Therefore, K-8 districts and high school districts need to collaborate with appropriate area districts to ensure that all required courses are offered sometime during grades 7-12.

The district should select the sections below ("Grades 1-6" and/or "Grades 7-12") that correspond with the grade levels offered.

For more information regarding the selection, evaluation, and prohibited use of individual instructional materials Pursuant to Education Code 242, the California Department of Education (CDE) has posted on its website guidance and public educational materials developed to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. For more information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's publication, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," and corresponding Fact Sheet and Reference, and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Grades 1-6

CSBA NOTE: Items #1-7 below are areas of study required by law for grades 1-6. The Governing Board may add other studies to this list.

Courses of study for grades 1-6 shall include the following:

CSBA NOTE: Education Code 51210 requires instruction in handwriting, including instruction in cursive or joined italics.

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including

instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States

CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which, as amended by AB 1078 (Ch. 229, Statutes of 2023), includes people of all genders (formerly "men and women"), Latino Americans (formerly "Mexican Americans"), LGBTQ Americans (formerly "lesbian, gay, bisexual, and transgender, queer, and questioning (LGBTQ+) Americans"), and members of other ethnic, cultural, religious, and socioeconomic status groups (formerly "ethnic and cultural"). The complete list required by Education Code 51204.5, as amended by AB 1078, is reflected below:

Additionally, Education Code 60040, which requires the Board to only adopt instructional materials that in its determination accurately portray the cultural and racial diversity of our society, was amended by AB 1078 to mirror the changes made to Education Code 51204.5, explained above.

Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

- b. The development of the American economic system, including the role of the entrepreneur and labor
- c. The relations of persons to their human and natural environments
- d. Eastern and western cultures and civilizations
- e. Contemporary issues
- f. The wise use of natural resources

CSBA NOTE: Education Code 51210, as amended by AB 1821 (Ch. 658, Statutes of 2024), requires instruction in social sciences in grades 1-6 to include the Spanish colonization of California and the Gold Rush Era as specified in Item #3g, below.

- g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods

CSBA NOTE: Education Code 51210 requires instruction in science to include the causes and effects of climate change, and the methods to mitigate and adapt to climate change.

4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry ~~and~~, the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, ~~theatre~~theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades K-12. Districts may revise ~~ITEM~~Items #6a-e below to indicate topics that will be addressed in grades K-6.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
 - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following ~~item is~~items are optional pursuant to Education Code 51202.

f. Prenatal care for pregnant women

- ~~a:~~ g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to middle school students to include mental health instruction, as specified in Item #6g6h. Districts that offer a health education course to students in grade 6, and for which grade 6 is part of a middle school program, should include Item #6g6h. Districts that offer mental health instruction to any

other elementary grade level(s) or for which grade 6 is not part of the middle school program, may delete or revise Item #6g6h, as appropriate.

Education Code 51929 requires the California Department of Education (CDE) to develop a plan to expand mental health instruction, and has created a webinar, "Student Mental Health Education Implementation: Why, What & How," available on its website.

- g. h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
 - i. Defining the signs and symptoms of common mental health challenges
 - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
 - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
 - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
 - v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
 - vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
 - vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

- 7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

CSBA NOTE: Item #8 below is optional. Education Code 51210.5 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed in ~~items~~ Items #1-7 above. Pursuant to Education Code 51210.5, such instruction may include personal testimony in the form of oral or video histories that illustrate the economic and cultural effects of violence within a city, the state, and the country. See For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.

- 8. Violence awareness and prevention

CSBA NOTE: Optional ~~item~~ Item #9 below is not required by state law but is a highly recommended component of school-to-career instruction.

- 9. Career awareness exploration

Grades 7-12

CSBA NOTE: Items #1-~~11~~ 14 below are areas of study required by law for grades 7-12. The Board may add other studies to this list.

Courses of study for grades 7-12 shall include the following:

- 1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:

CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which, as amended by AB 1078, includes people of all genders (formerly "men and women"), Latino Americans (formerly "Mexican, LGBTQ+ Americans"), LGBTQ Americans (formerly "lesbian, gay, bisexual, and transgender Americans"), and members of other ethnic, religious, cultural, and socioeconomic status groups (formerly "ethnic and cultural"). The complete list required by Education Code 51204.5, as amended by AB 1078, is reflected below:

Additionally, Education Code 60040, which requires the Board to only adopt instructional materials that in its determination accurately portray the cultural and racial diversity of our society, was amended by AB 1078 to mirror the changes made to Education Code 51204.5, explained above.

- i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)

CSBA NOTE: Education Code 51221.3 and 51221.4 encourage, but do not require, instruction on the topics described in optional subitems ~~2~~(~~Items #2~~)-(4)(a)(ii)-(iv) below. These items may be modified or deleted to reflect district practice.

For districts that choose to offer such instruction, Education Code 51221.3 and 51221.4 encourage that a component be drawn from personal testimony, especially in the form of oral or video history. If oral histories are used, they must conform to the requirements of Education Code 51221.3 and 51221.4. See [For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.](#)

- ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

[CSBA NOTE: Pursuant to Education Code 33540.2, CDE has posted on its "Model Curricula and Curriculum Guides" webpage, model curriculum regarding the Vietnamese American refugee experience that includes the period from the Vietnam War and the Fall of Saigon in 1975 to the year 2000.](#)

- iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
- iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

CSBA NOTE: The following optional paragraph is for use by districts that offer a teen court or peer court program.

This course may include participation in a teen court or peer court program.
(Education Code 51220.2)

CSBA NOTE: Pursuant to Education Code 49110.5, all public high schools are required to observe the week that includes April 28 as "Workplace Readiness Week" by providing information to students on their rights as workers, including specified topics. For students in grades 11 and 12, the "Workplace Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework, but may also include special events after regular school hours. For more information on "Workplace Readiness Week," see BP 6142.94 – History-Social Science Instruction.

- c. The development of the American economic system, including the role of the entrepreneur and labor

CSBA NOTE: The following item is required pursuant to Education Code 51220, as amended by AB 1871 (Ch. 810, Statutes of 2024).

d. Personal financial literacy

- d. e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

- e. f. Eastern and western cultures and civilizations

CSBA NOTE: Pursuant to Education Code 51220, instruction related to human rights issues, as provided in Item #2f2g below, may include the study of the Armenian genocide. Education Code 51226.3 encourages the incorporation of oral testimony into instruction in human rights, the Holocaust, and genocide, including the Armenian, Cambodian, Darfur, and Rwandan genocides. In accordance with Education Code 33540.4, model curriculum related to Cambodian American history and heritage is available on CDE's, "Model Curricula and Curriculum Guides," webpage.

Education Code 51221.1, as added by SB 1277 (Ch. 890, Statutes of 2024), created the California Teachers Collaborative for Holocaust and Genocide Education, which established a statewide teacher professional development program on genocide, including the Holocaust, to ensure that genocide education is taught consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the State Board of Education (SBE), and in ways that are interdisciplinary and age-appropriate to students of different grade levels. Additionally, pursuant to Education Code 51221.2, as added by SB 472 (Ch. 761, Statutes of 2025), CDE is required to establish a grant program for direct allocations to districts to enable them provide resources and opportunities and professional development for Holocaust and genocide education. In addition, Education Code 51221.2 requires CDE to provide to districts serving students in grades 7-12, a notice clarifying the requirements of Education Code 51220 as related to the understanding of human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust.

- f. g. _____ Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust (Education Code 51221.2, 51226.3)

CSBA NOTE: Education Code 51220, as amended by AB 1821, requires, to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era for grades 7-12, to include the treatment and perspectives of Native Americans during those periods.

Pursuant to Education Code 51226.3, as amended by AB 1821, when SBE adopts new history-social science instructional materials, the Instructional Quality Commission (IQC) is required to consider including content on the treatment and perspectives of Native Americans during the periods of the Spanish colonization of California and the Gold Rush Era.

- h. To the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods

- ~~g.~~ i. _____ Contemporary issues

3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

CSBA NOTE: Pursuant to Education Code 33547.5, as amended by SB 1410 (Ch. 476, Statutes of 2024), the IQC is required to consider including in the mathematics curriculum framework that students in grade 8 be offered the opportunity to take an Algebra I or Mathematics I course that is aligned to the content standards adopted by SBE.]

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

CSBA NOTE: Education Code 51934 requires that students be provided comprehensive sexual health and HIV prevention instruction at least once in middle school or junior high school and at least once in high school. See For components of such instruction and required opt-out procedures, see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction for required components of such instruction.

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades ~~K~~kindergarten-12. Districts may revise ~~item~~Item #11 below to indicate topics that will be addressed in grades 7-12.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation; For more information regarding high school graduation requirements, see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51225.6, such districts are required to include instruction in performing compression-only cardiopulmonary resuscitation (CPR), as described below. Such instruction must be based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR, such as those developed by the American Heart Association or the

American Red Cross, and must include hands-on practice in compression-only CPR. On its website, CDE provides guidance on how to implement this requirement.

Education Code 51225.6 also encourages districts to provide students with general information on the use and importance of an automated external defibrillator.

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following two items are optional pursuant to Education Code 51202.

- f. Prenatal care for pregnant individuals
- g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to high school students to include mental health instruction, as specified in Item #11h. Districts that offer a health education course to high school students should include Item #11h, and may be deleted or revised by districts that do not offer such a course.

Pursuant to Education Code 51929 ~~requires~~, CDE ~~to develop~~ has developed a plan to expand mental health instruction, and ~~has created a webinar, "Student posted, "Education Code 51925: Mental Health Instruction Expansion Education Implementation: Why, What & How," available~~ Plan, on its website.

- h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
 - i. Defining the signs and symptoms of common mental health challenges
 - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges

- iii: Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
- iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
- v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
- vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
- vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

1. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
2. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
3. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
4. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation. Beginning with the 2026-27 school year, Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), requires such districts to include instruction in the dangers associated with fentanyl use in such a course. For more information regarding health education, see AR 6142.8 – Comprehensive Health Education.]

viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

CSBA NOTE: Item #12 is optional. Education Code 51220.3 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed above for grades 7-12.

12. Violence awareness and prevention

CSBA NOTE: Pursuant to Education Code 51226.7, the State Board of Education (SBE) has adopted a model curriculum in ethnic studies upon which districts may offer an elective course in social sciences or English language arts in at least one year during grades 9-12.

Subject to funding in the annual Budget Act or other statute, Education Code 51225.3 requires a one-semester course in ethnic studies for high school graduation beginning with students who graduate in the 2029-30 school year. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #13 accordingly. A student who completes a course in ethnic studies will also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for graduation.

Item #13 is currently optional, but, if conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified, beginning in the 2025-26 school year.

13. Ethnic studies

Commencing in the 2025-26 school year, the district shall offer a oneA one-semester course in Ethnic studies, which may be any one of the following: (Education Code 51225.3)

- a. A course based on the model curriculum developed pursuant to Education Code 51226.7
- b. An existing ethnic studies course
- c. An ethnic studies course taught as part of a course that has been approved as meeting the University of California (UC)/California State University (CSU) A-G requirements

CSBA NOTE: Even though there is a model ethnic studies curriculum developed by IQC and adopted by SBE as described above, districts may locally develop an ethnic studies course pursuant to Education Code 51225.3. Education Code 51225.3 expresses legislative intent that boards choosing to locally develop an ethnic studies course not use portions of the draft model curriculum that were not adopted by IQC due to concerns related to bias, bigotry, and discrimination.]

d. A locally developed ethnic studies course approved by the Governing Board

Such a course shall first be presented at an open Board meeting, and approved only after a subsequent open Board meeting at which the public has had the opportunity to express its views on the proposed course

For the courses described in Items #13a-d above, the curriculum, instruction, and instructional materials shall: (Education Code 51225.3)

- (i) Be appropriate for use with students of all races, religious, nationalities, genders, sexual orientation, and diverse ethnic and cultural backgrounds, students with disabilities, and English learners
- (ii) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons based on any category protected by Education Code 220
- (iii) Not teach or promote religious doctrine

CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3, authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, IQC is required to develop and recommend to SBE a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.

14. Commencing in the 2027-28 school year, a separate, stand-alone one-semester course in personal finance (Education Code 51225.3)

CSBA NOTE: Education Code 51220.5 requires the equivalent content of a one-semester course in parenting skills and education in grade 7 and/or 8, subject to funding which was not subsequently appropriated; thus the following paragraph is currently optional.

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

CSBA NOTE: The following paragraph is for use by districts that maintain high schools.

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Certification of College Preparatory Courses

CSBA NOTE: The following optional section is for use by districts that maintain grades 9-12 and may be revised to reflect district practice. Among the criteria for admission to the University of California (UC) or California State University (CSU) system is a requirement that students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. The district or school should develop course descriptions using the templates provided by UC and submit them through UC's online system.

Education Code 51225.37 encourages districts that offer world language courses specifically designed for native speakers to submit those courses to UC for certification and addition to the school's "A-G" course list.

The following paragraph may be revised to reflect the position in the district or school(s) that is responsible for submitting and updating "A-G" courses.

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

Notification and Information Sharing Related to Students in Grades 9-12

CSBA NOTE: The following section is for use by districts that maintain grades 9-12.

At the beginning of each school year, the Superintendent or designee shall provide, as part of the annual notification required pursuant to Education Code 48980, written notice to

parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU

CSBA NOTE: The UC maintains a searchable website that lists certified "A-G" courses for all regular California public high schools.

2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of CDE's website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

CSBA NOTE: Items #6-7 were added to the list of required information to be provided to parents/guardians pursuant to Education Code 51229, as amended by SB 153 (Ch. 38, Statutes of 2024).

6. A separate and distinct disclosure, in accordance with 20 USC 1232g, the federal Family Education Rights and Privacy Act of 1974 (FERPA), that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning
7. Contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements

CSBA NOTE: Pursuant to Education Code 60900, as amended by SB 153, districts are required to, on or before January 1, 2026, enter into a data sharing agreement with the California College Guidance Initiative (CCGI), and by June 30, 2026, submit data for students in grades 9-12, as specified. Pursuant to Education Code 60900 and 60900.5, as amended by SB 153, CDE also shares specified data with CCGI. The district is required to include in the annual notification to parents/guardians a distinct notification that data may be shared with CCGI for specific purposes; see AR 5125 – Student Records and E(1) 5145.6 – Parent/Guardian Notifications.

In order to provide data needed to improve student achievement and accomplish other specified goals, the Superintendent or designee shall submit student transcript information for grades 9-12 students to CCGI and shall comply with other program requirements specified in Education Code 60900.5. (Education Code 60900)

CSBA NOTE: Education Code 51225.8 requires districts to provide specified information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California

Dream Act Application (CADAA), as appropriate, at least once before grade 12. At the district's discretion, the information provided may be disseminated through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

CSBA NOTE: Pursuant to Education Code 51225.8, as amended by SB 153, districts are required to advise students in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. The district may disseminate the information provided through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall advise each student in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. (Education Code 51225.8)

Financial Aid Requirements for Students in Grade 12

CSBA NOTE: Pursuant to Education Code 51225.7, the district is required to confirm that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education and/or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless there is an exception as specified below. To enable educators to ensure that each student has successfully completed and submitted a FAFSA or CADAA, Education Code 51225.7, as amended by SB 114 (Ch. 48, Statutes of 2023), requires CSAC to provide data to the California College Guidance Initiative **CCGI** to inform reports available through CaliforniaColleges.edu.

Pursuant to Education Code 51225.7, CSAC adopted regulations, available on its website, that include model opt-out forms and acceptable use policies for the purpose of providing guidance on the protection of student and parent/guardian data.

The California Student Opportunity and Access Program (Cal-SOAP) is a CSAC outreach program that seeks to improve access to postsecondary education and financial aid for low-income and first-generation students in underserved regions by providing students and parents/guardians with guidance on financial aid and college admissions to make higher education accessible and affordable. CSAC's website includes toolkits available for school staff who support students in their financial aid process, including applying for the FAFSA and CADAA.

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from

completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf and notify the student's parent/guardian of the student's exemption

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 2165 (Ch. 702, Statutes of 2024), the district is required to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a FAFSA or CADAA.

Before a student or the student's parent/guardian is exempted from the requirement to complete the FAFSA or CADAA, the district shall provide a student and the student's parent/guardian with the following information: (Education Code 51225.7)

1. The purposes and benefits of the FAFSA or CADAA, which include consideration for financial aid
2. The consequences of not completing and submitting a FAFSA or CADAA
3. The option to complete a FAFSA or CADAA after an opt-out form has been submitted

The information provided in Items #1-3 above shall be provided: (Education Code 51225.7)

1. To the student through a meeting between a school counselor and the student or, if no school counselor is employed at the school, between the student and other school staff, through written material, or by other means of communication
2. To the student's parent/guardian, or the student when required, and shall include notification of the date by which the student will be opted out by the district if no action is taken

This notice shall be provided with sufficient time for the student or parent/guardian to act before the district opts out the student.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, ~~be~~is directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act FERPA and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 123 (Ch. 9, Statutes of 2025), beginning with the 2025-26 school year, the Board is required to provide each student and student's parent/guardian with information about, and potential eligibility for, the California Kids Investment and Development Program.

The Superintendent or designee shall provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program. (Education Code 51225.7)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	Automobile driver education
5 CCR 10040-10043	Automobile driver training
5 CCR 10060	Criteria for high school physical education programs
5 CCR 430-438	Individual student records
5 CCR 4940	Nondiscrimination; course access
Ed. Code 200- <u>262.4</u>	<u>Equal rights and opportunities in state educational institutions</u> <u>Prohibition of discrimination</u>
Ed. Code 220	<u>Prohibition of discrimination</u>
Ed. Code 234.1	<u>Student protections relating to discrimination, harassment, intimidation, and bullying</u>
Ed. Code 234.7	<u>Student protections relating to immigration and citizenship status</u>
Ed. Code 242	<u>Access to information about educational laws and policies regarding right to accurate and inclusive curriculum</u>
Ed. Code 33319.3	Driver education; CDE materials on road rage
Ed. Code 33540	Standards for government and civics instruction
<u>Ed. Code 33540.2</u>	<u>Model curriculum related to Vietnamese American refugee experience</u>
<u>Ed. Code 33540.4</u>	<u>Model curriculum related to Cambodian American history and heritage</u>
<u>Ed. Code 33547.5</u>	<u>Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8</u>
<u>Ed. Code 33548</u>	<u>Media literacy and artificial intelligence literacy curriculum frameworks</u>
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49060-49079	Student records

<u>Ed. Code 49110.5</u>	<u>Workplace readiness week</u>
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51203	Instruction on alcohol, narcotics and dangerous drugs
Ed. Code 51204	Course of study designed for student's needs
Ed. Code 51204.5	History of California; contributions of specified groups
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
<u>Ed. Code 51221.1</u>	<u>California Teachers Collaborative for Holocaust and Genocide Education</u>
<u>Ed. Code 51221.2</u>	<u>Holocaust and genocide education; notice, survey, and grant program</u>
Ed. Code 51225.3	High school graduation requirements
<u>Ed. Code 51225.38</u>	<u>Health education; fentanyl instruction</u>
<u>Ed. Code 51225.7-51225.8</u>	<u>Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application</u>
<u>Ed. Code 51226.3</u>	<u>Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust</u>
Ed. Code 51226.7	Model curriculum in ethnic studies
<u>Ed. Code 51226.8</u>	<u>Personal finance course; curriculum guide and resources</u>
<u>Ed. Code 51229</u>	<u>Notifications related to college admissions and career technical education</u>
Ed. Code 51241	Temporary two-year or permanent exemption from physical education
Ed. Code 51501	Nondiscriminatory subject matter
Ed. Code 51911-51921	Comprehensive health education
Ed. Code 51925-51929	Mandatory mental health education and in-service training
Ed. Code 51930-51939	California Healthy Youth Act
Ed. Code 51940	Curriculum for brain and spinal cord injury prevention
Ed. Code 60040-60052	Requirements for instructional materials
<u>Ed. Code 60900-60901</u>	<u>California Longitudinal Pupil Achievement Data System</u>
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
<u>Ed. Code 69560-69566</u>	<u>California Student Opportunity and Access Program</u>
Gov. Code 11135	Prohibition of discrimination

Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 17581.6	Reimbursement of state mandates; block grants
Gov. Code 7282-7282.5	Standards for responding to U.S. Immigration and Customs enforcement holds
Gov. Code 7283-7283.2	Standards for participation in U.S. Immigration and Customs enforcement programs
Gov. Code 7284-7284.12	Cooperation with immigration authorities
H&S Code 11032	Definition of dangerous drugs
Pen. Code 422.55	Definition of hate crime
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
34 CFR 99.1-99.67	Family Educational Rights and Privacy
Management Resources	Description
Court Case	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Court Case	Westminster School District of Orange County v. Mendez (1947) 161 F.2d 774
California Department of Education Publication	Education Code 51925: Mental Health Instruction Expansion Education Plan, rev. March 2024 (https://www.cde.ca.gov/ls/mh/documents/mentalhealth.docx)
U.S. DOE, Office for Civil Rights California Attorney General Publication	Dear Colleague Letter: Race and School Programming, August 2023 Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books (https://oag.ca.gov/system/files/attachments/press-docs/Legal%20Alert%20Re%20Inclusive%20Curricula.1.9.24.1157C LEAN.pdf)
CSBA Publication	Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities, February 2024 (https://csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/2024-REPD-instructional-materials-brief)
CSBA Publication	Fact Sheet: Instructional Materials Adoption: Local governing board responsibilities, February 2024 (https://www.csba.org/-/media/FactSheet_IM-LocalRoles-REPD_07-2024)
Website	California Student Opportunity and Access Program (https://www.csac.ca.gov/california-student-opportunity-and-access-program-cal-soap)

<u>Website</u>	<u>California College Guidance Initiative (http://cacollegeguidance.org/)</u>
<u>Website</u>	<u>California Kids Investment and Development Savings Program (https://calkids.org/)</u>
Website	Instructional Quality Commission
Website	American Red Cross, Hands-Only CPR Training
Website	CSBA District and County Office of Education Legal Services
Website	Federal Student Aid
Website	American Heart Association
Website	California Student Aid Commission
Website	University of California, A-G Course Submissions
Website	University of California, List of Approved A-G Courses
Website	California State University, Admission Requirements
Website	California Career Resource Network
Website	Department of Justice
Website	California Colleges.edu
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records

1340	Access To District Records
3270	Sale And Disposal Of Books, Equipment And Supplies
3270	Sale And Disposal Of Books, Equipment And Supplies
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
5022	Student And Family Privacy Rights
5022	Student And Family Privacy Rights
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131.6	Alcohol And Other Drugs
5131.6	Alcohol And Other Drugs
5138	Conflict Resolution/Peer Mediation
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.5	Mental Health
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
<u>5145.7</u>	<u>Sexual Harassment</u>
<u>5145.7</u>	<u>Sexual Harassment</u>
5146	Married/Pregnant/Parenting Students
6000	Concepts And Roles
6011	Academic Standards
6115	Ceremonies And Observances

6115	Ceremonies And Observances
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6141.2	Recognition Of Religious Beliefs And Customs
6141.2	Recognition Of Religious Beliefs And Customs
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.2	World Language Instruction
6142.3	Civic Education
6142.4	Service Learning/Community Service Classes
6142.5	Environmental Education
6142.6	Visual And Performing Arts Education
6142.7	Physical Education And Activity
6142.7	Physical Education And Activity
6142.8	Comprehensive Health Education
6142.8	Comprehensive Health Education
6142.91	Reading/Language Arts Instruction
6142.92	Mathematics Instruction
6142.93	Science Instruction
6142.94	History-Social Science Instruction
6144	Controversial Issues
6145	Extracurricular And Cocurricular Activities
6145	Extracurricular And Cocurricular Activities
6145.8	Assemblies And Special Events
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.3	Reciprocity Of Academic Credit

6146.3	Reciprocity Of Academic Credit
6146.5	Elementary/Middle School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6155	Challenging Courses By Examination
6155	Challenging Courses By Examination
6158	Independent Study
6158	Independent Study
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6172.1	Concurrent Enrollment In College Classes
6172.1	Concurrent Enrollment In College Classes
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.3	Education For Juvenile Court School Students
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education

6178.1	Work-Based Learning
6178.1	Work-Based Learning
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6184	Continuation Education
6184	Continuation Education

CSBA Sample District Policy Manual
CSBA Policy Management Console

Policy 6146.2: Certificate Of Proficiency/High School Equivalency

Status: ADOPTED

Original Adopted Date: 09/01/1987 11/01/25 | **Last Revised Date:** 12/01/2020 | **Last Reviewed Date:** 12/01/2020 11/01/25

CSBA NOTE: The following Board policy is for use by districts that maintain grades 9-12.

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows the student to obtain an equivalent certificate.

Eligible persons who pass the California High School Proficiency Examination may obtain a certificate of proficiency from the State Board of Education (SBE). Eligible persons who pass a general educational development test designated by the SBE may obtain a high school equivalency certificate from the testing service.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status. (Education Code 48412; 5 CCR 11524-11526, 11533-11534.1)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11520-11523	<u>Proficiency examination and certificate</u>
5 CCR 11530-11532	<u>High school equivalency certificate</u>
Ed. Code 48400-48403	<u>Compulsory continuation education</u>
Ed. Code 48410	<u>Exemption from continuation education</u>
Ed. Code 48412	<u>Certificate of proficiency</u>
Ed. Code 48413	<u>Enrollment in continuation classes</u>
Ed. Code 48414	<u>Reenrollment in district</u>

Ed-Code-51420-51427
Ed-Code-52052

High-school-equivalency-certificates
Accountability-numerically-significant-student
subgroups

Management Resources

Website

Description
CSBA-District-and-County-Office-of-Education-Legal
Services

Website

High-School-Equivalency-Test

Website

General-Educational-Development-Test

Website

California-High-School-Proficiency-Examination

Website

California-Department-of-Education-High-School
Equivalency-Tests

Website

California-Department-of-Education-California-High
School-Proficiency-Examination

Cross-References

Code

4112.2

Description
Certification

4112.2

Certification

5112.1

Exemptions-From-Attendance

5112.1

Exemptions-From-Attendance

5113.2

Work-Permits

5113.2

Work-Permits

5125

Student-Records

5125

Student-Records

5145.6

Parent/Guardian-Notifications

5145.6-E(4)

Parent/Guardian-Notifications

5147

Dropout-Prevention

6146.1

High-School-Graduation-Requirements

6146.11

Alternative-Credits-Toward-Graduation

6146.11

Alternative-Credits-Toward-Graduation

6146.3

Reciprocity-Of-Academic-Credit

6146.3

Reciprocity-Of-Academic-Credit

6164.2	Guidance/Counseling Services
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education

Regulation 6146.2: Certificate Of Proficiency/High School Equivalency Status: ADOPTED

Original Adopted Date: 11/01/2007 | Last Revised Date: 12/11/01/20202025 | Last Reviewed
Date: 12/11/01/20202025

Certificate of Proficiency

CSBA NOTE: The following administrative regulation is for use by districts that maintain grades 9-12.

CSBA NOTE: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass the California High School Proficiency Examination (CHSPEProgram (CPP) established by the California Department of Education (CDE) to assess proficiency in reading, writing, and mathematics skills. A list of test centers and testing dates is available on the CHSPE web site. As amended by SB 820 (Ch. 110, Statutes of 2020), CPP website. Education Code 48412 requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester. The CDE will keepkeeps a permanent record of the issuance of all certificates.

Pursuant to 5 CCR 11523 requires, the Superintendent is obligated to require the principal of each high school to distribute information about the exam to students in grades 11-12. A flyer that may be used for this purpose is available on CDE's web site in both English and Spanish. At their discretion, districts may revise the following paragraph to require distribution of such information to students in grade 10.

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California High School Proficiency Examination (CHSPEProgram (CPP). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

CSBA NOTE: The following optional paragraph reflects CHSPE's Frequently Asked QuestionsCPP information on CDE's web sitewebsite.

The principal also shall adviseAdditionally, students may be advised that the certificate of proficiency awarded upon passing the CHSPE, whileCPP is equivalent to a high school diploma; is not. However, once the equivalent of completing all coursework required forstudent has taken the CPP, passed the language arts and mathematics subtests and exited high school graduation and therefore students should contact the admissions office of the college or university, they are interestedmay choose to take the remaining High School Equivalency Test (HiSET)-Equivalency subtests in attending to determine ifscience and social studies to earn their California High School Equivalency Certificate, which provides more opportunities than the certificate satisfies college admission requirements.of proficiency does alone.

A student may take the CHSPECPP if the student meets one of the following conditions:
(Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPEnext CPP will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

CSBA NOTE: Pursuant to 5 CCR 11522, the district must develop a consent form that may be used by persons receiving the certificate of proficiency to be exempted from compulsory school attendance. See the accompanying exhibit for a sample consent form.

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a Any student age, 16- or 17-years of age, who terminates enrollment after receiving the high school certificate of proficiency certificate, the student may re-enroll in the district. If the student If enrollment is subsequently terminates enrollment terminated again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate

CSBA NOTE: Education Code 51420-51427 provide that persons may be awarded the California High School Equivalency Certificate by taking a general educational development test and receiving a score that is at least as high as that determined by SBE to be equal to the standard of performance expected from high school graduates. **As of January 1, 2020**, SBE has approved the use of two tests for this purpose: (1) the General Educational Development (GED) test adopted by the General Educational Development Testing Service and (2) the High School Equivalency Test (HiSET) provided by the Educational Testing Service.

An eligible person may earn Obtaining a high school equivalency certificate by requires passing of a general educational development test designated by the State Board of Education pursuant to

Education Code 51420, including the General Educational Development (GED) test or the High School Equivalency Test (HiSET).

Any person is eligible to take.

Anyone taking a test leading to a high school equivalency certificate if the person is required to be a resident of California or a member of the armed forces assigned to duty in California and meetsmeet any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or is within 60 days of the person's 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when the person wouldWould have graduated from high school had the person remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
3. 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's state standards aligned instructional program which is aligned to state standards, offers the opportunity for completion of the requirements for a high school diploma; and provides services for at least one year of instruction or instruction followed by services related to the academic program

Policy Reference UPDATE Service

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State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532.5	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education

Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups
Management Resources	Description
Website	CSBA District and County Office of Education Legal Services
Website	High School Equivalency Test
Website	General Educational Development Test
Website	California High School Proficiency Examination (https://hiset.org/)
Website	California Department of Education, High School Equivalency Tests
Website	California Department of Education, California High School Proficiency Examination Proficiency Program (https://www.cde.ca.gov/ta/tg/cp.asp)
Website	California Department of Education, California High School Equivalency FAQ (https://www.cde.ca.gov/ta/tg/gd/)

Cross References

Code	Description
4112.2	Certification
4112.2	Certification
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5113.2	Work Permits
5113.2	Work Permits
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention

6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6164.2	Guidance/Counseling Services
6178	Career Technical Education
6178	Career Technical Education
6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education

Exhibit 6146.2-E(1): Certificate Of Proficiency/High School Equivalency Status: ADOPTED

Original Adopted Date: 12/01/2020 | Last Revised Date: 11/01/2025 | Last Reviewed Date:
12/11/01/2020 2025

CSBA NOTE: The following exhibit is for use by districts that maintain grades 9-12. Pursuant to Education Code 48410, any student who passes the California High School Proficiency Examination Program and receives a certificate of proficiency may be exempted from compulsory school attendance upon request by the student and, if the student is under age 18 years, with the consent of the student's parent/guardian. 5 CCR 11522 requires the district to develop a consent form for this purpose. The following exhibit may be revised to reflect district practice.

**NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A
CERTIFICATE OF PROFICIENCY**

Notice of Student Rights: Students who pass the California High School Proficiency Examination (CHSPE) Program and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school after receiving on the basis that the student received a Certificate of Proficiency and is under 18 years of age, the student may later decide to re-enroll in the district with no adverse consequences. In this case if the student is under 18 years of age. However, the student may be required to meet new or additional requirements established since the student was previously enrolled. If the student disenrolled. Additionally, if after re-enrolls and enrolling the student then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: _____ Date: _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ Date: _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ Date: _____

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State

5 CCR 11520-11523

5 CCR 11530-11532.5

Ed. Code 48400-48403

Ed. Code 48410

Ed. Code 48412

Ed. Code 48413

Ed. Code 48414

Ed. Code 51420-51427

Ed. Code 52052

Management Resources

Website

Website

Description

Proficiency examination and certificate

High school equivalency certificate

Compulsory continuation education

Exemption from continuation education

Certificate of proficiency

Enrollment in continuation classes

Reenrollment in district

High school equivalency certificates

Accountability; numerically significant student subgroups

Description

CSBA District and County Office of Education Legal Services

High School Equivalency Test

Website	General Educational Development Test
Website	California High School Proficiency Examination (https://hiset.org/)
Website	California Department of Education, High School Equivalency Tests
Website	California Department of Education, California High School Proficiency Examination Proficiency Program (https://www.cde.ca.gov/ta/tg/cp.asp)
<u>Website</u>	<u>California Department of Education, California High School Equivalency FAQ</u> (https://www.cde.ca.gov/ta/tg/gd/)

Cross References

Code	Description
4112.2	Certification
4112.2	Certification
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5113.2	Work Permits
5113.2	Work Permits
5125	Student Records
5125	Student Records
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6146.1	High School Graduation Requirements
6146.11	Alternative Credits Toward Graduation
6146.11	Alternative Credits Toward Graduation
6146.3	Reciprocity Of Academic Credit
6146.3	Reciprocity Of Academic Credit
6164.2	Guidance/Counseling Services
6178	Career Technical Education
6178	Career Technical Education

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated CSBA Recommend policies and procedures Section 7000 Concepts and Roles and BP 7131 Relations with local agencies

EXPLANATORY STATEMENT:

Board Policy 7000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that, in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

Board Policy 7131 - Relations with Local Agencies

Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated CSBA Recommend policies and procedures Section 7000 Concepts and Roles and BP 7131 Relations with local agencies

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Policy 7000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 09/01/1988 | Last Revised Date: 02~~11~~/01/1996~~2025~~ | Last Reviewed Date: 02~~11~~/01/1996~~2025~~

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program: and align with the needs of the district. The Board shall endeavor to make the provision of adequate provide and maintain high-quality school facilities a ~~priority in the district.~~ that support the district's educational program. Because the schools serve as a focal point for the community, the Board shall also strive to ensure that provide district facilities fit harmoniously and attractively into their that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs. ~~The~~ As part of its intent to make use of each facility, the Board shall strive to ~~have~~ recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in ~~place~~ accordance with Board Policy 7110 – Facilities Master Plan, and regularly ~~reviewed~~ review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
5. ~~6.~~ Approve the selection of architects and structural engineers
6. ~~7.~~ Award contracts for design and construction
7. ~~Name schools and individual buildings~~

6184	Continuation Education
6184	Continuation Education
6200	Adult Education
6200	Adult Education

8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 – Use of School Facilities

9. Consider the use of district property for workforce housing

8. 10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term ~~facility~~facilities needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and ~~award~~awarding of contracts
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition
5 CCR 14030	Preliminary procedure, planning, and approval of school facilities
5 CCR 14031-14032	Submissions to bureau of school facilities planning; approval
Ed. Code 17210-17224	School Sites; general provisions
Ed. Code 17260-17268	Plans and specifications for school facilities
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17340-17343	Building of schoolhouses
Ed. Code 17350-17360	Factory-built school buildings
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 17400-17429	Leasing of school buildings

[Ed. Code 17515-17526](#)

[Ed. Code 17527-17535](#)

[Ed. Code 38130-38139](#)

Management Resources

Website

[Joint occupancy](#)

[Joint use](#)

[Civic Center Act](#)

Description

CSBA District and County Office of Education Legal Services

Cross References

Code

0440

[1330](#)

1330.1

3311

3311

3311.1

3311.1

3311.2

3311.3

3470

7110

7111

7131

7140

7140

7150

7150

7210

7310

9000

Description

District Technology Plan

[Use of School Facilities](#)

Joint Use Agreements

Bids

Bids

Uniform Public Construction Cost Accounting Procedures

Uniform Public Construction Cost Accounting Procedures

Lease-Leaseback Contracts

Design-Build Contracts

Debt Issuance And Management

Facilities Master Plan

Evaluating Existing Buildings

Relations With Local Agencies

Architectural And Engineering Services

Architectural And Engineering Services

Site Selection And Development

Site Selection And Development

Facilities Financing

Naming Of Facility

Role Of The Board

CSBA Sample District Policy Manual
CSBA Policy Management Console

Policy 7131: Relations With Local Agencies

Status: ADOPTED

Original Adopted Date: 02/01/1996 | **Last Revised Date:** 11/01/2004~~2025~~ | **Last Reviewed**
Date: 11/01/2004~~2025~~

CSBA NOTE: Education Code 35275 requires the Board to meet with local park and recreation authorities to coordinate planning, design and construction of new school facilities and school sites or major additions to existing school facilities and recreation and park facilities; see AR 7150 - Site Selection and Development. In addition, Government Code 65352.2, as added by AB 1367 (Ch. 396, Statutes of 2001), encourages collaboration between districts and cities and counties by authorizing meetings between those agencies to discuss methods of coordinating planning, design and construction of facilities.

CSBA NOTE: The following optional Board policy may be revised to reflect district practice. Districts are generally authorized to cooperate and/or coordinate their activities or services with other local agencies, including cities, counties, and special districts, as necessary to maximize efficient use of resources.

The Governing Board recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and ~~whenever~~shall utilize the expertise and resources of ~~these~~such agencies ~~can assist~~ when useful to the district in the planning, design, and construction of facilities.

CSBA NOTE: Education Code 35275 requires the Governing Board to meet with local park and recreation authorities to coordinate the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities. For more information regarding the site selection and development process, see AR 7150 - Site Selection and Development. Additionally, Government Code 65352.2 encourages collaboration between districts, cities, and counties by authorizing meetings between those agencies to discuss methods of coordinating the planning, design, and construction of facilities.]

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Following Upon receiving notification by a city or county of proposed action to adopt or substantially revise a city of county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

CSBA NOTE: Government Code 65995, as amended by SB 50 (Ch. 407, Statutes of 1998) essentially repeals, until 2006, the Mira/Hart/Murrietta line of case law which had granted cities or counties the authority to deny development projects based on a determination as to whether the schools were adequate to meet the demands created by the development. Although that authority has been repealed, districts may still wish to encourage cities/counties to include language in the city/county general plan regarding adequacy of school facilities so that the language is in place upon the expiration of SB 50's restrictions. The following paragraphs are optional.

CSBA NOTE: Because new developments could impact the adequacy of school facilities to support student population, the district should maintain regular communication with city/county planning officials to ensure that considerations of adequacy of school facilities and other public facilities essential to development are included in city/county planning. Without this, the district may lack necessary funds to provide adequate school facilities, since the imposition of any fee, charge, or other requirement for the construction or reconstruction of school facilities is prohibited pursuant to Government Code 65995, unless it is a school impact fee specifically authorized by Education Code 17620.

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

CSBA NOTE: For new residential development, Government Code 65971 requires the Board, upon making the findings a finding described below by clear and convincing evidence, to notify the city council or board of supervisors of the city or county in which the district is located. If the city council or board of supervisors concurs in these findings, such finding. Government Code 65972 requires that the development be denied unless specific overriding factors exist or the city or county, by ordinance and as a condition of approval, imposes specific land and/or fee requirements on the developer to fund interim classroom facilities. Although Government Code 65972 and 65972 may have been preempted by the provisions, or specific overriding factors exist which, in SB 50, it the judgment of the city or county, justify approval of the development. It is recommended that, if the conditions exist, districts make the findings below and with questions about requiring developer land dedication or levying fees consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

~~The~~In order to adequately mitigate the additional students generated by new development within the district, the Board shall notify the city council or county board of supervisors whenever it ~~finds~~may make a finding, based on clear and convincing evidence: that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions
2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

The above notice shall specify the mitigation measures considered by the district and Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

CSBA NOTE: Government Code 53094 has long authorized authorizes Boards to render, by a 2/3 vote of its members, a city or county zoning ordinance inapplicable to a proposed use of property by the district, as long as the proposed use of the property is for classroom excluding nonclassroom facilities. See E 9323.2 - Actions by the Board. However, (such as warehouses, administrative buildings, and automotive storage and repair buildings), as long as (1) the property lies within the geographical jurisdiction of the district in accordance with Government Code 53094, as amended by AB 1367 (Ch. 396, Statutes of 2001), now requires that, prior to taking such an action 53097.3, (2) if applicable, the district must notify notifies the city or county planning commission of the acquisition of a new school site (in accordance with Public Resources Code 21151.2), (3) if applicable, the district notifies the city or the adoption county planning commission or agency prior to completion of a facilities needs analysis or, master plan (, or other long-range plan that relates to the expansion of existing school sites or necessity to acquire new school sites in accordance with Government Code 65352.2), and (4) 2/3 of the Board's members vote in the affirmative. However, pursuant to Government Code 53097.3, a district may not render a city or county ordinance inapplicable to a charter school facility unless that facility is physically located within the geographical jurisdiction of the district. For more information on Board action to render a zoning ordinance inapplicable, see E(1) 9323.2 - Actions by the Board.

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis or, facilities master plan, or other long-range plan; the acquisition of a school site, or, and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Government Code 65914.7 deems a housing development project to be an allowable use on any real property owned by a district if the housing development satisfies certain criteria. A housing

development that meets the requirements of Government Code 65914.7 is deemed consistent, compliant, and in conformity with local development standards, zoning codes or maps, and the general plan. Land used for the development of workforce housing in accordance with Government Code 65914.7 may be jointly used or jointly occupied by the district and any other party. For more information related to developing education workforce housing, see CSBA's, "Education Workforce Housing," available on its website.

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

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State	Description
14 CCR 15000-15285	Implementation of California Environmental Quality Act of 1970
5 CCR 14010	Procedure for site acquisition
Ed. Code 17280-17317	Building approvals
<u>Ed. Code 17620</u>	<u>Imposition of school impact fees on development</u>
Ed. Code 35275	New school planning; cooperation with recreation and park authorities
Gov. Code 53090-53097.5	Regulation of local agencies by counties and cities
Gov. Code 65300-65303.4	Authority for and scope of general plans
Gov. Code 65352.2	Communicating and coordinating of school sites
Gov. Code 65850-65863.11	Adoption of regulations
<u>Gov. Code 65914.7</u>	<u>Local educational agencies; housing development projects</u>
Gov. Code 65970-65981	School facilities
Gov. Code 65995-65998	Developer fees
Pub. Res. Code 21000-21177	California Environmental Quality Act of 1970

Management Resources

Website

Description

Education Workforce Housing

(<https://www.csba.org/GovernanceAndPolicyResources/Education-Workforce-Housing>)

Website	CSBA District and County Office of Education Legal Services
Website	Department of General Services, Office of Public School Construction
Website	California Department of Education, School Facilities

Cross References

Code	Description
1160	Political Processes
1330.1	Joint Use Agreements
3510	Green School Operations
3511.1	Integrated Waste Management
3511.1	Integrated Waste Management
7000	Concepts And Roles
7110	Facilities Master Plan
7150	Site Selection And Development
7150	Site Selection And Development
7210	Facilities Financing
7211	Developer Fees
7211	Developer Fees
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of updated CSBA Recommend Board Bylaw 9310 – Board Policy and Board Bylaw/Exhibits 9321 – Closed Session

EXPLANATORY STATEMENT:

Board Bylaw 9310 - Board Policies

Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

Board Bylaw 9321 - Closed Session

Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect **NEW ATTORNEY GENERAL OPINION** which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect **NEW LAW SB (1445, 2024)** which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect **NEW LAW AB (2715, 2024)** which authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

Exhibit(1) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Exhibit(2) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

STAFF MEMBERS INVOLVED:

Karen Medel, EAS and Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve updated CSBA Recommend Board Bylaw 9310 -- Board Policy and Board Bylaw/Exhibits 9321 – Closed Session

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

Bylaw 9310: Board Policies

Status: ADOPTED

Original Adopted Date: 06/01/1999 | Last Revised Date: 07/11/01/2018 2025 | Last Reviewed
Date: 07/11/01/2018 2025

CSBA NOTE: The following optional bylaw may be revised to reflect district practice.

Definitions

The Governing Board shall adopt written policies to convey its expectations for actions that will be taken are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in the district, district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and positions values to students, staff, parents/guardians, and the community.

The Board Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall ensure not be inconsistent with Board policies, are written rules that district policies implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

CSBA NOTE: State and federal laws mandate that districts develop policy or enact Board policies or administrative regulations on numerous topics, with certain Board policies or administrative regulations being mandated only if specific conditions apply. CSBA maintains a list of mandated policies and conditionally mandated Board policies and administrative regulations, and also indicates throughout in its sample policy manual instances where policy Board policies and administrative regulations when certain language is mandated: or conditionally mandated.

The Board recognizes the importance of maintaining a policy manual Board policies and administrative regulations that is are up to date and reflects reflect the mandates of law. Board policies are or administrative regulation shall be binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy; ~~bylaw~~, or administrative regulation, or any portion thereof, shall be

operative if it is found to be the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. If However, any portion of a Board policy is found to be invalid, that invalidity or administrative regulation so determined to be inoperative shall not affect the operability of other provisions of the Board policy.

Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings. or administrative regulation.

Board Policy Development and Adoption

CSBA NOTE: CSBA NOTE: In general, the process of policy review is not specified in state law. However, Education Code 35160.5 requires that district policies pertaining to intradistrict open enrollment and extracurricular/cocurricular activities be reviewed annually.

The following section describes the basic steps in the policy development process and may should be revised to reflect district practice. CSBA offers a variety of policy services designed to assist the governance team teams with this process, including review comprehensive reviews of district policy manuals, policies and policy development workshops for individual districts and consortia of districts, and manual maintenance services.

The Board shall review certain policies annually, as required by Education Code 35160.5. If no revisions are deemed necessary, the Board minutes shall nevertheless indicate that the review was conducted. Other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or district circumstances.

Policy Development and Adoption Process

CSBA NOTE: The following section describes the basic steps in the policy development process and may be revised to reflect district practice. CSBA offers a variety of policy services designed to assist the governance team with this process, including review of district policy manuals, policy development workshops for individual districts and consortia of districts, and manual maintenance services.

The district's policy development process The Board shall include regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

The following basic steps: shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new district vision statement, new goals in the local control and accountability plan, educational research or

trends; an incident that has arisen in the district; or a recommendation or request from staff, a parent/guardian; or other interested person: or revised Board policy

2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related district Board policies or administrative regulations, sample Board policies from the California School Boards Association or other organizations or agencies, legal advice, and other useful information and data to fully inform the Board about a particular issue.
3. The Board may hold agendize one or more discussions during or presentations with respect to the need for a public new or revised Board meeting to gain an understanding policy

As part of the issue those discussions or presentations, the Board may request additional information or research and may provide initial direction to the Superintendent or designee. The regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

CSBA NOTE: Once a new or revised Board policy is drafted, it is common for it to be agendized at two different meetings, with the first time (often referred to as the "first read") being for public input and Governing Board discussion may include, but not be limited to, community expectations, staff recommendations, and the expected impact of the policy on student learning, and well-being, equity, governance the second time (often referred to as the "second read") being for further discussion, if warranted, and the district's fiscal resources Board action. This approach is reflected in Item #4, below and operational efficiency. should be modified to reflect district practice.

4. The Board or Superintendent may request that legal counsel review the draft policy as appropriate.

CSBA NOTE: Most policies are given two readings at a public Board meeting. However, a second reading is generally not required by law so it may be waived by the Board. The following paragraph should be modified by districts that only require one reading of policies prior to adoption.

5. 4. The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting. At its second reading, the Board may take action on the proposed policy. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action

The Board may waive or modify any of the second reading or may require an additional reading if necessary: above requirements on a case-by-case basis.

Only All Board policies shall be formally adopted by a majority vote of the Board shall constitute official Board policy.

The district's policy development process may be revised or expanded as needed based on the issue being considered; the need for more information; or the desire to provide greater opportunities for consultation and public input.

Policies Board policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations. (Education Code 35010)

Bylaws governing Board operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of Board policy.

Administrative Regulations

The Superintendent or designee shall be responsible for developing and enforcing administrative regulations for the operation of the district. Administrative regulations shall be consistent with law and Board policy and shall be designed to promote the achievement of district goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other provisions. The Superintendent or designee may also develop procedures manuals, handbooks, or other guides to carry out the intent of Board policy.

When Board policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and Board policy, policy shall prevail.

The Board may review and/or approve administrative regulations for the purpose of ensuring conformity with the intent of Board policy.

Monitoring and Evaluation

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the a Board policy should be scheduled are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Access to Policies Administrative Regulation Development and Approval

CSBA NOTE: It is common for the Superintendent or designee to be solely responsible for the development and approval of administrative regulations. This approach is reflected below and should be modified to reflect district practice.

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

CSBA NOTE: Districts that ~~use~~[subscribe to](#) CSBA's GAMUT Policy Plus service [are able](#) to update their policy manual ~~can~~[and provide public](#) access their district's policy manual and other legal and management resources[to their Board policies, administrative regulations, and related documents, such as exhibits](#), through their GAMUT Policy Plus site.

The Superintendent or designee shall ensure that all district employees and the public have access to an up-to-date district policy manual. The policy manual shall be maintained electronically and/or by paper copy.

As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. He/she may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the district's web site when required by law: [easy and free access to all Board policies, administrative regulations, and, as applicable, related documents](#).

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35010

Ed. Code 35160

Ed. Code 35160.5

Ed. Code 35163

Ed. Code 35164

Description

Control of district; prescription and enforcement of rules

Authority of governing boards

Intradistrict open enrollment

Official actions, minutes, and journal

Actions by majority vote

Management Resources

Website

Website

Description

CSBA District and County Office of Education Legal Services

CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online), Policy Review Program, Individual D

Cross References

Code

Description

0000	Vision
0100	Philosophy
0415	Equity
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1340	Access To District Records
1340	Access To District Records
2000	Concepts And Roles
2210	Administrative Discretion Regarding Board Policy
4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
4141	Collective Bargaining Agreement
4143	Negotiations/Consultation
4212.9	Employee Notifications
4212.9-E(1)	Employee Notifications
4241	Collective Bargaining Agreement
4243	Negotiations/Consultation
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
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CSBA Sample District Policy Manual CSBA Policy Management Console

Bylaw 9321: Closed Session

Status: ADOPTED

Original Adopted Date: 12/01/2014 | Last Revised Date: 12/11/01/2023/2025 | Last Reviewed Date: 12/11/01/2023/2025

CSBA NOTE: The Governing Board may ~~hold a~~ only meet in closed session ~~only~~ for purposes expressly authorized by the Brown Act (Government Code 54950-54963), Government Code 3549.1, or by a provision of the Education Code. Prior to recessing to closed session, the Brown Act requires the Board to disclose the items to be discussed in closed session either verbally or by reference to the items as they are described in the posted agenda. Consistent with the Brown Act, the accompanying Exhibit (1) provides specific language for most types of closed session items. Additionally, whenever the Board meets in closed session, the Brown Act generally requires ~~the Board~~ it to publicly report ~~any~~ reconvene in open session following closed session to disclose, either orally or in writing, each action taken in closed session and the vote, recusal, or ~~abstention~~ absence on ~~that~~ each action of every member present. Consistent with the Brown Act, the accompanying Exhibit (2) provides specific language for ~~reporting out on~~ disclosing closed session items in open session following the closed session.

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall ~~hold a~~ meet in closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145; Government Code 54954.2, 54954.5, 54957)

In the open session preceding ~~the~~ closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board ~~may~~ chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall either verbally state the ~~information on~~ closed session items listed in the agenda or refer the public to the closed session item(s) as listed by number or letter ~~on~~ in the agenda. In ~~the~~ closed session, the Board ~~may~~ shall consider only those items covered in its statement. (Government Code 54957, 54957.7)

CSBA NOTE: Pursuant to Education Code 35145.5 and Government Code 54954.3, the public is required to be given an opportunity to directly address the Board on any agenda item of interest to the public, including closed session items, either before or during the Board's consideration of the item. As the public is not permitted to attend closed session, such an opportunity for public comment is required to occur prior to closed session. For additional information, see BB 9322 - Agenda/Meeting Materials and BB 9323 - Meeting Conduct.

Prior to closed session, members of the public shall be given an opportunity to address the Board

on any closed session item in the agenda in accordance with Board Bylaw 9322 - Agenda/Meeting Materials and Board Bylaw 9323 - Meeting Conduct. (Education Code 35145.5; Government Code 54954.3)

After the closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall publicly disclose any actions taken in the closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such reports disclosures may be made in writing or orally at the location announced in the agenda for the closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

CSBA NOTE: Pursuant to Government Code 54957.1, a document approved or adopted in closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during a closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall immediately provide a copy of the document to any person present at the conclusion of the closed session who has submitted a written request. If the action taken results in one or more made a standing request for all documentation as part of a request for notice of meetings. (Government Code 54957.1)

If, when adopting or approving a document during closed session, substantive amendments are required to finalize the document, the Superintendent or designee shall make the document available the next business day or when as soon as the necessary changes to the document are completed. Whenever copies of an approved agreement such a document will not be immediately released due to an amendment, the Board president chair shall orally summarize the substance of the amendment for those present at in open session as part of the required disclosures. (Government Code 54957.1)

Attendance in Closed Session

Each Board member may attend closed session for each agenda item except if the Board member is required to recuse themselves or is prohibited by law from attending. Additionally, the end of Superintendent may attend closed session for each agenda item, except for personnel matters, complaints, or charges regarding the closed session. (Government Code 54957.1)

Superintendent under Government Code 54957, or to discuss the Superintendent's compensation under Government Code 54957.6.

In addition, the Board secretary or designee shall attend closed session for each agenda item to keep minutes of topics discussed and decisions made. (Government Code 54957.2)

CSBA NOTE: The Attorney General has opined in 105 Ops.Cal.Atty.Gen. 89 (2022) that only a person with "an official or essential role to play in a particular closed session" item may attend closed session for that particular item. Pursuant to the opinion, a person has an "official" role if they are authorized by statute to attend for that particular item (e.g., district legal counsel for a litigation item), as reflected in Item #1, below. Additionally, the opinion provides that anyone else may attend if their presence is "essential" to the Board's ability to conduct its business as it relates to that particular item (e.g., dean of discipline for a student matter), as reflected in Item #2, below.

Except as prohibited by law, the following individuals may attend closed session for a particular item upon invitation by the Board chair or the Superintendent:

1. District legal counsel, district negotiators, or other district staff authorized by statute to attend for the particular item
2. Any other individual whose attendance is essential to the Board's ability to conduct its closed-session business with respect to the particular item

Any other individual shall not attend closed session.

Confidentiality

CSBA NOTE: Pursuant to Government Code 54963, a Board member who discloses confidential information received in a closed session shall not disclose information received in a closed session may be referred to the local grand jury or may be subject to action in a court of law. For a definition of confidential information and the actions that may be taken against a Board member if such information is disclosed, see BBclosed session except as permitted by Board Bylaw 9011 -- Disclosure of Confidential/Privileged Information:

A Board member shall not disclose confidential information received in closed session unless the Board authorizes the disclosure of that information or the information has been publicly reported by the District. (Government Code 54963) or Board Policy 4119.23 - Unauthorized Release Of Confidential/Privileged Information, as applicable.

The Board shall not disclose any information that is protected by state or federal law. ~~In addition~~Additionally, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, disclosure, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

CSBA NOTE: Government Code 54957 authorizes the use ofBoard to meet in closed sessionsession to consider and, as applicable, vote on the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Consistent with Government Code 54957.1 and 54957.7, this provision may be interpreted to include a demotion or other change in

employment status. For the purpose of these closed sessions, "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Board members. The

While the Attorney General has concluded in 59 Ops.Cal.Atty.Gen. 532 (1976) that it is appropriate to use a closed session to discuss and evaluate Superintendentthe Superintendent's performance. However, the Board may not discuss or act upon in closed session pursuant to Government Code 54957, Government Code 54957 explicitly prohibits the Board from discussing any proposed change in the Superintendent's compensation other than a reduction of compensation that results from the imposition of discipline under this exception, although such a discussion. However, the Board may occur under meet in closed session to discuss the Superintendent's compensation in closed session pursuant to Government Code 54957.6; see "Negotiations/Collective Bargaining," below.

The Board may hold a meet in closed session under the "personnel exception" to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Such Except as permitted by law, such a closed session item shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)(Government Code 54957, 54957.1)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Specific Complaints or Charges

CSBA NOTE: Government Code 54957 authorizes the use of Board to meet in closed sessions session to consider and, as applicable, vote on complaints or charges against an employee, so long as the district provides the employee with 24-hour notice in advance of the closed session. Failure to provide such notice will render any action taken by the Board in the closed session null and void. Determining whether a "specific complaint or charge" is involved is usually fact-specific and it is recommended that the Board ~~should~~ consult with CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

In *Furtado v. Sierra Community College District*, the court held that the term "specific complaints or charges" as used in Government Code 54957, does not include negative comments in an employee's performance evaluation. In another decision, *Bell v. Vista Unified School District*, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, *Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners*, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, an Attorney General opinion in 78 Ops.Cal.Atty.Gen. 218 (1995) ~~has~~, the Attorney

General clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether to reemploy the employee for a third consecutive school year. Education Code 44929.21 ~~allows~~authorizes the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law. For more information, see AR 4117.6 - Decision Not to Rehire.

The Board may ~~hold~~ meet in closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board ~~holds~~ meets in closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of the closed session.

(Government Code 54957)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Application for Early ~~Withdraw~~Withdrawal of Funds in Deferred Compensation Plan

The Board may ~~hold~~ meet in closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

CSBA NOTE: Pursuant to Government Code 54957.6, the Board is authorized to ~~hold~~ meet in closed session with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. However, Government Code 54957.6 explicitly prohibits the Board from taking final action in closed session on the proposed compensation of one or more unrepresented employees. Additionally, the Attorney General has concluded in 98 Ops.Cal.Atty. Gen. 41 (2015) that this exception does not permit the Board to meet in closed session with its designated representative to discuss the negotiation of a project labor agreement because the contractors and laborers covered by such an agreement are not district employees.

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session item regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

The Additionally, the Board also may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

CSBA NOTE: Pursuant to Government Code 54957.1, the Board may vote on an agreement regarding concluding labor negotiations in closed session and then wait to publicly report after disclose the agreement after it is final and has been accepted or ratified by the other party. For a new collective bargaining agreement, however, it is also common practice for Boards to vote in open session rather than closed session.

Pursuant to Government Code 54957.1, approval in closed session of an agreement regarding concluding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported disclosed after the agreement is final and has been accepted or ratified by the other party. The disclosure shall identify the item approved and the other parties to the negotiation. However, the Board may, at its sole discretion, vote on such an agreement is in open session. (Government Code 54957.1)

CSBA NOTE: The Educational Employment Relations Act (EERA) (Government Code 3540-3549.3) lists certain exemptions from the Brown Act related to negotiations. The critical exemption for districts is that the Brown Act does not apply to a meeting of the Board if the meeting is exclusively for the purpose of discussing the Board's position regarding any matter within the scope of representation and determining how to instruct its designated representatives, regardless of whether its designated representatives attended. If it is combined with another closed session item and/or an open session item, then the Brown Act applies. It is recommended that the Board utilize this provision of the EERA sparingly and consult CSBA's District and County Office of Education Legal Services or legal counsel prior to meeting under this provision.

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other item at any such items, either in closed session: or open session, as part of such a meeting. (Government Code 3549.1)

Matters Related to Students

The Board shall meet in closed session to consider an appeal by a parent/guardian of a denial of a request to amend incorrect, inaccurate, or misleading information in a student record maintained by the district in accordance with Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49070)

CSBA NOTE: This The following section paragraph should be revised to reflect district practice. Education Code 35146, 48912, and 49070 48912 permit a Board to consider in closed session any disciplinary action, including discipline (except expulsion) against a student, any other action, against a student, and a challenge to a student record. The district is required to provide the student and the student's parent/guardian with advance notice that the disciplinary action will be

considered in closed session and that the parent/guardian may, within 48 hours from receipt of the notice, request the district to have the item heard ~~instead~~ in a public open session rather than in closed session. While Education Code 35146, ~~and~~ 48912, and ~~49070~~ do not provide the days or hours prior to the meeting by which the notice to the student and the student's parent/guardian ~~must~~ is required to be given, it is recommended that the district notify the student and the student's parent/guardian at least 72 hours before the meeting, including for special meetings.

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider a suspension, disciplinary any action, any other action including discipline, against a student, except expulsion, or a challenge to a student record. At least 72 hours prior to the start of the meeting of which the closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912, ~~49070~~)

CSBA NOTE: Education Code 48918 requires a hearing to determine whether a student should be expelled. The hearing may be held by the Board, a hearing officer, or an administrative panel. See BP/AR 5144.1 - Suspension and Expulsion/Due Process.

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether to expel the student ~~should be expelled~~. (Education Code 48918)

CSBA NOTE: Pursuant to Education Code 35012, as amended by SB 1445 (Ch. 327, Statutes of 2024), the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following paragraph is for districts that have student Board members and should be deleted for districts that do not.

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters in accordance with Board Bylaw 9150 - Student Board Members.

CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable public records" and the Attorney General in 80 Ops.Cal.Atty.Gen. 85 (1997) has opined that districts ~~must~~ are required to disclose the student's name, the court in *Rim of the World Unified School District v. San Bernardino County Superior Court* held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss

of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or legal counsel prior to adopting the following paragraph.

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any report disclosure after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was enlisted in the closed session portion of the agenda.

Security Matters

CSBA NOTE: Government Code 54957 permits the Board to meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or, as amended by AB 2715 (Ch. 243, Statutes of 2024), other law enforcement or security personnel to discuss certain threats, as specified below.

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or another law enforcement or security operations manager, personnel on matters posing a threat to any of the following: (Government 54957)

1. The security of public buildings; ~~to the~~
2. The security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; ~~or to the~~
3. The public's right of access to public services or public facilities. Such discussions may be held in closed session during an emergency meeting called pursuant to Board Bylaw 9320 - Meetings and Notices and Board Bylaw/Exhibit (1) 9323.2 - Actions By The Board.
4. Critical infrastructure controls or critical infrastructure information relating to cybersecurity

The Board may also meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

CSBA NOTE: The Attorney General opined in 94 Ops.Cal.Atty.Gen. 82 (2011) that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights

to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms.

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of its legal counsel, the Board may ~~hold a~~meet in closed session to confer with or receive advice from its legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" meansincludes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

CSBA NOTE: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified below.

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of its legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence ~~which~~that might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

CSBA NOTE: Under certain circumstances, Government Code 54954.5 enables multiple anticipated litigation items to be grouped together into one closed session agenda item so long as the number of items is listed in the agenda. However, given the complexity and nuance of the different disclosure requirements for anticipated litigation items, it is recommended that each anticipated litigation item be listed as a separate agenda item.

In *Fowler v. City of Lafayette*, the appellate court clarified that when an item is agendaized in closed session based on Item #5 above, then Government Code 54956.9 requires that the statement be made available to the public. Upon receiving a threat of litigation in such a manner, it is recommended that the Board ~~should~~ consult with CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. The following paragraph should be revised to reflect district practice.

Each agenda item related to anticipated, or initiation of, litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of its legal counsel, the Board may ~~hold a~~ meet in closed session to confer with or receive advice from its legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation, or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation in which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" ~~means~~ includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

CSBA NOTE: The following paragraph is for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

CSBA NOTE: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a ~~school district~~ Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5 provides an agenda description for the purpose of this closed session. The following optional paragraph is for use by districts that participate in a JPA that has adopted such a provision.

When the board of the JPA has so authorized and upon advice of district legal counsel, ~~the~~The Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. ~~During the Board's closed session~~However, a Board member serving on the JPA board may only disclose confidential information acquired during a closed session of the JPA to fellow Board members: if the governing board of the JPA has so authorized and upon advice of district legal counsel. (Government Code 54956.96))

Review of Audit Report from California State Auditor's Office

CSBA NOTE: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a confidential final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts ~~must~~are required to conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Policy Reference UPDATE Service

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Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35012

Description

Restorative justice

Ed. Code 35145

Ed. Code 35145.5

Ed. Code 35146

Ed. Code 44929.21

Ed. Code 48912

Ed. Code 48918

Ed. Code 49070

Ed. Code 60617

Gov. Code 3540-3549.3

Gov. Code 54950-54963

Federal

20 USC 1232g

Management Resources

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Publication

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Public meetings

Public Comment

Closed sessions regarding suspensions

Notice of reelection decision; districts with 250 ADA or more

Governing board suspension

Rules governing expulsion procedures

Challenging student records

Meetings of governing board

Educational Employment Relations Act

The Ralph M. Brown Act

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Description

98 Ops.Cal.Atty.Gen. 41 (2015)

89 Ops.Cal.Atty.Gen. 110 (2006)

59 Ops.Cal.Atty.Gen. 532 (1976)

78 Ops.Cal.Atty.Gen. 218 (1995)

86 Ops.Cal.Atty.Gen. 210 (2003)

94 Ops.Cal.Atty.Gen. 82 (2011)

105 Ops.Cal.Atty.Gen. 89 (2022)

The Brown Act: Open Meetings for Legislative Bodies, rev. 2003

Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68

Bell v. Vista Unified School District (2001) 82 Cal.App. 4th 672

Fischer v. Los Angeles Unified School District (1999) 70 Cal.App. 4th 87

Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners (2003) 107 Cal.App.4th 860

Roberts v. City of Palmdale (1993) 5 Cal.App. 4th 363

Court Decision	Sacramento Newspaper Guild v. Sacramento County Board of Supervisors (1968) 263 Cal.App. 2d 41
Court Decision	San Diego Union v. City Council (1983) 146 Cal.App.3d 947
CSBA Publication	The Brown Act: School Boards and Open Meeting Laws, rev. 2023
League of California Cities Publication	Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010
Website	CSBA District and County Office of Education Legal Services
Website	League of California Cities
Website	California Attorney General's Office
Website	CSBA

Cross References

Code	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
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1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2120	Superintendent Recruitment And Selection
2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
3280	Sale Or Lease Of District-Owned Real Property

3280	Sale Or Lease Of District-Owned Real Property
3320	Claims And Actions Against The District
3515	Campus Security
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516	Emergencies And Disaster Preparedness Plan
3530	Risk Management/Insurance
3530	Risk Management/Insurance
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4030	Nondiscrimination In Employment
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4112.9	Employee Notifications
4112.9-E(1)	Employee Notifications
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4119.23	Unauthorized Release Of Confidential/Privileged Information
4140	Bargaining Units
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4215	Evaluation/Supervision
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5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
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5125.3	Challenging Student Records
5144	Discipline
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5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6162.5	Student Assessment
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6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
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9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

CSBA Sample District Policy Manual
CSBA Policy Management Console

Exhibit 9321-E(1): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | **Last Revised Date:** 12/11/01/2023/2025 | **Last Reviewed Date:** 12/11/01/2023/2025

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for each Governing Board meeting ~~must~~ **is required to** contain a general description of each item to be discussed in closed session; see the accompanying Board Bylaw. Government Code 54954.5 provides specific agenda descriptions for most closed session items and ~~that language is,~~ **which are** reflected below. Where the law does not provide a specific agenda description for a closed session item, the language offered below is designed to inform the public of the purpose of the item without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult with CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled).)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled).)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated).)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Government Code 54957

(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

Government Code 54957

(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

Government Code 54957.10

(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS

Government Code 54957.6

District-Designated Representatives: _____

(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____

(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____

(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other

means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: _____

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: _____

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: _____

(Specify name of party, not agent.)

Under Negotiation: _____

(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: For an anticipated litigation or initiation of litigation closed session item, the district may be required to provide additional information ~~on~~in the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). Boards should consult with CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.)

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances:

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances:

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

Government Code 54956.9(d)(1)

Name Of Case: _____

(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

Government Code 54956.95

Name Of Claimant(s): _____
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: _____

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: _____

Discussion Will Concern: _____
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA board:
Board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE
Government Code 54956.75
(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT
Education Code 60617
(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

Policy Reference UPDATE Service
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Policy Reference Disclaimer:

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State

Ed. Code 35012

Ed. Code 35145

Description

Restorative justice

Public meetings

Ed. Code 35145.5

Ed. Code 35146

Ed. Code 44929.21

Ed. Code 48912

Ed. Code 48918

Ed. Code 49070

Ed. Code 60617

Gov. Code 3540-3549.3

Gov. Code 54950-54963

Federal

20 USC 1232g

Management Resources

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Opinion

Attorney General Publication

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Court Decision

Public Comment

Closed sessions regarding suspensions

Notice of reelection decision; districts with 250 ADA or more

Governing board suspension

Rules governing expulsion procedures

Challenging student records

Meetings of governing board

Educational Employment Relations Act

The Ralph M. Brown Act

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Description

98 Ops.Cal.Atty.Gen. 41 (2015)

89 Ops.Cal.Atty.Gen. 110 (2006)

59 Ops.Cal.Atty.Gen. 532 (1976)

78 Ops.Cal.Atty.Gen. 218 (1995)

86 Ops.Cal.Atty.Gen. 210 (2003)

94 Ops.Cal.Atty.Gen. 82 (2011)

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Website	California Attorney General's Office
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1312.3	Uniform Complaint Procedures
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1312.3-E(2)	Uniform Complaint Procedures
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1340	Access To District Records
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2121	Superintendent's Contract
2140	Evaluation Of The Superintendent
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3280	Sale Or Lease Of District-Owned Real Property
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5144	Discipline

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6162.51	State Academic Achievement Tests
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9124	Attorney
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9150	Student Board Members
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9270-E(1)	Conflict Of Interest
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9322	Agenda/Meeting Materials
9323	Meeting Conduct
9323.2	Actions By The Board
9323.2-E(1)	Actions By The Board

Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

CSBA NOTE: Pursuant to Government Code 54957.1, generally requires the general requirement is that disclosure of any action taken in closed session to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee in closed session is required be reported after closed session. Any disclosed. Additionally, Government Code 54957.1 requires that any such report is also required to disclosure identify the title of the position even, for items where the item title of the position was not listed in the agenda. However, Government Code 54957.7 provides for an exception such that the report disclosure of a dismissal or of the nonrenewal of an employment contract must is required to be deferred until the first public meeting following the exhaustion of administrative remedies, if any.

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____

Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Real Property Negotiations

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement concluding real estate negotiations pursuant to Government Code 54956.8 in closed session, it is required to ~~report~~ disclose the vote and the substance of the agreement in open session at the ~~public~~ same meeting ~~during which the closed session is held~~. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving litigation that is anticipated or litigation that the district was going to initiate, it is required to ~~report~~ disclose the vote and the substance of the agreement in open session at the ~~public~~ same meeting during which the closed session is held. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

CSBA NOTE: Pursuant to Government Code 54957.1, in the case of approval given to initiate litigation, the Board is only required to ~~report~~disclose that it gave direction to initiate litigation. However, the Superintendent or designee is required, upon inquiry by any person, to disclose additional information regarding the action such as the name(s) of the defendant(s) once the litigation is formally commenced, unless doing so would jeopardize the district's ability to effectuate service of process on one or more unserved parties or conclude existing settlement negotiations to its advantage.

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving existing litigation, it is required to ~~report~~disclose the vote and the substance of the agreement in open session at the ~~public~~same meeting ~~during which the closed session is held.~~ However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Policy Reference UPDATE Service

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[Ed. Code 35145.5](#)

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Ed. Code 48918

Ed. Code 49070

Ed. Code 60617

Gov. Code 3540-3549.3

Gov. Code 54950-54963

Federal

20 USC 1232g

Management Resources

Attorney General Opinion

Attorney General Opinion

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1312.3	Uniform Complaint Procedures
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4243.1	Public Notice - Personnel Negotiations
4243.1	Public Notice - Personnel Negotiations
4244	Complaints
4244	Complaints
4312.1	Contracts
4312.6	Personnel Files
4312.9	Employee Notifications
4312.9-E(1)	Employee Notifications
4315	Evaluation/Supervision
4319.23	Unauthorized Release Of Confidential/Privileged Information

4340	Bargaining Units
4344	Complaints
4344	Complaints
5113.12	<u>District School Attendance Review Board</u>
5113.12	<u>District School Attendance Review Board</u>
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5125	Student Records
5125	Student Records
5125.3	Challenging Student Records
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
9011	Disclosure Of Confidential/Privileged Information
9121	President
9124	Attorney
9130	Board Committees
9150	Student Board Members
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320	Meetings And Notices
9322	Agenda/Meeting Materials
9323	Meeting Conduct

9323.2

Actions By The Board

9323.2-E(1)

Actions By The Board

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Bylaw 9250: Remuneration, Reimbursement and Other Benefits

EXPLANATORY STATEMENT:

School Board Member Compensation. And finally, AB 1390 (Solache, D-Lakewood) will increase the maximum compensation that eligible school board and county board members can receive, provided they attend all meetings held. These increases are based on county classes (for county board members) or prior year ADA (for school board members. The new range of pay for eligible school board members will be \$600 to \$4,500 (up from \$120 to \$1,500). In sponsoring the bill, the California School Boards Association argued that the pay thresholds haven't been changed in 40 years, and given the time and travel commitment requirements of participating on a governing board, the pay increase was important and long-overdue. The policy is also aimed at increasing the pool of candidates who can consider running for a board position. Nothing in the bill changes a county or school board's ability to raise compensation rates 5% annually above those prescribed in law, nor does it require board members be compensated.

In a school district in which the average daily attendance for the prior school year was 1,000 or less, but more than 150, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed six hundred dollars (\$600) in any month.

STAFF MEMBERS INVOLVED

Board members

FISCAL IMPACT:

Up to \$36,000 annually ($\$600 \times 12 = \$7,200 \times 5$ board members \$36,000)

SOURCE OF FUNDING:

Budgeted - General

RECOMMENDED ACTION:

Information and discussion only. Action item will appear in January as needed.

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Ricardo Cordero, M.Ed. Superintendent



Bill Text: CA AB1390 | 2025-2026 | Regular Session | Chaptered California Assembly Bill 1390

Bill Title: Public school governance: board member compensation.

Spectrum: Partisan Bill (Democrat 5)

Status: (Passed) 2025-10-11 - Chaptered by Secretary of State - Chapter 639, Statutes of 2025. [AB1390 Detail]

Download: [California-2025-AB1390-Chaptered.html](#)

Assembly Bill No. 1390

CHAPTER 639

An act to amend Sections 1090 and 35120 of the Education Code, relating to public school governance.

[Approved by Governor October 11, 2025. Filed with Secretary of State October 11, 2025.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1390, Solache. Public school governance: board member compensation.

Existing law establishes county boards of education and school districts throughout the state to administer the public elementary and secondary schools within their respective jurisdictions. Existing law requires county boards of education and the governing board of each school district to prescribe and enforce rules not inconsistent with state law for their own government. Existing law authorizes the members of city or county boards of education or the governing boards of school districts to receive compensation not to exceed a specified amount between \$60 and \$1,500 per month, based on the average daily attendance for the prior school year in the jurisdiction of the governing board, as provided.

This bill would revise and recast provisions related to the compensation of members of city or county boards of education and the governing boards of school districts by increasing the authorized compensation to instead not exceed a specified amount between \$600 and \$4,500 per month, based on the average daily attendance for the prior school year in the jurisdiction of the governing board for the prior school year, as provided.

Digest Key

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

Bill Text

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 1090 of the Education Code is amended to read:

1090. (a) The board of supervisors may allow, as compensation, to each regular member of the county board of education a sum not to exceed the following amounts:

- (1) In any class one county, each regular member of the county board of education who actually attends all meetings held may receive as compensation for the regular member's services a sum not to exceed three thousand dollars (\$3,000) per month.
- (2) In any class two county, each regular member of the county board of education who actually attends all meetings held may receive as compensation for the regular member's services a sum not to exceed two thousand dollars (\$2,000) per month.
- (3) In any class three county, each regular member of the county board of education who actually attends all meetings held may receive as compensation for the regular member's services a sum not to exceed one thousand five hundred dollars (\$1,500) per

month.

(4) In any class four county, each regular member of the county board of education who actually attends all meetings held may receive as compensation for the regular member's services a sum not to exceed one thousand dollars (\$1,000) per month.

(5) In any class five, class six, class seven, or class eight county, each regular member of the county board of education who actually attends all meetings held may receive as compensation for the regular member's services a sum not to exceed eight hundred dollars (\$800) per month.

(b) Any regular member or pupil member who does not attend all meetings held in any month may receive as compensation for the regular member's or pupil member's services, an amount not greater than the maximum amount allowed by subdivision (a) or paragraph (2) of subdivision (h), as applicable, divided by the number of meetings held, and multiplied by the number of meetings actually attended.

(c) The amount of compensation shall be determined by the county board of supervisors, or, in a county having a fiscally independent county board of education, by the county board of education.

(d) A pupil member or regular member of a county board of education may be paid for any meeting for which the member is absent if the board by resolution duly adopted and included within its minutes finds that at the time of the meeting the member was performing services outside the meeting on behalf of the board, the member was ill or on jury duty, or the absence was due to a hardship deemed acceptable by the board.

(e) There may also be allowed to each regular member who uses a privately owned automobile in the discharge of necessary official duties as a member of the county board of education, the same amount as allowed by any county official in the performance of the county official's duties. The mileage rate allowed in this section shall be based on the total mileage claimed in a calendar month.

(f) For purposes of this section, the classification of counties shall be determined pursuant to Section 1205.

(g) On an annual basis, the county board of education may increase the compensation of individual regular members of the board beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the county board of education. This action may be rejected by a majority of the voters in that county voting in a referendum established for that purpose, as prescribed by Chapter 2 (commencing with Section 9100) of Division 9 of the Elections Code.

(h) The county board of education may award a pupil member either or both of the following:

- (1) Elective course credit based on the number of equivalent daily instructional minutes for the pupil member's services provided.
- (2) Monthly financial compensation as determined by the county board of education.

(i) As used in this section, the following definitions apply:

- (1) "Pupil member" means a pupil board member appointed pursuant to subdivision (b) of Section 1000.
- (2) "Regular member" means a board member elected or selected pursuant to subdivision (a) of Section 1000.

SEC. 2. Section 35120 of the Education Code is amended to read:

35120. (a) (1) In a school district in which the average daily attendance for the prior school year exceeded 250,000, each regular member of the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a salary as set forth by the local city charter law or applicable rules and regulations and as determined by a local compensation review committee.

(2) In a school district that is not located in a city and county, and in which the average daily attendance for the prior school year exceeded 60,000, the governing board may prescribe, as compensation for the services of each regular member of the board who attends all meetings held, a sum not to exceed four thousand five hundred dollars (\$4,500) in any month.

(3) In a school district in which the average daily attendance for the prior school year was 60,000 or less, but more than 25,000, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed three thousand dollars (\$3,000) in any month.

(4) In a school district in which the average daily attendance for the prior school year was 25,000 or less, but more than 10,000, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed two thousand dollars (\$2,000) in any month.

(5) In a school district in which the average daily attendance for the prior school year was 10,000 or less, but more than 1,000, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed one thousand two hundred dollars (\$1,200) in any month.

(6) In a school district in which the average daily attendance for the prior school year was 1,000 or less, each regular member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the regular member's services a sum not to exceed six hundred dollars (\$600) in any month.

(7) A regular member or pupil member who does not attend all meetings held in any month may receive, as compensation for the regular member's or pupil member's services, an amount not greater than the maximum amount allowed by this subdivision or paragraph (2) of subdivision (f), as applicable, divided by the number of meetings held and multiplied by the number of meetings attended.

(8) For purposes of providing compensation pursuant to paragraphs (1) to (6), inclusive, average daily attendance for the prior school year may be increased by a school district's percentage of excused absences reported for the 1996-97 fiscal year.

(b) The compensation of regular members of the governing board of a school district newly organized or reorganized shall be governed by subdivision (a). For this purpose, the total average daily attendance in all of the schools of the school district in the school year in which the organization or reorganization became effective shall be considered the average daily attendance in the school district for the prior school year.

(c) A pupil member or regular member may be paid for any meeting when absent if the board, by resolution duly adopted and included in its minutes, finds that at the time of the meeting the member is performing services outside the meeting for the school district or districts, the member was ill or on jury duty, or the absence was due to a hardship considered acceptable by the board.

(d) Compensation provided pursuant to this section shall be a charge against the funds of the school district. If the city board of education or the governing board of the school district is the governing board of more than one school district, the compensation shall be charged against and paid by the respective school districts in the same proportion as the salary of the city superintendent of schools is charged against them. Compensation shall be reduced by an amount equal to any salary or compensation paid to the members of the city board of education from any funds of the city.

(e) On an annual basis, the governing board may increase the compensation of regular members beyond the limits delineated in this section, in an amount not to exceed 5 percent based on the present monthly rate of compensation. An increase made pursuant to this subdivision shall be effective upon approval by the governing board.

(f) The governing board of a school district may award a pupil member either or both of the following:

- (1) Elective course credit based on the number of equivalent daily instructional minutes for the pupil member's services provided.
- (2) Monthly financial compensation as determined by the governing board.

(g) As used in this section, the following definitions apply:

- (1) "Pupil member" means a pupil board member appointed pursuant to subdivision (d) of Section 35012.
- (2) "Regular member" means a board member elected or selected pursuant to subdivisions (a) to (c), inclusive, of Section 35012.

Bylaw 9250: Remuneration, Reimbursement And Other Benefits

Status: ADOPTED

Original Adopted Date: 01/17/2017 | Last Revised Date: 04/15/2025 | Last Reviewed Date: 04/15/2025

Compensation

Each member of the Board of Trustees may receive the maximum monthly compensation as provided for in Education Code 35120.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

Members may be paid for meetings missed when the Board, by Board action and included in the minutes, finds that they were, at the time of the meeting, performing services outside the meeting for the school district, were ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board. (Education Code 35120©) [Chapter 1148, Stats. 1996, effective 1/1/97]

Student Board members shall receive no compensation for meetings attended. (Education Code 35012)

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for district personnel and at the same rate of reimbursement.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent or designee before the expense is incurred.

Health and Welfare Benefits for Current Board Members

Board members may participate in the health and welfare benefits program provided for district employees.

Health and welfare benefits for Board members shall be no greater than that received by the district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Board members who elect to participate shall pay the full cost of premiums.

Cell Phone

The Board President will receive a district-owned cell phone for district business use. When the board president changes, the phone will be returned to the district and re-issued to the new board president. Each president will be

required to sign an equipment check out form 9250(E). The Board President will be responsible for the cost of damage to the district-issued cell phone or if the cell phone is lost.

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

Letter of Agreement to engage SitelogIQ for the development of facility improvements, energy conservation measures, renewable energy solutions, and energy management services.

EXPLANATORY STATEMENT:

SitelogIQ is a leading Energy Services Company (ESCO) specializing in the design, construction, and management of comprehensive facilities and energy solutions tailored for K–12 school districts. Their approach integrates strategic planning, implementation, funding acquisition, and long-term performance management to address key areas such as:

- Energy efficiency
- Renewable energy generation and storage
- Indoor air quality
- Operational optimization
- Sustainability and climate action goals

SitelogIQ's projects are self-funded, meaning the energy savings will exceed the cost of the improvements, resulting in a net-positive annual impact to the District's General Fund.

Community Engagement:

Beyond infrastructure, SitelogIQ incorporates staff, student, and community engagement into their programs—bringing energy and sustainability education to life across the District.

Local Expertise:

SitelogIQ is a recognized leader in California, including the Imperial Valley, and will serve San Pasqual Valley Unified School District through their dedicated Southern California team.

STAFF MEMBERS INVOLVED:

Richard Cordero, Superintendent

FISCAL IMPACT:

None

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Superintendent recommends that the Board approve the Letter of Agreement to engage SitelogIQ for the development of facility improvements, energy conservation measures, renewable energy solutions, and energy management services.

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent



January 6, 2026

Mr. Richard Cordero
Superintendent
San Pasqual Valley Unified School District
676 Base Line Rd.
Winterhaven, CA 92283

RE: Facility Solution Project Feasibility and Letter of Agreement (LOA)

Dear Mr. Cordero:

This Letter of Agreement (LOA) is intended to briefly describe the manner in which SitelogIQ and San Pasqual Valley Unified School District will work together during the project development process, as well as the obligations of each party with respect to the development process.

Client Identification: San Pasqual Valley Unified School District

Facility Locations:

- District Office
- San Pasqual Valley High Valley School
- San Pasqual Valley Middle School
- San Pasqual Valley Elementary School

Area of Focus:

SitelogIQ will provide a proposal and Facility Solution agreement for the implementation of facility improvements, energy conservation, energy generation, and/or energy management services.

Scope of Services:

- A. SitelogIQ will conduct a site visit to the Facilities to perform a physical audit and collect data. The Client will cooperate and collaborate with SitelogIQ during this phase by providing copies of requested data, including (if available): Site and system drawings, historical operating data produced or recorded by existing controls or meters, manual logs, and any other data that may be pertinent to this evaluation.
- B. Client will also make operational personnel available at reasonable times for in-person and telephone interviews with SitelogIQ to answer questions about existing facilities conditions, operating profile and existing equipment operation.

CA Office: 1651 Response Rd, Ste 300, Sacramento, CA 95815

Phone: (916) 914-1929

www.sitelogiq.com O CA License #1054171



- C. Where operational data is not available to support the analysis, SitelogIQ will utilize standard engineering practices and assumptions to provide a conservative analysis on the potential energy savings from installing the energy conservation measures.
- D. SitelogIQ will also analyze the potential for energy generation measures.
- E. SitelogIQ will recommend energy management and on-going monitoring services.
- F. For each of the targeted Energy Conservation Measures (ECMs), estimated (projected) operating costs will be calculated and then compared to existing operating costs. Existing conditions will be evaluated using data-logged or stipulated and mutually agreed operational schedules.
- G. SitelogIQ will prepare a return on investment analysis (consistent with the client's preferred evaluation methods based on agreed upon Economic Criteria noted below).
- H. SitelogIQ will provide budgetary construction costs estimates and a summary Scope of Work for all recommended ECMs. Cost estimates will represent a "turnkey" solution. Refer to Attachment A for the list of discussed potential ECM's to be evaluated.
- J. The results will be presented to client as a recommended Scope of Work and a financial proforma (such as a Cash Flow) which will include costs and energy savings for the next 30 years with escalation of no more than 6% and including future maintenance & repair costs. As a result, *True Cost of Ownership* is presented to the client for their review and consideration.

Clarification on SitelogIQ's Obligations:

Consistent with California Government Code Section 1097.6, SitelogIQ's duties and services under this LOA shall not include preparing or assisting the Client with any portion of the Client's preparation of a request for proposals, request for qualifications, or any other solicitation regarding a subsequent or additional contract with the Client. The Client enters this LOA shall at all times retain responsibility for public contracting, including with respect to any subsequent phase of the project(s) proposed under this LOA. SitelogIQ's participation in the planning, discussions, or drawing of project plans or specifications shall be limited to conceptual, preliminary, or initial plans or specifications. SitelogIQ shall cooperate with the public entity to ensure that all potential participants in a future project proposed under this LOA



have access to the same information, including all conceptual, preliminary, or initial plans or specifications prepared by SitelogIQ pursuant to this LOA.

Client Responsibilities:

In order for SitelogIQ to provide the services described in this LOA, the Client agrees to provide (or cause its energy suppliers to provide) SitelogIQ with the data requested in Attachment B. In addition, Client shall execute Attachment C ("Utility Authorization Form") to provide access to Client's Utility account information.

Development Efforts:

Client acknowledges that SitelogIQ will incur considerable expense in developing the Project. This expense includes the cost to by SitelogIQ's development team, the cost to visit the Site, and the cost to prepare the financial proforma. SitelogIQ is acting hereunder as an independent contractor and not as an agent or employee of the Client. SitelogIQ shall not represent or otherwise hold out itself or any of its directors, officers, partners, employees, or agents to be an agent or employee of the Client.

Ownership of Work:

All work products, including all proforma's, schedules, and scope of work documentation provided by SitelogIQ, will only become the property of the Client upon execution of a binding, irrevocable contract between the Client and SitelogIQ for the implementation of the ECMs proposed by SitelogIQ. Notwithstanding the foregoing, to the extent that any tangible work documentation produced by SitelogIQ contains SitelogIQ's pre-existing materials (including but not limited to templates, forms, and other SitelogIQ -created materials), SitelogIQ will remain the sole and exclusive owner of all such pre-existing materials.

Interconnection Application:

If applicable, SitelogIQ may request important Distribution System information from the local utility regarding planned solar interconnection points, prior to submitting an Interconnection Application during construction of a Solar Generation PV Array. The purpose is to avoid or address early in the design phase any existing utility infrastructure that may prohibit or delay the construction of a Solar Generation PV Array at any of the listed locations below.

- District Office
- San Pasqual Valley High Valley School
- San Pasqual Valley Middle School
- San Pasqual Valley Elementary School



Development Fee:

SitelogIQ will develop the Project for the firm, fixed fee/rate as listed below:

1. Fee/Rate of: \$15,000 Fixed Fee.

In the event that the Client enters into a contract with SitelogIQ for the implementation of the ECMs within 60 days after presenting the Proposal, then SitelogIQ's cost to develop the Proposal will be waived. If the Client enters into a contract with SitelogIQ at a later date, the Development Fee paid by the Client will be credited toward the project's total implementation cost.

If SitelogIQ cannot meet the Economic Criteria Client will not compensate SitelogIQ for its LOA fee.

Economic Criteria:

The Client has represented to SitelogIQ that Client agrees to move forward with the project if the project is shown to reduce the operational expenses at the site over the useful life of the project. The main financial objectives of the project are as follows:

Provide a self-funded program, which pays for itself through expense reductions and minimizes the Client's contribution and meets the requirements of California Government Code 4217.10, et seq.

Terms & Conditions:

Contractor is acting hereunder as an independent contractor and not as an agent or employee of the Customer. The Contractor shall not represent or otherwise hold out itself or any of its directors, officers, partners, employees, or agents to be an agent or employee of the Customer.

This LOA shall be construed and enforced in accordance with the laws of the State of California without regard to principles of conflicts of law.

If you agree with the provisions set forth in this LOA, kindly sign and date the LOA below and return one fully-executed copy to my attention. Thank you again for providing SitelogIQ with the opportunity to work on this important initiative.



Acceptance of Letter of Agreement

This agreement is between San Pasqual Valley Unified School District and SiteLogIQ, Inc.

San Pasqual Valley Unified School
District

SiteLogIQ

Name:

Title:

Date:

Name:

Title:

Date:



Attachment A:
Potential Facility Improvement, Energy Conservation, Energy Generation,
and Energy Management Measures to be considered:

1. Solar Generation and Energy Storage
2. EV Charging Infrastructure
3. HVAC Mechanical Equipment
4. Building/Mechanical Controls
5. Interior and Exterior Lighting Retrofits, including Lighting Controls
6. Utility Monitoring and Ongoing Energy Management

Discussion/Action Item
Exhibit: V.10
Date: 1.13.26

SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT

TITLE:

The Superintendent recommends approval of Resolution Regarding Board Stipends

EXPLANATORY STATEMENT:

Per Education Code and San Pasqual Valley Unified School Board Bylaw 9250, paragraph two (2): "*Members may be paid for meetings missed when the Board, by Board action and included in the minutes, finds that they were, at the time of the meeting, performing services outside the meeting for the school district, were ill or on jury duty, or the absence was due to a hardship deemed acceptable by the Board.* (Education Code 35120(c)) [Chapter 1148, Stats. 1996, effective 1/1/97]"

STAFF MEMBERS INVOLVED:

Board members absent from meeting

FISCAL IMPACT:

Budgeted - General

SOURCE OF FUNDING:

N/A

RECOMMENDED ACTION:

Approve Resolution for Board Members Missing January Meetings

PREPARED AND SUBMITTED BY:

Karen Medel, Executive Assistant to the Superintendent

REVIEWED BY:

Richard Cordero, M.Ed., Superintendent

**SAN PASQUAL VALLEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION REGARDING BOARD STIPENDS January 2026

WHEREAS, Education Code section 35120 and Board Bylaw 9250 of the San Pasqual Valley Unified School District ("District") authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

WHEREAS, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

NOW, THEREFORE, BE IT RESOLVED by the San Pasqual Valley Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

PASSED AND ADOPTED by the San Pasqual Valley Unified School District Board of Education on this 13th day of January, 2026 by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

ATTESTED TO:

Richard Cordero, M.Ed.
Secretary of the Board of Education

Cody Hartt
President of the Board of Education

ATTACHMENT A

RESOLUTION BOARD

STIPENDS FOR January 2026

Absence Due to Other Duties: Stipends are authorized to the following Board member(s) due to:

☐ Illness _____

☐ Hardship _____

☐ Other duties such as jury duty or performing duties or services for the District at the time of a Board meeting _____