

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



Board of Trustee Action Plans
Santa Maria Joint Union High School District

- **Maximize Student Success**
- **Develop and Maintain a Districtwide Accountability System**
- **Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services**
- **Foster Partnerships**
- **Manage Rapid District Growth**

RESPONSIBILITIES OF THE BOARD

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**Regular Meeting
May 10, 2022**

**Santa Maria Joint Union High School District
2560 Skyway Drive, Santa Maria, California 93455**

5:15 p.m. Closed Session/6:30 p.m. General Session

YouTube links to VIEW only:

English: <https://www.youtube.com/channel/UCvPYs34Im9h0dAwgfi-qDGq>

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg>

Mixteco: <https://www.youtube.com/channel/UCviEi9hvcQI96poD0PDiSIA>

*The Santa Maria Joint Union High School District mission is,
“We prepare all learners to become productive citizens and college/career ready by
providing challenging learning experiences and establishing high expectations for achievement.”*

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Arcy Pineda at 805-922-4573, Ext. 4202 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office at the noted address above, during normal business hours. In addition, such writings and documents are posted on the District's website: www.smjuhsd.k12.ca.us

PUBLIC COMMENT:

The public may address the Board of Education on any item of interest that is within the Board's jurisdiction. If you would like to address the Board at the May 10, 2022 meeting, see the options for participation below. Please note: The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
- B. **In writing:** Submit your comment via email to SMJUHS-Dublic-Comment@smjuhsd.org by 3:00 p.m. on May 9, 2022. Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.

AGENDA

I. OPEN SESSION

A. Call to Order

II. CLOSED SESSION PUBLIC COMMENTS

Please refer to Page 1 of this agenda for instructions on how to submit Public Comment.

III. ADJOURN TO CLOSED SESSION

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
 - B. Conference with Labor Negotiators** – The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
 - C. Conference with Legal Counsel regarding Anticipated Litigation** – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): Two matters.
 - D. Student Matters– Education Code § 35146 and § 48918.** The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
 - E. Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent
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IV. RECONVENE IN OPEN SESSION

A. Call to Order/Flag Salute

V. ANNOUNCE CLOSED SESSION ACTIONS – Antonio Garcia, Superintendent

VI. REPORTS

- A. Student Reports - Madisyn Cutliff/ERHS; Israel Lozano-Mejia/DHS; Jasmin Rodriguez/SMHS; Jesse Rodriguez-Torres/PVHS**
 - B. Superintendent’s Report**
 - C. Board Member Reports**
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VII. REPORTS FROM EMPLOYEE ORGANIZATIONS

VIII. OPEN SESSION PUBLIC COMMENTS

Please refer to Page 1 of this agenda for instructions on how to submit Public Comment.

IX. PRESENTATIONS

- A. Recognition of Student Board Representatives**
Resource Person: Carol Karamitsos – SMJUHSD Board President
 - B. Santa Barbara County Poetry Slam 2022 Winners:**
Steven Villanueva (RHS) & Makai Copado (PVHS)
Resource Person: John Davis, Assistant Superintendent of Curriculum
 - C. Race to Submit Leaderboard Winner Plaque Recognition**
Resource Person: Diana Perez, Director of Central Coast Cal-SOAP, California Student Aid Commission
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X. ITEMS SCHEDULED FOR ACTION

A. GENERAL

- 1. Approval of Classified Bargaining Unit Tentative Agreement on Work Calendars for 2022/23 – Appendix D**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement on work calendars for 2022/23. The Tentative Agreement dated April 25, 2022 will take effect upon approval by both parties. (See Appendix D)

*** **IT IS RECOMMENDED THAT** the Board of Education approve the work calendars for 2022/23 with CSEA pursuant to the tentative agreement dated April 25, 2022 and pending ratification by CSEA as presented in Appendix D.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____
Ms. Lopez _____
Dr. Garvin _____

2. Approval of Tentative Agreement for Classified Bargaining Unit regarding Reclassification Recommendation – Appendix E

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the 2021-22 reclassification recommendation. The Tentative Agreement dated April 25, 2022, will take effect July 1, 2022, pending approval by both parties. (See Appendix E)

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Tentative Agreement with the Classified Bargaining Unit as presented for the reclassification recommendation.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos _____
Ms. Perez _____
Mr. Palera _____
Ms. Lopez _____
Dr. Garvin _____

3. Classified School Employees Week – Resolution Number 33-2021-2022

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources;
Joni McDonald, Director of Classified Human Resources

Resolution Number 33-2021-2022 declares May 15 through May 21, 2022, to be Santa Maria Joint Union High School District’s Classified School Employees Week. Classified school employees play crucial roles in education. From the time students board a school bus to the time they head home at the end of the day, every aspect of their education experience is impacted by a classified school employee. Classified employees are integral to public education. Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution No. 33-2021-2022 as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 33-2021-2022**

**RESOLUTION DECLARING MAY 15 THROUGH MAY 21, 2022
TO BE CLASSIFIED SCHOOL EMPLOYEE WEEK**

WHEREAS, classified professionals provide valuable services to the schools and students of the Santa Maria Joint Union High School District; and

WHEREAS, classified professionals contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified professionals serve a vital role in providing for the welfare and safety of Santa Maria Joint Union High School District students; and

WHEREAS, classified professionals employed by the Santa Maria Joint Union High School District strive for excellence in all areas relative to the educational community; and

WHEREAS, Santa Maria Joint Union High School District classified school employees are respected and appreciated by the Board of Education, administrators, teachers, students, parents/guardians, and the residents of the community.

NOW, THEREFORE, BE IT RESOLVED that the Santa Maria Joint Union High School District Board of Education hereby recognize and honor the contributions of classified professionals to quality education in the State of California and the Santa Maria Joint Union High School District and declares the week of May 15 through May 21, 2022, as Classified School Employee Week in the Santa Maria Joint Union High School District.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this tenth day of May 2022.

AYES:

NOES:

ABSENT:

ABSTAIN:

President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

4. Day of the Teacher – Resolution Number 34-2021-2022

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources;
Sal Reynoso, Director of Certificated Human Resources

Resolution Number 34-2021-2022 declares May 11, 2022 to be “Day of the Teacher” in the Santa Maria Joint Union High School District.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 34-2021-2022 as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Resolution Number 34-2021-2022

RESOLUTION DECLARING MAY 11, 2022
TO BE “DAY OF THE TEACHER”

WHEREAS, Santa Maria Joint Union High School District teachers provide an exemplary instructional program for District students; and

WHEREAS, Santa Maria Joint Union High School District teachers are dedicated to providing outstanding learning experiences for all students; and

WHEREAS, Santa Maria Joint Union High School District teachers have spent many years preparing for professions as educators and are continually updating professional skills; and

WHEREAS, Santa Maria Joint Union High School District teachers work to motivate students to achieve maximum potential; and

WHEREAS, Santa Maria Joint Union High School District teachers spend time after school, during evenings, and on weekends with tutoring, co-curricular and extracurricular activities, and parent conferencing; and

WHEREAS, Santa Maria Joint Union High School District teachers are role models for District students preparing to become contributing and successful adults; and

WHEREAS, Santa Maria Joint Union High School District teachers are committed to parent involvement and positive community activities; and

WHEREAS, Santa Maria Joint Union High School District teachers are respected and appreciated by the Board of Education, administrators, support staff members, parents, students, and the residents of the community.

NOW, THEREFORE, BE IT RESOLVED that May 11, 2022, be declared Santa Maria Joint Union High School District’s “Day of the Teacher.”

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, on this 10th day of May 2022.

AYES:

NOES:

ABSENT:

ABSTAIN:

President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

B. INSTRUCTION

1. Approval of Designated Representation to California Interscholastic Federation League (CIF)

Resource Person: John Davis, Assistant Superintendent of Curriculum

Education Code 33353(a) gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues.

Athletic Directors for SMJUHSD:

- Kevin Barbarick, Righetti High School
- Anthony Morales, Pioneer Valley High School
- Dan Ellington, Santa Maria High School

*** **IT IS RECOMMENDED THAT** approve the district’s designated representatives to the CIF league as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

2. Board Policy – First Reading – INFORMATION ONLY – Appendix F

Resource Person: John Davis, Assistant Superintendent of Curriculum

The following board policy and regulation is being presented for first reading. The policy/regulation will be on the next board agenda for approval. For board policy details, please see Appendix F.

Board Policy	Description
BP/AR 6158	<p>Independent Study</p> <p>Board Policy and Regulation 6158 has been updated to reflect new law (AB 167, 2021) which relaxes certain independent study (IS) requirements with respect to any</p>

	student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3) obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS.
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NO ACTION REQUIRED.

3. Adoption of A-G Completion Improvement Grant – *Appendix G*

Resource Person: John Davis, Assistant Superintendent of Curriculum

The A–G Completion Improvement Grant Program was established for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A–G eligibility. Ed Code 41590 prescribes an allocation formula that determines the amount of grant funds each qualifying LEA will receive. Santa Maria Joint Union High School District (SMJUHSD) is expecting to receive \$2,538,610 from this allocation.

A-G Grants shall be used for activities that directly support pupil access to, and successful completion of, the A-G course requirements. Eligible activities may include, but are not limited to, any of the following: (A) Providing teachers, administrators, and counselors with professional development opportunities to improve the local educational agency's A-G completion rate. (B) Developing comprehensive advising plans and pupil supports, including tutoring programs, to improve the local educational agency's A-G completion rate. (C) Expanding access to coursework or other opportunities to satisfy A-G course requirements to all pupils, including, but not necessarily limited to, unduplicated pupils. These opportunities may include, but shall not be limited to, course development, course review, incorporating A-G course requirements into the local educational agency's graduation requirements, and new or expanded partnerships with other secondary or postsecondary educational institutions. (D) Advanced Placement and International Baccalaureate fees for unduplicated pupils.

*** **IT IS RECOMMENDED THAT** the Board of Education adopt the A-G Completion Improvement Grant as presented in Appendix G.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

C. BUSINESS

1. Adoption of School Facilities Needs Analysis: Level II Fees – Appendix H/Resolution Number 35-2021-2022

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Pursuant to Government Code Sections 66995.5 et. seq., the District is required to adopt a School Facilities Needs Analysis in order to levy the alternative school facility fees provided under Senate Bill 50. The School Facilities Needs Analysis prepared by School Works, Inc. presented as Appendix H of this agenda, demonstrates that the District may continue to impose Level II Fees on new residential construction. Prior to adopting the School Facilities Needs Analysis, the Board must conduct a public hearing and respond to any comments it receives.

Current Fee

Level II - \$2.91

Proposed Fee

Level II - \$3.18 - Effective May 11, 2022 upon approval

Resolution Number 35-2021-2022 authorizes the District to continue assessing the Level II fees for new residential construction pursuant to Government Code Section 65995. The District’s School Facilities Needs Analysis was available for public review at least 30 days prior to the public meeting, as required by law. A public hearing is required.

1. Open Public Hearing
2. Take Public Comments
3. Close Public Hearing

*** **IT IS RECOMMENDED THAT** the Board of Education review, consider, and adopt the findings contained in the School Facilities Needs Analysis and adopt the Level II Fees identified in Resolution No. 35 - 2021-2022, presented as Appendix H.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos _____
 Ms. Perez _____
 Mr. Palera _____
 Ms. Lopez _____
 Dr. Garvin _____

2. Summer 2022 Reflooring at PVHS & ERHS (PROJECT #22-407)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on April 21, 2022, for the **Summer 2022 Reflooring at PVHS & ERHS (PROJECT #22-407)**. The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Floor It, Inc.	\$118,608

We had one (1) company attend the mandatory job walk on April 8, 2022. One (1) bid was received by administration. Floor It, Inc., was determined to be the apparent low bidder.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Summer 2022 Reflooring at PVHS & ERHS (PROJECT #22-407) to the lowest bidder, Floor It, Inc. for the bid amount of \$118,608 to be paid from Fund 14.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos _____
 Ms. Perez _____
 Mr. Palera _____

Ms. Lopez _____
 Dr. Garvin _____

3. Summer 2022 Reroofing at SMHS, ERHS & PVHS (PROJECT #22-408)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on April 27, 2022, for the **Summer 2022 Reroofing at SMHS, ERHS & PVHS (PROJECT #22-408)**. The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Quaglino Roofing	\$189,990
Craig Roofing Company, Inc.	\$215,972
Channel Islands Roofing, Inc.	\$217,757
Falcon Roofing	\$237,079
Derrick's Roofing, Inc.	\$245,000

After review of the five (5) bids received by administration, Quaglino Roofing was determined to be the apparent low bidder.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Summer 2022 Reroofing at SMHS, ERHS & PVHS (PROJECT #22-408) to the lowest bidder, Quaglino Roofing for the bid amount of \$189,990 to be paid from Fund 14.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Dr. Karamitsos _____
 Ms. Perez _____
 Mr. Palera _____
 Ms. Lopez _____
 Dr. Garvin _____

XI. CONSENT ITEMS

***** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented.**

All items listed are considered to be routine and may be enacted by approval of a single roll call vote. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.

Moved _____ Second _____

A Roll Call Vote is Required:

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

A. Approval of Minutes – *Appendix I*

Regular Board Meeting – April 12, 2022

B. Approval of Warrants for the Month of April 2022

Payroll	\$ 9,716,170.44
Warrants	7,453,765.56
Total	\$ 17,169,936.00

C. Attendance Report

Mrs. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the eight month of the 2021-2022 monthly attendance report presented on the last page of this agenda.

D. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/FUND- ING	RESOURCE PERSON
Music Memories & More Custom Events	Music services for RHS prom May 21, 2022.	\$16,249.03/ RHS ASB	Yolanda Ortiz
Allan Hancock Joint Community College District (AHJCCD)	MOU that outlines partnership between AHJCCD & SMJUHS to	NTE \$200,000 in services provided/ Title I	John Davis

	provide AHJCCD Cal-SOAP services to various SMJUHS sites through June 30, 2023.		
Thinking in Common	Co-teaching and consultation training services for the 2022-23 school year.	\$45,375/ Sped Dept Funding	John Davis
Collaborative Learning Solutions, LLC	Consultation services and technical assistance with CCEIS Plan through June 2023.	NTE \$25,000/ CCEIS	John Davis

E. Facility Report – **Appendix B**

F. Obsolete Equipment – **Appendix C**

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items in the list below in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through its representative RT Auctions. Notices of items for sale at auction will be posted in no less than three public places within the district, the District, including the District’s website at <http://www.smjuhsd.k12.ca.us>

G. Student Matters

- Administrative Recommendation to suspend the order of expulsion: 360717, 607045
- Administrative Recommendation to order expulsion: 361493

H. Book Discard

Righetti High School is requesting the following unusable instructional materials be approved for discard (Ed Code 60530).

Dpt	Textbook Title	Publisher	ISBN	Copyright Date	# of Copies
Science	Biology Concepts and Connections	Campbell, Reece, Mitchell, Taylor	0-8053-0013-9	2003	151
Special Education	Decoding Strategies Decoding C2	SRA McGraw Hill	0-02-674793-6	1999 (2002 Imprint)	1
Special Education	Connecting Math Concepts Level C	SRA	0-574-15654-2	1992	31
Special Education	Connecting Math Concepts Level Bridge	SRA McGraw Hill	0-02-684694-2	2003	3

Special Education	Decoding Strategies Decoding B2	SRA McGraw Hill	0-02-674786-3	1992 (2002 Imprint)	1
Special Education	Pacemaker General Science (Third Edition)	Globe Fearon	0-130-23434-6	2001	1
Special Education	Connecting Math Concepts Level D	SRA	00-268-4692-6	1993	1
Special Education	Algebra	AGS Publishing	0-7854-3567-0	2004	3
Special Education	Reasoning and Writing Level F	SRA McGraw Hill	0-02-6847957	2001	10
Special Education	Bridge to Connecting Math Concepts	Macmillan/McGraw Hill	0-574-15673-9	1995	7
Special Education	Connecting Math Concepts Level F	SRA McGraw Hill	0-574-15674-7	1996	9
Special Education	Connecting Math Concepts Level F	SRA McGraw Hill	0-02-684695-0	2003	7
Special Education	Reasoning and Writing Level D	SRA McGraw Hill	0-02-6847817	2001	8
Special Education	Connecting Math Concepts Level D	SRA McGraw Hill	0-574-15644-5	1993	1
Special Education	Connecting Math Concepts Level Bridge Presentation Book	SRA McGraw Hill	0-02-684737	2003	1
Special Education	Connecting Math Concepts Level C	SRA McGraw Hill	00-268-46918	2003	5
Special Education	Connecting Math Concepts Level Bridge Answer Key	SRA McGraw Hill	00-2684-7221	2003	1
Special Education	Connecting Math Concepts Level Bridge Teacher's Guide	SRA McGraw Hill	002-684-6888	2003	1

I. Notice of Completion

The following project was substantially completed. To file the necessary Notice of Completion forms with the County of Santa Barbara, the Acceptance of Substantial Completion needs to be formally accepted by the Board of Education.

1. MARK RICHARDSON CAREER TECHNICAL EDUCATION CENTER & AGRICULTURAL FARM INSTALL MINI-SPLIT COOLING SYSTEM (Project #21-381) with Smith Mechanical-Electrical-Plumbing. Substantial Completion on April 25, 2022.

- J. Authorization to Piggyback on Savanna School District for Purchase, Lease, Relocation, Dismantling and Removal of Portable Buildings for the Length of the Contract through February 8, 2023

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Savanna School District has awarded, for the Purchase, Lease, Relocation, Dismantling and Removal of Portable Buildings to Elite Modular Leasing & Sales, Inc., Project SSPU #40-04/2020-21 through February 8, 2023. The district recommends that the board find and determines that it is in the best interest of the district to authorize the Purchase, Lease, Relocation, Dismantling and Removal of Portable Buildings, under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC20118.

- K. Authorization to Piggyback on Kings County Office of Education for the purpose of implementing a software purchase and license program for the public agencies through July 31, 2022

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Kings County Office of Education has awarded their bid to Softchoice Corporation - Piggyback Bid # 061119, through July 31, 2022. The district recommends that the board find and determines that it is in the best interest of the district to authorize software purchases under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC20118.

- L. Authorization to Piggyback on Duarte Unified School District for Flooring Materials and Installation Services District-Wide for the Length of the Contract through December 31, 2022.

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board

has determined it to be in the best interest of the district, may authorize the purchase of such supplies, furniture and equipment.

Duarte Unified School District has awarded their classroom and office furniture bid to Ron Guidry's Floor Covering, Inc. dba Progressive Surfacing Bid #19-20-04, through December 31, 2022. The district recommends that the board find and determines that it is in the best interest of the district to authorize purchasing of flooring materials and installation services under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

M. Out of State Travel

Person/Reason	Place/Date	Description	Funding
Rebecca Wingerden/ Laura Branch SBCC- Earth 130V Geologic Field Study – Volcanology	January 5-16, 2023 Hilo, Hawaii	Part of SBCC class - Excursion to study the geology and volcanic processes of Kilauea volcano.	Perkins
FBLA Students and Advisor (Maria Alejandra Fulton) National Leadership Conference - FBLA	June 29-July 3, 2022 Chicago, IL	Three FBLA students will be competing in Computer Applications and Word Processing.	CTEIG/ LCAP 4.8

N. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO22-01480	Softchoice Corporation	\$136,443.06	Software/Licenses General Fund
PO22-01521	Sierra School Equipment	\$43,622.89	Four-Station Steel Workbenches Fund 25

O. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
WePay/Snap Raise (aka Snap! Mobile Inc.)	Softball	\$6,769.50
Nami California	NAMI	\$250.00
Total Pioneer Valley High School		<u>\$7,019.50</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Community Bank of SM	Warrior Goat Club	\$500
Joel Switzer Diesel Repair Inc	Warrior Goat Club	\$1,000
Edwin Newhall Woods, Jr	Warrior Goat Club	\$500
Snap! Mobile Inc	Athletics-Baseball	\$10,196.60

Total Righetti High School		<u>\$12,196.60</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Media All Stars, Inc	Boys Basketball	\$1,042.00
Cane's Chicken Fingers	Band	\$1,000.00
Kredo, Inc dba Believe Kids Cherrydale	Band	\$877.92
Santa Maria FFA Boosters	FFA	\$12,000.00
Total Santa Maria High School		<u>\$14,919.92</u>

XII. FUTURE BOARD MEETINGS FOR 2022

Unless otherwise announced, the next regular meeting of the Board of Education will be held on June 7, 2022. Closed session is scheduled to begin at 5:00 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2022:

- | | | |
|---------------|--------------------|-------------------|
| June 14, 2022 | August 2, 2022 | October 11, 2022 |
| July 12, 2022 | September 13, 2022 | November 8, 2022 |
| | | December 13, 2022 |

XIII. ADJOURN

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
MONTHLY REPORT OF ATTENDANCE
EIGHTH MONTH OF 2021-22

February 28, 2022 through March 25, 2022

	Eighth Month 2020-21			Eighth Month 2021-22			Accumulated ADA		
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year
							ADA % to CBEDS	ADA	
ERNEST RIGHETTI HIGH									
Regular	2201	2216.40	98.8%	2159	2040.30	93.8%	2269.06	2080.01	2080.01
Special Education	96	95.60	98.6%	115	103.15	89.9%	96.26	101.30	101.30
Independent Study	50	30.75	56.5%	82	52.55	65.7%	25.51	41.40	41.40
Independent Study Spec Ed	7	5.05	72.7%	7	3.65	47.7%	2.70	3.67	3.67
Independent Study Virtual Academy	0	0.00	0.0%	65	54.20	85.3%	0.00	40.03	40.03
Independent Study Virtual Academy SPEI	0	0.00	0.0%	7	7.65	95.6%	0.00	5.99	5.99
CTE Program	5	4.90	96.0%	7	4.70	67.1%	5.33	5.77	5.77
Home and Hospital-Reg Ed	1	1.20	64.9%	0	0.00	#DIV/0!	1.01	0.11	0.11
Home and Hospital-Spec Ed	2	1.15	57.5%	1	0.00	0.0%	0.74	0.00	0.00
TOTAL RIGHETTI	2362	2355.05	98.8%	2444	2286.20	93.6%	2400.61	2278.27	2278.27
SANTA MARIA HIGH									
Regular	2629	2552.75	96.5%	2746	2634.95	95.4%	2625.23	2644.06	2644.06
Special Education	219	207.70	94.6%	227	206.00	89.7%	213.98	209.53	209.53
Independent Study	125	113.50	90.7%	13	10.80	83.1%	78.36	12.68	12.68
Independent Study 12+	0	0.00	0.0%	0	0.00	#DIV/0!	0.00	0.00	0.00
Independent Study Spec Ed	1	0.60	66.7%	1	0.20	20.0%	0.09	1.01	1.01
Independent Study Virtual Academy	0	0.00	0.0%	79	77.50	99.7%	0.00	54.10	54.10
Independent Study Virtual Academy SPEI	0	0.00	0.0%	15	15.40	100.0%	0.00	12.13	12.13
CTE Program	9	8.55	89.1%	9	5.70	67.5%	8.29	5.63	5.63
Home and Hospital-Reg Ed	1	1.75	100.0%	4	3.75	79.8%	3.29	1.19	1.19
Home and Hospital-Spec Ed	3	2.05	68.3%	2	1.35	67.5%	2.50	1.18	1.18
TOTAL SANTA MARIA	2987	2886.9	96.4%	3096	2955.65	94.9%	2931.74	2941.50	2941.50
PIONEER VALLEY HIGH									
Regular	2679	2715.45	99.7%	2696	2640.60	97.1%	2778.20	2654.80	2654.80
Special Education	170	171.85	99.8%	163	160.20	97.3%	170.32	154.61	154.61
Independent Study	57	39.75	67.9%	120	121.40	99.6%	28.53	58.19	58.19
Independent Study Spec Ed	3	3.00	100.0%	29	23.95	84.6%	2.65	13.15	13.15
Independent Study Virtual Academy	0	0.00	0.0%	38	37.95	100.0%	0.00	28.16	28.16
Independent Study Virtual Academy SPEI	0	0.00	0.0%	1	1.00	100.0%	0.00	0.52	0.52
Home and Hospital-Reg Ed	2	0.35	17.5%	9	6.45	87.2%	0.55	3.06	3.06
Home and Hospital-Spec Ed	1	1.00	100.0%	4	3.90	97.5%	0.00	2.66	2.66
TOTAL PIONEER VALLEY	2912	2931.4	99.7%	3060	2995.45	97.1%	2980.25	2915.16	2915.16
DAY TREATMENT @ LINCOLN STREET	5	4.05	77.1%	2	3.70	71.8%	4.53	4.66	4.66
DISTRICT SPECIAL ED TRANSITION	21	19.25	100.0%	19	17.90	97.0%	20.92	17.72	17.72
DISTRICT SPECIAL ED TRANS/VOC MM	18	18.00	100.0%	14	14.00	100.0%	18.90	15.01	15.01
ALTERNATIVE EDUCATION									
Delta Continuation	289	141.47	47.8%	286	146.50	52.5%	147.72	178.71	178.71
Delta 12+	1	0.31	31.4%	0	0.00	#DIV/0!	0.29	0.73	0.73
Delta Independent Study	40	22.96	55.5%	72	54.37	74.1%	18.39	48.45	48.45
Delta Independent Study 12+	1	0.62	61.9%	5	4.65	81.6%	1.72	4.86	4.86
Delta Independent Study Spec Ed	0	0.00	0.0%	0	0.00	#DIV/0!	0.00	0.00	0.00
Home and Hospital	0	0.00	0.0%	0	0.00	0.0%	0.00	0.00	0.00
Freshman & Sophomore Prep	0	0.00	0.0%	0	0.00	0.0%	0.00	0.00	0.00
Reach Program--ERHS	4	1.40	47.5%	15	9.55	63.9%	0.00	5.11	5.11
Reach Program--DHS	0	0.00	0.0%	0	0.00	#DIV/0!	0.00	0.00	0.00
Reach Program--SMHS	0	0.00	0.0%	0	0.00	#DIV/0!	0.44	0.00	0.00
Reach Program--PVHS	19	8.90	45.5%	17	15.15	98.7%	7.31	8.13	8.13
Home School @ Library Program	23	16.85	64.3%	13	9.00	72.9%	17.23	9.29	9.29
Delta I.S. Program P	10	4.79	44.6%	0	0.00	#DIV/0!	6.15	0.44	0.44
TOTAL ALTERNATIVE EDUCATION	387	197.31	51.0%	408	239.23	58.6%	199.25	255.73	255.73
TOTAL HIGH SCHOOL DISTRICT	8692	8411.96	96.8%	9043	8492.13	93.9%	8556.20	8428.05	8428.05

NOTE: PRIOR YR ADA % TO CBEDS CORRECTED BY BHOFF 03/04/2016; BASED ON ENROLLMENT OF 7782 (PER ED-DATA)

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Change in Assignment	Campus Security Assistant II	PVHS	5/9/22	9/E	4 to 5
	Change in Assignment	Campus Security Assistant II	RHS	4/11/22	17/A	4 to 5
	Out of Class	Grounds Maintenance II	PVHS	5/9/22	21/C	8
	Promote	Instructional Assistant-Spec Ed II	SMHS	4/12/22	15/A	6
	Employ	Campus Security Assistant II	SMHS	5/2/22	17/A	7.5
	Retire	Instructional Assistant-Spec Ed I	SMHS	6/8/22	13/E	5.5
	Change in Assignment	Campus Security Assistant II	RHS	4/25/22	17/D	4 to 8
	Promote	School/Community Liaison	PVHS	5/16/22	20/C	8
	Employ	Custodian	RHS	5/13/22	15/A	8
	Employ	Campus Security Assistant II	SMHS	5/2/22	17/A	7.5
	Employ	Instructional Assistant-Spec Ed II	PVHS	4/11/22	15/A	6
	Employ	Instructional Assistant	SMHS	5/2/22	11/A	6
	Resign	Instructional Assistant-Spec Ed I	SMHS	5/2/22	13/A	5.5
	LWOP	Instructional Assistant-Bilingual	RHS	4/25/22 - 6/8/22	13/C	6.5
	Resign	Intervention Lab Specialist	RHS	6/8/22	22/E	8
	Resign	Office Assistant	SMHS	6/8/22	12/E	4
	Employ	Administrative Assistant II - SSC	DO	5/2/22	24/A	8
	Employ	Administrative Assistant II - SSC	LC	5/2/22	24/A	8
	Leave Without Pay	Administrative Assistant II - SSC	LC	5/20/22 - 5/27/22	24/A	8
	Employ	Guidance Technician	SMHS	4/25/22	22/A	8
	Change in Assignment	Campus Security Assistant II	PVHS	5/2/22	17/C	4
	Employ	Instructional Assistant-Spec Ed I	PVHS	4/25/22	13/A	5.5
	Dismiss	Instructional Assistant	RHS	4/29/22	11/A	6.5
CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 0	English	PVHS	2022-23	3/II	1.0
	LOA	English	PVHS	2022-23	18/V	0.2
	Employ/Prob 0	Special Education	RHS	2022-23	2/III	1.0
	Column Advance	Counselor	PVHS	2022-23	7/V+5	1.0
	LOA	Social Science	SMHS	2022-23	17/V	0.4
	Extra Prep Period	Special Education	RHS	2/3/22-6/9/22	3/IV	0.2
	Employ/Prob 0	Special Education	PVHS	2022-23	3/II	1.0
	Extra Prep Period	Special Education	SMHS	3/28/22-6/9/22	4/V	0.2
	Employ/Prob 0	Mathematics	SMHS	2022-23	2/I	1.0

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 0	Science	DHS	2022-23	2/IV	1.0
	Extra Prep Period	Special Education	RHS	3/30/22-6/9/22	19/V	0.2
	Extra Prep Period	Special Education	RHS	2/3/22-6/9/22	6/V	0.2
	Resign	OTCR	SMHS	7/2/22	1/I	1.0
	Employ/Temp	Counselor	SMHS	2022-23	9/IV+5	1.0
	Employ/Temp	Counselor	RHS	2022-23	4/V+5	1.0
	Column Advance	Counselor	RHS	2022-23	4/V+5	1.0
	LOA	Social Science	SMHS	2022-23	12/V	0.4
	Employ/Temp	OTCR	PVHS	2022-23	2/III	1.0
	Extra Prep Period	Special Education	RHS	2/3/22-6/9/22	5/IV	0.2
	Employ/Prob 0	Special Education	SMHS	2022-23	2/III	1.0
	Employ/Prob 0	Special Education	SMHS	2022-23	2/IV	1.0
	Retire	Mathematics	PVHS	6/10/22	34/V	1.0

COACHING PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	District	Employee Type
	Stipend	Head Frosh Boys Basketball	ERHS	2021-2022	\$2,318	WALK-ON
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CLASS.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CLASS.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.

COACHING PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	District	Employee Type
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CLASS.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CLASS.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2021-2022	\$500	CLASS.
	Double Sport Stipend	Coaching	ERHS	2021-2022	\$500	CERT.

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

April 2022 and Coronavirus Activities

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 1 - 50 Classroom and Administration Building: Installation activities continuing this period include utility infrastructure, concrete, structural steel, steel stud framing, HVAC, fire sprinkler, security, communications, moisture protection, exterior thermal insulation, roof framing, installation of concrete walkways, utility rough-in, roofing and ceiling/soffit framing. New work includes exterior plaster, fire life safety systems, low voltage, store front windows, doors, and interior drywall. April 2023 remains the target for completion. [\(Photos\)](#)
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: The architect continues preliminary project cost evaluations. The review meeting anticipated to occur in April with the site will occur after the architect's evaluation is complete. Guaranteed Maximum Price (GMP) negotiations are expected to occur in Fall of 2022.

SMHS 2022 Six Portable Classrooms – Rachlin Partners

- Edwards Construction Group (ECG) was awarded the project at the April 12, 2022, Board meeting. Contracts are under review. Construction remains scheduled to occur May 16, 2022, through August 5, 2022.

SMHS 2022 Building 240 Electrical Upgrade – Ravatt-Albrecht Architects

- District Maintenance and Operations is reviewing plans and specifications to determine if this project can be performed using in-house staff. Construction is anticipated to occur during the summer of 2022.

SMHS 2022 Learning Center Paving – Flowers and Associates

- The bid package was advertised on April 23, 2022, with the bid opening to occur May 16, 2022. Construction is currently scheduled for June 24, 2022 through August 4, 2022.

2. Ernest Righetti High School Construction Projects

ERHS Maintenance and Operations Building – Rachlin Partners

- Installation activities continuing this period include utility stub-ups and main concrete floor pours. New work includes the installation of metal building structural columns, support beams, and asphalt patching. August 2022 remains the target for project completion. [\(Photos\)](#)

ERHS Phase 2 Improvements – Rachlin Partners

- Phase 2 installation activities completed this period include interior framing, HVAC equipment placement, electrical and communications conduit, cable runs, drywall installation, white board installation, acoustical ceiling, interior accessories, utilities finish, flooring preparation, flooring, and paint. The punch list walk occurred April 11, 2022, with all work completed by April 22, 2022. Move in commenced April 18, 2022, including the installation of new student and teacher furniture. Audio-visual controls remain on backorder for both Phases 1 and 2. Phase 3 construction occurring this period includes hazardous materials removal and demolition. [\(Photos\)](#)

ERHS Quad Area Shade Canopy – Rachlin Partners

- DSA plan approval has been received. Coordination between the shade production timeline and the site work bid and construction schedule is underway.

ERHS Hillside Erosion Control Curbing and Fencing – Flowers and Associates

- The Consultant is continuing development of a plan and specification package. Development of a bid and construction schedule is pending completion of the design effort.

ERHS New Softball Field – Architect to be Determined.

- Request for Qualifications packages for Architectural and Engineering Services (A&E) were received March 25, 2022. Evaluations are underway. Those deemed acceptable will be added to the Districts list of approved A&E service providers. Each listed A&E service provider will be evaluated to determine the most suitable for the proposed New Softball Field project and Request for Proposal to provide A&E services will be issued to the selected firm.

ERHS Boy’s Locker Replacement – Architect to be Determined.

- Upon review of the received Architectural and Engineering services Request for Qualifications response, a Request for Proposal will be issued to one of the listed Architects. Once accepted and approved, development of the project scope, including replacement of removed lockers, and establishment of an estimated project, schedule will occur.

ERHS Larch Street Fence Replacement – Support Services

- A Request for Quote was issued on March 25, 2022. Evaluation of the two quotes received is underway. Construction is expected to occur during summer 2022.

ERHS Press Box Conduit and Fiber Installation – Support Services.

- The Electrical Consultant is continuing scope evaluations to establish a cost proposal for engineering design services.

3. Pioneer Valley High School Construction Projects

PVHS 3 New Modular Classrooms and One Restroom – Rachlin Partners

- A DSA over-the-counter review has been scheduled for May 11, 2022. When DSA approval is received, the modular company will commence construction of the units. A separate bid package will be issued for Phase 1 of the site work which is estimated to occur in July and August 2022. Phase 2 including unit delivery, setting, final site building

connections, and interior construction remains targeted to occur between mid-August and December 2022.

PVHS Electrical Bus Duct Repair – Support Services

- Installation of all high voltage electrical components was complete April 18, 2022. Final project documentation closeout is in process.

PVHS New Weight Room Equipment and Flooring – Support Services

- The approved equipment and material Purchase Order was issued to the vendor. A separate quote for sports flooring installation has been received and is under review. Assembly and installation of the weight racks will be by District M&O staff. Support Services staff will coordinate activities between the equipment vendor, flooring installer, and M&O staff for summer installation.

4. Mark Richardson Career Technical Education Center & Agriculture Farm

MRCTEAF Perimeter Security Fencing Addition – Support Services

- Construction commenced April 19, 2022 and is anticipated to complete on May 18, 2022.

MRCTEAF New Maintenance and Operation Building – Support Services

- Construction documents are under development by the Architect. A project schedule will be established upon completion of plans and specifications.

MRCTEAF Well Installation – Support Services

- The Geological Engineer has completed the site assessment and has commenced with the well design. A project schedule will be developed upon completion of analysis activities.

MRCTEAF Main Office Space Design– 19 six Architects

- Plans, specifications, and a project schedule continue under development by the Architect.

5. District Wide and Support Services Center

District Wide Project Closeout – Support Services

- Closeout of legacy projects continues:
 - SMHS #03-103743 Gym Renovation: Reviews by DSA of the roof clip connections is ongoing including the need for destructive tests.

SSC Purchasing Office Reconfiguration – Ravatt-Albrecht Architects

- Contract documents are complete. Construction commenced April 25, 2022, and will continue through August 23, 2022.

SSC Second Story Office Reconfiguration – Ravatt-Albrecht Architects

- The plan and specification package remains under review at the City of Santa Maria Planning Department.

SSC Tire Room Reconfiguration – Ravatt-Albrecht Architects

- The City of Santa Maria Planning Department is continuing review of the submitted plan and specification package.

Summer 2022 Roofing – Support Services

- A Notice to Bidders was issued on April 5, 2022. Bids are due April 27, 2022. The results will be presented to the Board at the May 10, 2022, meeting. Construction is expected to occur during June and July of 2022. [\(Photo\)](#)

Summer 2022 Carpeting and Vinyl Flooring– Support Services

- A Notice to Bidders for installation services was issued on April 2, 2022. One bid was received on April 21, 2022 and is scheduled to be presented to the Board at the May 10, 2022, meeting. Installation is to occur during summer of 2022.

Arc Flash Safety Assessment – Maintenance and Operations

- A proposal was provided by Falcon Power Consultants for arc flash assessment services to be performed at SMHS, DHS, MRCTEAF, and the DO. A service agreement is in process. The work is expected to be performed in late summer 2022.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

SMHS

- Updated the landscaping along Broadway by installing new rubber mulch. (Photo)
- Repaired the fencing at the 50 Classroom construction site due to break-in vandalism.
- Assembled a new water line to the greenhouse valve box and repaired leaking valve.
- Repaired light switches and installed ballasts in the Stadium, Industrial Arts Building 513.
- Repaired the damaged Cafeteria walls.
- Repaired the Stowell Road staff parking lot lighting.
- Installed new a washer and dryer in Wilson Gym for athletics. (Photo)
- Repaired the lights in the Ethel Pope Auditorium.
- Completed HVAC service calls in Administration office 118 and classroom 904.
- Installed new whiteboards in classrooms 605 and 627.
- Repaired door hardware in the following rooms: Administration 120, 100 Building Restroom, Library, 336, 337, 338, 340, 350, 360, Wilson Gym, 460, 612, and 900 Staff Restroom.
- Upgraded furniture in the following rooms: Administration, 235, 335, 450, 524, 531, 635, and 649.
- Provided support of school event and civic center use activities: SMHS Academic Awards Night, 10th Grade Awards, Covid-19 Test Kit Distribution, Spanish Class Seminars, Parent Meetings, MPAC Meeting, POM Graduation, Key Club Blood Drive, FFA Meeting, BStrongLife Club, Ethnic Studies Film Festival, Spring Fair, Alpine Club Movie Night, and Boys' and Girls' Track Meets.
- Preventive work hours - 80
- Routine work hours - 95
- Total work orders completed - 357
- Event setup hours - 151

Ken Groppetti
Plant Manager
By Reese Thompson

PVHS

- Repaired a broken sprinkler line and two valves across campus. (Photo)
- Installed a reverse osmosis water system in the health office.
- Painted and replaced the outside paneling on the south side of portable classroom 620.
- Painted the exterior doors on portable classrooms 200, 208, 210, 211, 607, 608, 609, 613, 614, and 627.
- Replaced broken gas struts on the cafeteria mobile cart doors.
- Installed an ergonomic desk mount for computer monitors in the counselor's office 747.
- Installed a new fire extinguisher in the first floor vestibule of the 300 Building.
- Assembled and delivered a new cabinet to classroom 365.
- Repaired and replaced broken dispensers in the girls' north 400 restroom, boys' locker room, and the boys' stadium restroom.
- Replaced damaged boards under classroom 625 entry ramp.
- Installed a turbine roof vent on the PE equipment storage container. (Photo)
- Provided support of school event and civic center use activities: ELPAC testing at Edwards Gymnasium, Homestead staff luncheon, Senior Graduation assembly, FFA meeting, Team Nami Event, Cheer Camp, Panther Pals Dance, Spring Fair, girls' wrestling banquet, and the Panther Olympics.
- Preventive work order hours – 29
- Routine work hours – 481 (includes CTE – 92)
- Total work orders completed – 216 (includes CTE – 19)
- Event setup hours – 129 (includes CTE – 3)

Dan Mather
Plant Manager

REGULAR MEETING

May 10, 2022

ERHS

- Prepared baseball, softball, and track for upcoming meets, games, and tournaments.
- Installed new irrigation pipe on westside of the 100 Building.
- Completed twenty-four room moves from Modernization Phase II completion and Phase III startup. **(Photo)**
- Mounted a new TV in the Administration Office for the Assistant Principal.
- Installed a HUDL camera in the stadium press box.
- Installed new outlets in the kitchen and cafeteria for new warming ovens.
- Repaired plugged toilets, leaky urinals, and vandalized dispensers.
- Changed the filters on the hydration stations.
- Adjusted the stadium sound system for improved public address announcements.
- Diagnosed various heating and cooling issues at DHS.
- Cleaned and repaired the air conditioning condensate lines at DHS.
- Installed hydration station at DHS.
- Repaired the following door issues throughout campus: broken lock tail piece, door closers, replace door in the gymnasium.
- Repaired the stairs leading to the 200 Building for erosion control. **(Photo)**
- Provided support of school event and civic center use activities: 8th Grade Placement Testing, CPI Training, Spring Club Day, FFA Meeting, College Signing Day, boys' volleyball, girls' basketball banquet, track sleepover, wrestling clinic, wrestling tournament, and football parent meeting.
- Preventive work order hours – 24 (includes 18 DHS)
- Routine work order hours – 227 (includes 23 DHS)
- Total work orders completed – 184 (includes 29 DHS)
- Event setup hours – 137 (includes 0 DHS)

Danny Sheridan
Plant Manager

SSC

- Celebrated California School Bus Driver Appreciation Day. **(Photo)**
- Upgraded Conference Room A by re-texturing the panel walls to a smooth finish and replacing the white board.
- Constructed and anchored new warehouse pallet racks for improved storage and use of space. **(Photo)**

Graffiti & Vandalism

- DHS \$ 350
- ERHS \$ 50
- SMHS \$ 2,350
- PVHS \$ 60

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



SMHS 50-Classroom Building – Exterior Received Stucco



SMHS 50-Classroom Building – Architects Review Progress from the Third Floor Bridge



SMHS 50-Classroom Building – Foods Lab Ventilation hood Installation is Underway



SMHS 50-Classroom Building – Classroom Windows and Doorways Frame the Interior Hall



ERHS Maintenance and Operations Building – Structural Steel Begins to Sprout from the Floor



ERHS Maintenance and Operations Building – Roof Framing Defines the Size of the Shop



ERHS Modernization – DSA Inspector Reviews the Finished Classrooms



ERHS Summer Roofing – Job Walk Attracted Several Contractors

Photo Gallery – Maintenance & Operations



SMHS – Robert Wallace Updating the Landscaping with New Rubber Mulch



SMHS – Alex Anguiano Installing a New Washer and Dryer in the Wilson Gym



PVHS – Matt Schlereth Repairing a Broken Sprinkler Line



PVHS – Paul Alvarez Installing a Turbine Roof Vent



ERHS – David Velasco, Joaquin Bonilla, and Luis Santos Moving Furniture for Phase II and Phase III Modernization



ERHS – Jordan Markstone Repairing the Stairs for Erosion Control



SSC – Transportation Celebrated California School Bus Driver Appreciation Day



SSC – Tom Harbold and Joel Amezcua Installing Warehouse Pallet Racks

**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C
May 10, 2022**

Tag #	Asset Category	Description	Serial #
28319	COMPUTER	DELL OPTIPLEX 9030	BXZZY12
38314	SHOP EQUIP	KIAVAC #4	
26125	COMP EQUIP	DELL COMPUTER MONITOR	CN-OCC388-71618-7AC-ABCM
43480	MUSIC	ELECTONE ORGAN	
30173	MUSIC	PIANO	
43395	MUSIC	PIANO	
29529	COMPUTER	DELL COMPUTER	
28586	COMPUTER	DELL COMPUTER	
28587	COMPUTER	DELL COMPUTER	
29530	COMPUTER	DELL COMPUTER	
28691	COMPUTER	DELL COMPUTER	
28427	COMPUTER	DELL COMPUTER	
28589	COMPUTER	DELL COMPUTER	
29522	COMPUTER	DELL COMPUTER	
28594	COMPUTER	DELL COMPUTER	
29524	COMPUTER	DELL COMPUTER	
28588	COMPUTER	DELL COMPUTER	
28584	COMPUTER	DELL COMPUTER	
28588	COMPUTER	DELL COMPUTER	
28425	COMPUTER	DELL COMPUTER	
29533	COMPUTER	DELL COMPUTER	
28433	COMPUTER	DELL COMPUTER	
29546	COMPUTER	DELL COMPUTER	
29590	COMPUTER	DELL COMPUTER	
25949	MONITOR	MONITOR	
28437	COMPUTER	DELL COMPUTER	
28502	COMPUTER	DELL COMPUTER	
29528	COMPUTER	DELL COMPUTER	
29525	COMPUTER	DELL COMPUTER	
25960	COMPUTER	DELL COMPUTER	
28434	COMPUTER	DELL COMPUTER	
28450	COMPUTER	DELL COMPUTER	
29526	COMPUTER	DELL COMPUTER	
29527	COMPUTER	DELL COMPUTER	
28583	COMPUTER	DELL COMPUTER	
29523	COMPUTER	DELL COMPUTER	
29531	COMPUTER	DELL COMPUTER	
29518	COMPUTER	DELL COMPUTER	
28592	COMPUTER	DELL COMPUTER	
28590	COMPUTER	DELL COMPUTER	
29519	COMPUTER	DELL COMPUTER	
28585	COMPUTER	DELL COMPUTER	
28426	COMPUTER	DELL COMPUTER	
29578	COMPUTER	DELL COMPUTER	
28428	COMPUTER	DELL COMPUTER	
32988	APPL/FOOD SVC	AIR MILK COOLER	13101583

Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C
May 10, 2022

Tag #	Asset Category	Description	Serial #
33924	COPIER	KONICA MINOLTA COPIER	A7AK011005887
29242	COPIER	Ricoh MP C2503 All In One Printer	E214M760174
22425	MACH/TOOLS	Tornado Floor Scrubber	100056
29241	PRINTER	HP LaserJet PRO Printer	PHGFB30508
29982	COMPUTERS	Dell Optiplex 9030	GXVGS52

REGULAR MEETING
May 10, 2022

APPENDIX D

**Approval of Classified Bargaining Unit
Tentative Agreement on
Work Calendars for 2022/2023**

Tentative AGREEMENT
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CENTRAL COAST CHAPTER 455
and the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

April 25, 2022

The following Agreement reflects the full and complete agreement of the Santa Maria Joint Union High School District (hereinafter "District") and the California School Employees Association and its Central Coast Chapter 455 (hereinafter "CSEA") regarding the 2022-23 bargaining unit work calendar.

The parties agree on the following:

1. The "2022-23 School Year Calendar" (Attachment #1 of this Agreement) shall be used to recognize the 2022-23 holidays for the Association bargaining unit as provided in Article 6.1.1 of the Collective Bargaining Agreement between the District and the Association.
2. The number of work days for each less than 12-month bargaining unit classification as well as their start date and end date for the 2022-23 fiscal year is listed on Attachment #2 of this Agreement.
3. Additional work days for Campus Security Assistant II, Campus Security Coordinators, Campus Security Officer, Instructional Assistant-Bilingual, Instructional Assistant – Multilingual, Instructional Assistant – Special Education I, Instructional Assistant – Special Education II, Instructional Assistant – Special Education TLC – Level I, and Behavioral Instructional Assistant – Special Education employees in effect for the 2022-2023 fiscal year are listed on Attachment #3 of this agreement.
4. For bargaining unit members assigned to a Monday through Friday schedule, the following holidays will be observed on alternate dates due to the date on which the holidays fall:

Admission Day will be observed on Thursday, December 22, 2022.

Christmas Eve will be observed on Friday, December 23, 2022.

Christmas Day will be observed on Monday, December 26, 2022.

New Year's Eve will be observed on Friday, December 30, 2022.

New Year's Day will be observed on Monday, January 2, 2023.

5. For those bargaining unit members working a non-traditional workweek, the holidays are specified in Article 6.
6. The number of paid days for 12-month bargaining unit members for the 2022-23 fiscal year is 261 days. They shall be paid each month their same base monthly salary amount

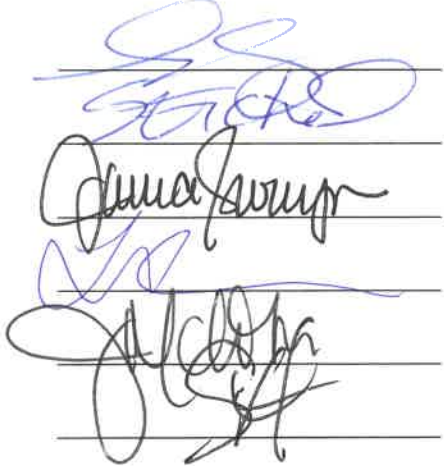
regardless of the number of work days in each month. The monthly base salary is reflected on Appendix C of the Collective Bargaining Agreement.

7. Bargaining unit members who are employed by the District during times outside of the dates they are normally in paid status shall receive compensation and benefits on a pro rata basis that are applicable to the classification of the additional assignment or service during their regular work year in accord with Education Code 45102.
8. Any disputes of any of the provisions contained herein shall be resolved utilizing the Grievance Procedures outlined in the Collective Bargaining Agreement. Additionally, violations of statute may be addressed using those resolution processes.

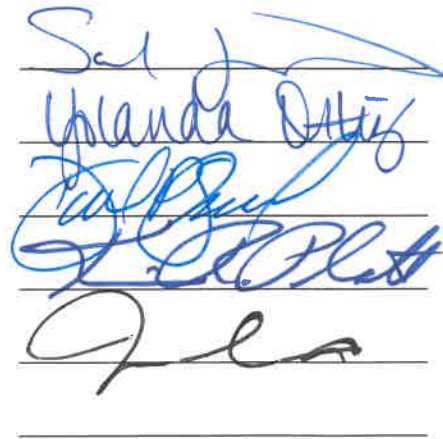
This Tentative Agreement shall become final upon ratification by the membership of the Association (as outlined in the Association's Internal Policy 610) and adoption/ratification by the Santa Maria Joint Union High School District Board of Education.

Executed on this 25th day of April, 2022.

FOR THE ASSOCIATION:



FOR THE DISTRICT:







SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2022/2023 SCHOOL YEAR CALENDAR						
S	M	T	W	T	F	S
JULY 2022						
					1	2
3	4H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
AUGUST						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
				1	2	3
SEPTEMBER						
4	5H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						1
OCTOBER						
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
		1	2	3	4	5
NOVEMBER						
6	7	8	9	10	11H	12
13	14	15	16	17	18	19
20	21	22	23	24H	25H	26
27	28	29	30			
				1	2	3
DECEMBER						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22H	23H	24
25	26H	27	28	29	30H	31
						1
JANUARY 2023						
1	2H	3	4	5	6	7
8	9	10	11	12	13	14
15	16H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
			1	2	3	4
FEBRUARY						
5	6	7	8	9	10	11
12	13	14	15	16	17H	18
19	20H	21	22	23	24	25
26	27	28				
			1	2	3	4
MARCH						
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						1
APRIL						
2	3	4	5	6	7H	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
	1	2	3	4	5	6
MAY						
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29H	30	31			
				1	2	3
JUNE						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						1
JULY 2023						
2	3	4H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

85

95

180

Board Approved - 4/12/2022

 School Closed
 1 HR Collaboration
 Minimum Day
 Progress Reports

 2 All Staff Workdays - 8/10, 1/11
 5 Staff Development Days - 8/8, 8/9, 1/9, 1/10, & 6/8
 Back to School Night 8/25
 Finals

2022-23 Work Year Schedule

MOS	DAYS	Calendar	ASSIGNMENT	2022 Beg	2023 End	
9.50	181	CL181	Accompanist	11-Aug	7-Jun	
9.50	181	CL181	Behavior Inst Asst-Sp Ed	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst-Bilingual	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst-Multilingual	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst-Sp Ed TLC - Level I	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst-Sp Ed I	11-Aug	7-Jun	
9.50	181	CL181	Inst Asst-Sp Ed II	11-Aug	7-Jun	
9.50	181	CL181	LVN Health Asst	11-Aug	7-Jun	
9.50	181	CL181	Office Assistant	11-Aug	7-Jun	
9.50	181	CL181	School/Comm Liaison	11-Aug	7-Jun	
9.50	181	CL181	Speech-Language Pathology Assistant	11-Aug	7-Jun	
9.50	181	CL181	Staff Secretary	11-Aug	7-Jun	CTEIG
9.50	182	CL182	Accounting Asst I	10-Aug	7-Jun	
9.50	182	CL182	Career Center/Student Support Technician - DHS	10-Aug	7-Jun	
9.50	182	CL182	Crisis Intervention Consultant	10-Aug	7-Jun	
9.50	182	CL182	Custodian	10-Aug	7-Jun	
9.50	182	CL182	Intervention Lab Specialist	10-Aug	7-Jun	
9.50	183	CL183SEC	Campus Security Asst	10-Aug	8-Jun	
9.50	183	CL183SEC	Campus Security Asst II	10-Aug	8-Jun	
9.50	183	CL183SEC	Campus Security Coord	10-Aug	8-Jun	
9.50	183	CL183SEC	Campus Security Officer	10-Aug	8-Jun	
9.50	183	CL183	Accounting Asst II	9-Aug	9-Jun	Returns on January 13th
9.50	183	CLFSW	Food Serv Lead	9-Aug	7-Jun	
9.50	183	CLFSW	Food Serv Wkr I	9-Aug	7-Jun	
9.50	183	CLFSW	Food Serv Wkr II	9-Aug	7-Jun	
9.50	185	CL185	Bus Driver	9-Aug	7-Jun	2 additional days are FDD Days pd on Jan 10 and June 8
10.00	190	CL190	Health Tech	29-Jul	7-Jun	
10.00	191	CL191	Outreach Consultant	4-Aug	14-Jun	
10.00	191	CL191	Staff Secretary	4-Aug	14-Jun	Spec Ed
10.00	192	CL192	Attendance Tech	3-Aug	14-Jun	
10.00	192	CL192	Attendance Asst	3-Aug	14-Jun	
10.00	192	CL192	Career Center Spec	3-Aug	14-Jun	
10.00	192	CL192	Translators	3-Aug	14-Jun	PVHS & SMHS
10.00	192	CL192	Multilingual Translator-Interpreter	3-Aug	14-Jun	
10.00	196	CL196B	Administrative Asst I-DHS	29-Jul	14-Jun	Returns on January 10th
10.00	196	CL196	Guidance Tech	28-Jul	14-Jun	
10.00	196	CL196	Operations Specialist	28-Jul	14-Jun	
10.00	196	CL196	School Support Secty	28-Jul	14-Jun	
10.50	201	CL201	Library Asst	28-Jul	21-Jun	
10.50	201	CL201	Library Tech	28-Jul	21-Jun	
10.50	202	CL202	Translator	3-Aug	28-Jun	RHS
10.50	206	CL206	Administrative Asst II-Site	22-Jul	20-Jun	Returns on January 9th
10.50	206	CL206	Administrative Asst III-DHS	22-Jul	20-Jun	Returns on January 9th
10.50	206	CL206B	Student Records Specialist - DHS	21-Jul	21-Jun	
11.00	211	CL211A	Student Data Spec	26-Jul	28-Jun	December 19-20 (Work Days) Returns on Jan 10th
11.00	211	CL211A	English Learner Student Data Specialist	26-Jul	28-Jun	December 19-20 (Work Days) Returns on Jan 10th
11.00	211	CL211B	Registrar II	7-Jul	14-Jun	
11.00	211	CL211B	Migrant School Advisor	7-Jul	14-Jun	
11.00	211	CL211C	Migrant Education Recruiter-Statistician	1-Jul	30-Jun	Nov 28 - Dec 18 (Non-Work Days) Returns on Jan 11th
11.00	215	CL215A	Administrative Asst IV-Site	14-Jul	23-Jun	Returns Jan 9th
11.00	215	CL215B	Student Body Bkpr	15-Jul	28-Jun	

April 25, 2022

In order to provide training to staff in the areas of Campus Security, Special Education Instructional Assistants, and Bilingual/Multilingual Instructional Assistants, the District is adding additional workdays to the 2022-2023 school year to allow for training on non-student days so as to not interfere with student needs.

The training needs vary among the classifications and the employees within those classifications.

Specific location and times of required trainings will be emailed *and* sent via US Mail to the employee at the email address and home address on file with Human Resources. The notices will be emailed/mailed a minimum of 2 weeks prior to the return to work date.

Attendance is required as these days are considered regular workdays in addition to the days identified on the 2022-2023 Work Year Schedule.

Campus Security Assistant II, Campus Security Coordinators, Campus Security Officer:

All employees in these classifications will work on August 8 and 9, 2022.

Instructional Assistant – Special Education I, Instructional Assistant – Special Education II, Instructional Assistant – Special Education TLC – Level I, Behavioral Instructional Assistant – Special Education:

All employees in these classifications will work August 9 and 10, 2022.

Instructional Assistant – Bilingual and Instructional Assistant – Multilingual:

All employees in these classifications will work August 10, 2022.

REGULAR MEETING
May 10, 2022

APPENDIX E

**Approval of Tentative Agreement for
Classified Bargaining Unit
regarding Reclassification Recommendation**

Tentative AGREEMENT
between the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
and the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS CENTRAL COAST CHAPTER #455

April 25, 2022

The following reflects the full and complete agreement of the California School Employees Association and its Central Coast Chapter #455 (hereinafter "Association") and the Santa Maria Joint Union High School District (hereinafter "District") regarding the 2021-22 reclassification process.

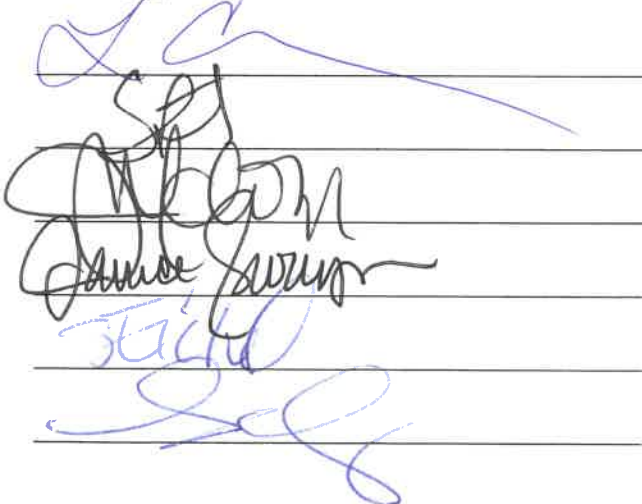
1. A revised job description for the following Association bargaining unit classification shall be created and is attached to this agreement:

Administrative Assistant III – SSC, Range 26

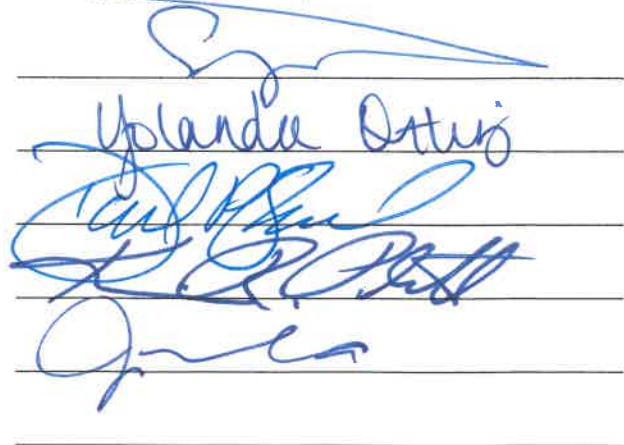
2. No Association bargaining unit member shall be harmed in any way by this reclassification. The District shall provide support and training for any unit member to perform satisfactorily within their revised job description should it be needed.
3. Any disputes of any of the provisions contained herein shall be resolved utilizing the Grievance Procedures outlined in the Collective Bargaining Agreement.

Tentatively agreed to this 25th day of April 2022. This Tentative Agreement shall become final and binding upon the parties with ratification by the membership of the Association (pursuant to Association Policy 610 and if required by that Policy) and adoption by the Santa Maria Joint Union High School District Board of Education.

FOR THE ASSOCIATION:


A series of five horizontal lines with handwritten signatures in blue ink. The signatures are: 1. A long, sweeping signature. 2. A signature that appears to be 'SA'. 3. A signature that appears to be 'Mike'. 4. A signature that appears to be 'Dance'. 5. A signature that appears to be 'Stacy'.

FOR THE DISTRICT:


A series of five horizontal lines with handwritten signatures in blue ink. The signatures are: 1. A long, sweeping signature. 2. A signature that appears to be 'Yolanda Ortiz'. 3. A signature that appears to be 'Paul'. 4. A signature that appears to be 'K. P. P.'. 5. A signature that appears to be 'John'.

ADMINISTRATIVE ASSISTANT III - SSC

BASIC FUNCTION:

Under the direction of a cabinet-level administrator at the level of a Director, perform a variety of technical, administrative assistance and secretarial support functions to relieve the administrator of administrative detail; coordinate the overall operations of the assigned office.

REPRESENTATIVE DUTIES:

- Serve as secretary to a cabinet-level administrator at the level of a Director; perform a variety of clerical and technical tasks and serve as liaison with other District staff and the public. **E**
- Coordinate the overall operations of the assigned office; design and implement office records and filing systems. **E**
- Obtain and provide information to staff and the public where judgment, knowledge and interpretation of policies and regulations, and District functions and programs are required; make decisions regarding procedural matters within the scope of responsibility. **E**
- Perform a variety of activities related to the assigned support services office; provide District-wide services. **E**
- Compose, prepare and assemble materials such as routine correspondence and agenda items and research, collect and compile statistical, financial, or other diverse and specialized information. **E**
- Review and check documents for completeness, accuracy and conformance with applicable rules/regulations and procedural requirements. **E**
- Lead the work of office staff; provide training, technical leadership and direction as necessary; assure that established procedures are carried out efficiently; assist in setting work priorities and assist in the preparation of performance evaluations; serve as a resource person for other SSC secretarial and clerical staff. **E**
- **Act as backup for updates and changes to the district webpage.** **E**
- Coordinate the preparation of Board of Education agendas as assigned; review agenda items for compliance with legal requirements and inclusion of necessary exhibits and backup materials; edit, rewrite, or originate agenda items. **E**
- Monitor budgets; initiate budget transfers as necessary; keep administrator informed of budget balances and projected needs; initiate purchase orders. **E**
- Coordinate and schedule appointments, arrange meetings and make travel arrangements; oversee the master calendar as assigned; attend meetings as assigned; screen visitors and phone calls. **E**
- Perform special projects as assigned.
- Assist the administrator in a variety of duties specific to the functions of the assigned office.
- Maintain office equipment in proper working condition and arrange for repairs or supplies as needed.
- Receive mail and identify and refer matters in order of priority.
- Perform related duties as assigned.

KNOWLEDGE OF:

~~Alternative Education programs and office practices and procedures.~~

Budget preparation and maintenance procedures.

Modern office practices, procedures and equipment.

Receptionist and telephone techniques and etiquette.
Record-keeping techniques.
Health and safety regulations.
Correct English usage, grammar, spelling, punctuation and vocabulary.
Oral and written communication skills.
Applicable sections of State Education Code and other applicable laws.
Interpersonal skills using tact, patience and courtesy.
Operation of office machines including computer equipment.

ABILITY TO:

Participate in budget preparation and maintenance.
~~Oversee assigned school accounts.~~
Interpret, apply and explain school and District programs, policies, rules and objectives.
Work independently with little direction.
Understand and interpret rules and written directions and apply to specific situations.
Compose correspondence independently.
Perform duties effectively with many demands on time and constant interruptions.
Type 60 wpm net from clear copy; original certificate dated within 6 months is acceptable.
Make arithmetic calculations quickly and accurately.
Establish and maintain effective working relationships with others.
Meet schedules and time lines.
Plan and organize work.
Maintain records and prepare reports.
Work confidentially with discretion.
Communicate effectively both orally and in writing.

EDUCATION AND EXPERIENCE:

Any combination equivalent to: graduation from high school supplemented by training in business office management and four years of increasingly responsible secretarial experience.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Constant interruptions.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
Hearing and speaking to exchange information in person or on the telephone.
Seeing to read, prepare and review various materials.

07/01/15 07/01/22

SMJUHSD

Range 26

**REGULAR MEETING
MAY 10, 2022**

APPENDIX F

BOARD POLICIES FOR FIRST READING

BP/AR 6158

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time or part-time basis and in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days. (Education Code 51747)

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

INDEPENDENT STUDY (continued)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6200 - Adult Education)

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

INDEPENDENT STUDY (continued)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who: (Education Code 51747)

1. Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span
3. Are in violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

INDEPENDENT STUDY (continued)

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

However, for the 2021-22 school year only, the district shall obtain a signed written agreement from each student participating in an independent study program for any length of time, no later than 30 days after the first day of instruction in the independent study program.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress

INDEPENDENT STUDY (continued)

2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate

For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

INDEPENDENT STUDY (continued)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student, pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions

INDEPENDENT STUDY (continued)

- criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities throughout the school year, for students in transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
 5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for

INDEPENDENT STUDY (continued)

outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.

INDEPENDENT STUDY (continued)

14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #3 of the Course-Based Independent Study section above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with

INDEPENDENT STUDY (continued)

- their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
 8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
 9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
 11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
 12. For 2022-23 school year and thereafter, before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, and by the student's parent/guardian or caregiver if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

INDEPENDENT STUDY (continued)

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

A signed learning agreement from a parent/guardian of a student who is less than 18 years of age shall constitute the parent/guardian's permission for the student to receive instruction through course-based independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a written agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or, if requested by a parent/guardian, prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher

INDEPENDENT STUDY (continued)

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

INDEPENDENT STUDY (continued)

(cf. 0500 - Accountability)
 (cf. 5121 - Grades/Evaluation of Student Achievement)
 (cf. 6162.5 - Student Assessment)

*Legal Reference:*EDUCATION CODE

17289 Exemption for facilities
 41020 Audit guidelines
 41422 Apportionment credit for student inability to attend in-person or school closure due to COVID-19
 41976.2 Independent study programs; adult education funding
 42238 Revenue limits
 42238.05 Local control funding formula; average daily attendance
 44865 Qualifications for home teachers and teachers in special classes and schools
 46100 Length of school day
 46200-46208 Instructional day and year
 46300-46307.1 Methods of computing average daily attendance
 46390-46393 Emergency average daily attendance
 46600 Interdistrict attendance computation
 47612-47612.1 Charter school operation
 47612.5 Independent study in charter schools
 48204 Residency
 48206.3 Home or hospital instruction; students with temporary disabilities
 48220 Classes of children exempted
 48340 Improvement of pupil attendance
 48915 Expulsion; particular circumstances
 48916.1 Educational program requirements for expelled students
 48917 Suspension of expulsion order
 49011 Student fees
 51225.3 Requirements for high school graduation
 51745-51749.6 Independent study programs
 52060 Local control and accountability plan
 52522 Adult education alternative instructional delivery
 52523 Adult education as supplement to high school curriculum; criteria
 56026 Individuals with exceptional needs
 58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources: (see next page)

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2021-22 AA & IT Independent Study FAQs, 2021

Clarifications for Student Learning in Quarantine, 2021

Conducting Individualized Determinations of Need, 2021

Legal Requirements for Independent Study, 2021

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Presented for First Reading: May 10, 2022

INDEPENDENT STUDY

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

INDEPENDENT STUDY (continued)

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

(cf. 0420.4 - Charter School Authorization)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

INDEPENDENT STUDY (continued)

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a COVID-19 quarantine or school closure, a temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51747)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

INDEPENDENT STUDY (continued)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator

INDEPENDENT STUDY (continued)

2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success

INDEPENDENT STUDY (continued)

6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Presented for First Reading: May 10, 2022

**REGULAR MEETING
MAY 10, 2022**

APPENDIX G

A-G Completion Improvement Grant

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Santa Maria Joint Union High School District	\$2,538,610

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

Santa Maria Joint Union High School District (SMJUHS) has been focused on the growth of college readiness rates among graduates for many years and recent graduation cohorts have shown a significant increase of students meeting A-G requirements. The A-G Completion Improvement Grant will allow for expanded opportunities to continue growing the number of graduates meeting A-G requirements. SMJUHS's plan intends to expand upon and supplement actions within the Local Control and Accountability Plan (LCAP) and may include hiring additional staff, providing more professional development, expanding credit recovery options, and increasing A-G course offerings to improve A-G completion rates among graduates.

The district's plan to use the A-G Completion Improvement Grant funds may include, but not be limited to, the following:

1. ELA & Math Instructional Coaches: ELA and math are the two A-G subject areas with the highest deficiencies among SMJUHS juniors and seniors.
2. District Level Bridge Liaison: Work with feeder schools to support incoming freshmen to ensure general high school readiness and help them prepare for A-G coursework, especially targeting foster youth, socioeconomically disadvantaged, and English learning students. The liaison may guide feeder school staff in effective intervention strategies which may help students enter high school on level, ready to begin A-G courses. The liaison may also facilitate student and parent engagement, especially of unduplicated pupils, through workshops on high school readiness, graduation requirements, and A-G requirements.
3. Professional Development (PD): PD to focus on providing teachers, counselors, administrators, and other support staff additional resources and knowledge to improve A-G completion rates. Content may include transcript evaluation, post secondary planning and college readiness, development of successful four year academic plans for all students, equitable and effective grading practices, and growth mindset. These opportunities are to help ensure students have a planned college readiness path, stay on track to graduate meeting A-G requirements, are provided intervention opportunities as needed, and are ready to successfully transition to a post secondary institution upon graduation.
4. Expanded Credit Recovery: By monitoring failure rates, the need for credit recovery may be identified and expanded credit recovery options may be offered to students in need. In addition to expanding summer school offerings for credit recovery, SMJUHS may offer Saturday school throughout the school year to help students re-establish on track status in order to graduate meeting the A-G requirements.

5. Course Review and Development: Use transcript audits to identify areas to grow in order to increase equitable access to A-G courses, targeting foster, socioeconomically disadvantaged, and English learners. College preparation and readiness lessons can be built into the curriculum. Review of current A-G courses may identify subject area deficiencies. Revision of existing courses to meet the requirements for A-G course approval can create greater opportunities for students to access college prep courses. SMJUHSD would also like to expand the offering of college courses in our schools through our partnership with our local community college, Allan Hancock College, giving more students the opportunity to earn post secondary credits in high school while meeting A-G requirements.

6. A-G Awareness and Engagement Campaign: Development of such a campaign may be used to increase knowledge of A-G requirements and remind students and families to focus on college readiness. This may include facilitation of College Days, posters throughout school sites, social media posts, parent education videos and workshops on topics such as academic plans, effective use of CaliforniaColleges.edu to track credits while planning for college, financial aid, and successful college application completion. These topics are all intended to provide continued motivation for A-G completion in students and families. Reestablishment of vertical articulation between SMJUHSD teachers and feeder school staff can help create a college bound mindset.

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

Offering more courses to satisfy A-G requirements through course revision, course development, and a robust offering of courses in partnership with Allan Hancock College may provide more access to A-G courses for all students, including foster youth, low-income students, and English learners.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a “D”, “F”, or “Fail” grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 3,985

Site administrators and counselors provide consistent information to students on preventative and proactive approaches to credit recovery. Students who were off track to graduate with A-G requirements being met in spring semester of 2020 or during the 2020-2021 school year were provided various credit recovery options. Summer School has been available at all comprehensive high schools. An independent study model using Plato was a viable option for many students to make up credits. Students were also offered the option of re-enrolling in courses the following academic year.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

Many areas of SMJUHSD's LCAP and Learning Recovery Plan contribute to the growth of college readiness in graduates. The A-G Completion Improvement Grant may supplement professional development, credit recovery options such as summer school, and exposure to college options.

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
1. Instructional Coaches	\$1,842,046
2. Bridge Liaison	\$316,466
3. Professional Development in Successful A-G Completion Content	\$250,000
4. Saturday School Staffing	\$24,595
5. Course Review and Development	\$52,704
5. Vertical Articulation with Feeder Schools	\$34,160
6. A-G Awareness and Engagement Campaign	\$18,639

APPENDIX H

RESOLUTION NUMBER 35 - 2021-2022 Regarding the Levying and Collection of Alternative School Facilities Fees (Level II Fees)

and

SCHOOL FACILITIES NEEDS ANALYSIS

**(These documents are available to view
at the District Support Services Center.)**

**REGULAR MEETING
MAY 10, 2022**

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 35 - 2021-2022**

**ASSESSING FEES ON DEVELOPMENT PROJECTS
PURSUANT TO GOVERNMENT CODE SECTION 65995**

WHEREAS, Education Code section 17620 authorizes school districts to impose certain fees as set forth in Government Code section 65995 *et seq.* to finance the construction and reconstruction of school facilities, and;

WHEREAS, under Senate Bill 50 ("SB 50"), the Leroy F. Greene School Facilities Act of 1998 (chapter 407, Statutes of 1998), Government Code section 65995.5 provides that in lieu of a residential fee imposed under Government Code section 65995, subdivision (b)(1), a school district may impose alternative fees on new residential construction in amounts calculated pursuant to Section 65995.5, subdivision (c) and 65995.7; and

WHEREAS, pursuant to Government Code section 65995.5, subdivision (b), the District is currently levying a fee of **\$2.91** per square foot of assessable residential construction, and;

WHEREAS, pursuant to Government Code section 65995.5, subdivision (b), in order to be eligible to impose fees in these alternative amounts, the school district is required to do all of the following: (1) make a timely application to the State Board of Allocation ("SAB") for new construction funding and be deemed by SAB to meet the eligibility requirements for new construction funding; (2) conduct and adopt a School Facilities Needs Analysis pursuant to Government Code section 65995.6; and (3) satisfy at least two of the requirements set forth in subparagraphs (A) to (D) inclusive of Government Code section 65995.5, subdivision (b) (3), and;

WHEREAS, the District has conducted a School Facilities Needs Analysis as specified by Government Code section 65995.5.

NOW, THEREFORE, BE IT RESOLVED that the Board makes the following findings:

1. The District has been determined by the State Allocation Board to meet the eligibility requirements for new construction funding.
 - (a) The existing capital facility debt is over 15% of the bonding capacity. The bonding capacity is \$207,691,840 and the capital facility debt is 184,855,724 or 89.0%. The debt consists of GO bonds and COP financings.
 - (b) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms. There are currently 409 classrooms in the District of which 131 are portables. This results in a total of 32.0% portables.

2. The District has conducted a School Facilities Needs Analysis consistent with the requirements of Government Code section 65995.6 whereby the District has determined the need for school facilities to accommodate unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five (5) years.
3. The District's School Facilities Needs Analysis results in a maximum alternative residential fee of **\$3.18** per square foot of assessable residential construction.
4. The purpose of the alternative Level 2 fees is to provide school facilities for unhoused students that will be generated as a result of the construction of new residential units in the District over the next five (5) years.
5. The alternative Level 2 fees must be used exclusively for the school facilities identified in the District's School Facilities Needs Analysis consistent with Government Code section 65995.5, subdivision (f).
6. There is a reasonable relationship between the need for school facilities and the type of development on which the fees are imposed because, as set forth in the District's School Facilities Needs Analysis, the construction of new residential units generates students that cannot be housed without additional facilities in that the District currently lacks facility capacity to house significant numbers of existing students in grades kindergarten through twelfth grade.
7. There is a reasonable relationship between the use of the fees and the types of development projects on which the fees are imposed in that new residential units of all types generate students who will attend the District schools, these students cannot be housed by the district without the construction of additional facilities, and the fees will be solely expended to finance these new additional facilities.
8. There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the construction of new residential units on which the fees are imposed in that the square footage of all types of residential units has a direct relationship to the number of students generated and, thus, to the facilities which the District must add to accommodate these students.

BE IT FURTHER RESOLVED that the Board conducted a noticed public hearing at a board meeting on May 10, 2022 at the Santa Maria Joint Union High School District, 2560 Skyway Drive, Santa Maria, CA 93455, at which time information contained in the District's School Facilities Needs Analysis was presented, together with the District's responses to all written comments received regarding the School Facilities Needs Analysis. The Board hereby adopts the School Facilities Needs Analysis and incorporates its School Facilities Needs Analysis herein by reference; and

BE IT FURTHER RESOLVED, that the Board hereby establishes an alternative Level 2 Fee of **\$3.18** per square foot of new residential construction; and

BE IT FURTHER RESOLVED, that the District has established a separate Developer Fee Fund, Level 2 Fees in which all Level 2 fees collected pursuant to this Resolution, along with any interest income earned therein, shall be deposited in order to avoid any commingling of the fees with other fees, revenues and funds of the District, except for temporary investments, and that the District is authorized to make expenditures or to incur obligation solely for the purposes for which the fees are collected, which the Governing Board hereby designates to be those purposes permitted by any applicable law; and

BE IT FURTHER RESOLVED, that the District will review the above-mentioned Developer Fee Fund, Level 2 Fees on a fiscal year and five-year basis in accordance with Government Code section 66001 and 66006; and

BE IT FURTHER RESOLVED, that if the District has unexpected or uncommitted fees within five (5) years of collection, the District will make required findings or refund the fees as set forth in Education Code Section 17624; and

BE IT FURTHER RESOLVED, that the alternative Level 2 fees established pursuant to this Resolution are not subject to the restriction contained in subdivision (a) of Government Code section 66007, and that no building permit shall be issued for any development absent certification of compliance by the development project with the fees imposed pursuant to this Resolution; and

BE IT FURTHER RESOLVED, that the Superintendent give notice to all cities and counties with jurisdiction over the territory of the District of the Board's action by serving a copy of this Resolution, the supporting documentation and a map indicating the areas subject to the Level 2 alternative fees on each agency and requesting that no building permits or, for manufactured homes, certificates of occupancy, be issued on or after the date of this Resolution without certification from the District evidencing compliance with the District's Level 2 alternative fees as specified herein.

PASSED AND ADOPTED this 10th day of May 2022 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President/Secretary/Clerk of the Board of Education
Santa Maria Joint Union High School District

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

2560 Skyway Drive

Santa Maria, CA 93455

Phone: (805) 922-4573

SCHOOL FACILITIES NEEDS ANALYSIS

Level 2 Developer Fee Study

March 2022

Mr. Antonio Garcia, Superintendent



Facility Problem Solvers

Prepared by:
SchoolWorks, Inc.
8700 Auburn Folsom Rd., #200
Granite Bay, CA 95746
(916) 733-0402
www.SchoolWorksGIS.com

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Chapter 1: Executive Summary

The Santa Maria Joint Union High School District serves the cities of Santa Maria, Guadalupe, Orcutt, and Los Alamos and surrounding areas in Santa Barbara County, California. The District serves students in grades nine through twelve.

Enrollment in grades 9-12 for the current school year (2021/22) was 9,257 students at the time of the official enrollment census taken in the fall. Most schools are operating close to maximum capacity, and some schools are over design capacity and rely on portables to temporarily accommodate students. Projects will be needed to provide additional space.

Residential development is projected to add 1,828 housing units in the next five years according to the new development projects being planned in the communities served.

Applying the methodology prescribed by State law for Level 2 Fees (see next section for a more detailed discussion), this School Facilities Needs Analysis finds the Santa Maria Joint Union High School District justified in levying a fee of **\$3.18 per square foot** on residential development subject to the fee. This fee may be applied by the District as an alternate to other School Facility Fees.

Expected revenues from Level 2 fees in the next five years are projected to be approximately \$8.43 million. This fee will provide up to one-half of the cost of needed school projects, with the other half expected to be provided by the State. Additional District funds may be required to supplement these fees to provide the quality of schools required by the District's students.

Chapter 2: Context and Legal Requirements

This document, the Santa Maria Joint Union High School District's School Facilities Needs Analysis, exists to fulfill a statutory requirement established by the California Government Code. A school district must prepare or have prepared a School Facilities Needs Analysis (SFNA) as a prerequisite to imposing "Alternate" fees on new housing to provide funding for additional school facilities needed to accommodate students anticipated from those new homes.

The SFNA is not used to justify other forms of fees or mitigation agreements, and is not a facilities plan or financing study for the school district. Its purpose is narrowly defined and this document should be used only to fulfill statutory requirements for the stated fees.

A. History and Context of SB 50 School Facility Fees

Senate Bill 50 (SB 50)¹ was passed during the 1998 session of the California Legislature as a comprehensive restructuring of the state's school facility construction and funding process. Parts of the legislation became effective when the state's voters approved Proposition 1-A, a \$9.2 billion school and university construction/modernization bond².

SB 50 also changed the legal process whereby builders of new homes could be required to pay for new or expanded schools to serve the new homes. A spectrum of local ordinances, policies, and requirements were largely replaced with a statewide, three-tier system. In this new system, tiers or levels are:

Level 1: similar to 1986 fee structure, now \$4.79 per sq. foot³

Level 2: up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests⁴ (assumes State pays other 50% of cost.)

Level 3: same as Level 2, but includes State's 50% share only when the State declares it is out of funds for new construction.⁵

Level 2 Fees are new grants of authority to school districts, but are counterbalanced by a firm prohibition on other local fees and other requirements on housing developments. Level 2 Fees are referred to by the Legislation as "Alternate" fees.

A significant change with the current fee program is the local school district's ability, if it meets the eligibility tests, to impose a Level 2 without involving the city or county having control of land use approvals within the school district.

¹ Chapter 407, Statutes of 1998

² Statewide Proposition 1-A, November 3, 1998

³ Rate approved February 23, 2022

⁴ See Calif. Government Code Section 65995.5

⁵ See Calif. Government Code Section 65995.7

Many other changes to the school building process occurred with passage of SB 50 and Proposition 1-A. This report focuses only on fees, but these changes should be viewed in the context of the amended system.

B. Legal Requirements to Impose Alternate Fees

For a school district to impose Level 2 Fees, it must meet a number of eligibility tests specified in SB 50. The Santa Maria Joint Union High School District has satisfied these requirements, including **3c** (over 15% debt) and **3d** (over 20% portables).

1. Apply for New Construction funding to establish a baseline capacity

The Santa Maria Joint Union High School District has submitted its documents to OPSC for new construction and has had its eligibility baseline established. The District will apply for new construction funding as projects arise.

2. Be eligible for New Construction funding

The Santa Maria Joint Union High School District has been determined by the Office of Public School Construction and the State Allocation Board to be eligible for new construction funding.

3. Satisfy two of the four following tests:

- a. Have substantial enrollment⁶ on Multi-Track calendar,
- b. General Obligation bond in past four years with at least 50% yes vote,
- c. Have issued debt or incurred obligations used for capital outlay equal to 15% of district's bonding capacity⁷,
- d. Use relocatable (portable) classrooms for at least 20% of the district's total classrooms.

The Santa Maria Joint Union High School District satisfies at least two of these four tests:

(c) The existing capital facility debt is over 15% of the bonding capacity. The bonding capacity is \$207,691,840 and the capital facility debt is \$184,855,724 or 89.0%. The debt consists of GO bonds and COP financings and accounts for \$67 million in bonds just issued.

⁶ Generally defined as 30% of the District's K-6 enrollment; special rules for 9-12 districts.

⁷ If the debt includes landowner-voted Mello Roos debt approved after 11/4/98, then the threshold level is 30% rather than 15%.

(d) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms. There are currently 409 classrooms in the District of which 131 are portables. This results in a total of 32.0% portables. This does not include the temporary leased portables that were added to Santa Maria High in 2020 and 2021.

4. Prepare a School Facilities Needs Analysis

The Santa Maria Joint Union High School District caused this School Facilities Needs Analysis to be prepared for review and adoption by the Board of Education.

5. Follow the procedures and process identified in State law

The Santa Maria Joint Union High School District will follow the adoption process and procedures as specified in State law.

Chapter 3: Data Used in Analysis

This Chapter presents the data used to calculate the fee. Chapter 4 contains the actual calculation. Many of these data elements are prescribed in state law and are presented as required.

Data elements to be reviewed include:

- A. Historic pupil-per-home yield rates.**
- B. Housing projection for the next five years.**
- C. Enrollment from new homes built in the next five years.**
- D. Available capacity in existing schools.**
- E. Grant amount per pupil.**
- F. Site Acquisition and Site Development allowances.**

A. Pupil-per-Home Yield Rates

SB 50 prescribed how pupil-per-home yield rates are to be calculated for a SFNA. The method is to identify homes built in the past five years that are similar to homes expected to be built in the projection period (the next five years).

The Student Yield Rates are calculated for high school students and includes any special education students. Yield rates were calculated as a combined rate for the various housing types (single family detached, single family attached, multi-family/apartment).

The homes built in the District during the past five years were matched with the data base of students enrolled to determine these yield factors. The addresses for the housing units were compared to the student data for 2021. The method was to identify as many new homes built within the five year window that could be mapped in the GIS program. The permits were pulled at least 6 months prior to the date of the student data collection (October 2021) to ensure they could be occupied.

Data is presented as required by grade level group.

Pupil-per-home yield results:

	9-12	Total
Single Family	0.1701	0.1701
Multi-Family	0.1263	0.1263
All Types	0.1515	0.1515

B. Housing Projection for Next Five Years

As required by SB 50, new housing units have been projected for the next five years. Data from city and county planners have been used to make the projection shown below along with a review of the historic construction rates.

**New Residential Units in the Next Five Years
(2022/23 through 2026/27)**

Dwelling Type	<u>5 Year Total</u>
Single Family	1,047
Multi-Family	781
All Types	1,828

These projections are estimates and precise numbers in a given year may vary from the table, however the total for the five year period reflects plans approved and in process. The average number of housing units projected to be built per year is 366 units.

C. Enrollment from New Housing in Five Years

Multiplying the number of new homes by the pupil-per-home yield rate gives the expected number of pupils from the new homes to be built in the next five years. This approach, which is prescribed in State law, has certain limitations: first, the yield rate is likely to be lower as new homes typically have fewer students soon after construction than will be seen after the neighborhood is established; and second, the five year window minimizes the need for intermediate and high school facilities which often need more than five years of enrollment growth to require a full size facility. As a result, the formula under SB 50 generally understates a school district's long term need.

SB 50 allows a five year projection to be utilized to determine the number of projected students from new residential development. Using this methodology, the District has projected the number of new housing units for the next five years and multiplied by the yield factors to determine an estimate of students to be projected from new housing.

**Santa Maria Joint Union High
 New Students Projected by Grade Level
 For Development Through 2027**

Grade Level	Student Yields for New Residential Dev.	Students Projected
Single Family 9-12 Total	0.1701	1047 Units 178 178
Multi Family 9-12 Subtotal	0.1263	781 Units 99 99
All Development 9-12 Totals	0.1515	1828 Units 277 277

D. Capacity and Space Available for Students from New Residential Units

As calculated by the State's prescribed methodology on form SAB 50-02 and then adjusting for the projects constructed since the baseline was established, a total of 8,227 spaces exist in the District's schools as shown below.

SANTA MARIA JOINT UNION HIGH Capacity of Existing Facilities				
		<u>9-12</u>	<u>SDC</u>	<u>TOTAL</u>
SB50 Baseline:		3,348	144	3,492
Completed Projects	Project #	Capacity Added/Grants Funded		
Pioneer Valley High	1	2,697	70	2,767
Righetti (Ernest) High	2	54	0	54
Delta High	3	243	0	243
Santa Maria High	4/5	434	0	434
Pioneer Valley High	6	108	0	108
Righetti (Ernest) High	7	938	0	938
CTE Center/Ag Farm	8	191	0	191
Totals for School Facility Projects:		4,665	70	4,735
Grand Totals		8,013	214	8,227

After determining the enrollment, the number of students must be compared to the District’s existing capacity based on the “baseline” capacity total used when applying for state new construction funds. The difference between the students and existing capacity is the “space available”. The “unhoused students” generated from the new housing developments are those that remain after accounting for any space available and used to calculate the allowable Level 2 Fees. The capacity in this chart includes a 38 classroom addition to Righetti High and the CTE Center/Ag Farm project which were recently funded by the State School Building Program.

**Santa Maria Joint Union High
 Unhoused Students from Development Through 2027**

Grade Level	Students From New Housing	Total Enrollment through 2027	Space Needed	Capacity per SB 50	Space Available	Net Unhoused Students
	[1]	[2]	[3]	[4]	[5]	[6]
9-12	270	8,712	8,945	8,013	0	270
SDC	7	223	312	214	0	7
Total	277	8,935	9,257	8,227	0	277

- [1] Projected added enrollment through 2027 based on planned residential development
- [2] Based on SAB 50-01 methodology with 1828 housing units
- [3] Space needed within existing facilities to house students living in existing housing units
- [4] Based on SB 50 methodology of capacity calculation
- [5] Space available for students from new developments
- [6] Net unhoused students in 2027 due to new housing developments

The "Total Enrollment through 2027" shows the projected enrollment in five years based on the cohort survival methodology and adjusts for the projected impact of the new housing developments. It is not a demographics-based analysis and may not match the local district enrollment projections.

The "Space Needed" is determined based on a more complex analysis of the District's current, past and projected enrollments independent of any new housing units. For each grade grouping, the maximum enrollment is shown during the past four years and the next five years. The result is the number of seats that need to be reserved for students from the existing housing units in the District. This insures adequate seats will be available for the housing units that are already existing within the District. The current and past enrollments are shown on the SAB 50-01 which is included in the appendix.

The "Capacity per SB 50" summarized in this table is from the calculations done on the previous page and is based on State loading standards.

The "Space Available" is determined by comparing the "Space Needed" to the "Capacity per SB 50". If the District has excess capacity, then those seats will be used to reduce the number of unhoused students projected from new developments. The Total Space Available is shown to be zero since the total district capacity is less than the total space needed.

The result of this table is the "Net Unhoused Students" which will be used to determine the costs of the facility needs. Therefore, of the 277 new students projected from new developments, there are 277 (100.0%) that will need to be housed in new facilities.

E. State Construction Grant Amount for Unhoused Pupils from New Housing

When calculating the Level 2 Fees, the number of projected unhoused students is multiplied by the State's new construction grant amount. These amounts which are shown below are updated annually by the State Allocation Board each January.

State Grant Allowance for New School Projects

<u>Grade Level</u>	<u>Base Grant</u>	<u>Fire Alarms</u>	<u>Fire Sprinklers</u>	<u>Total</u>
9-12	\$19,679	\$39	\$303	\$20,021
SDC	\$27,480	\$52	\$519	\$28,051

The following chart assumes that 2.5% of the new student population generated from new housing units will consist of special education students. This is equal to the current ratio of students who are enrolled in special education special day classes (SDC).

Allowable Grant Costs for Projected Unhoused Students

<u>Grade Level</u>	<u>Unhoused Students</u>	<u>Per-Pupil Grant Allowance</u>	<u>Total Grant Cost</u>
9-12	270	\$20,021	\$5,405,670
SDC	7	\$28,051	\$196,357
TOTALS	277		\$5,602,027

The cost per student amounts include State funded allowances for required fire alarm and sprinkler requirements for new school projects as of January 2021.

F. Site Acquisition and Site Development Grant Allowance

1. Eligible Site Acquisition Costs

When calculating the Level 2 Fees, the grant totals listed above are added to half the estimated site acquisition costs that are projected for the next five years, and eligible site development costs. The following table shows the total acres needed based on the CDE (California Department of Education) standards for site sizes.

Site Needs

Average Size Schools	<u>Acres</u>	<u>Students</u>	<u>Projected Unhoused Students</u>	<u>Equivalent Sites Needed</u>	<u>Site Acres Needed</u>
High School	40	1500	277	0.18	7.39
				TOTAL	7.39

For purposes of calculating the Level 2 Fee, the District will need 7.39 acres of additional land. The site costs are based on acquisition at \$320,000 per acre for sites useable for school purposes based on Department of Education standards. The total site cost is projected to be \$2,364,800. The total amount included for 50% of the total site acquisition costs is \$1,182,400.

Based on a review of current parcels available for sale within the district boundaries, this is a reasonable assumption for the current cost of land.

2. Eligible Site Development Costs

SB 50 allows the inclusion of site development costs in the fee calculation. These costs are limited to one half of the actual or estimated service site improvements, off site improvements and utility costs which would be allowed by the State Allocation Board. These improvements can include applicable drainage, utility and road improvements. In addition, the SAB now has a grant that provides for general site development costs which is based on a per acre value in addition to a percentage of the projects pupil grant allowance.

The development costs were derived from historical project costs funded by the State. The average amounts totaled \$345,206 for high school sites. The total need is for 7.39 acres to be developed at a cost of \$2,551,072. The 50% eligible site development costs that can be included in the Level 2 computation totals \$1,654,139 and includes the allowance for general site development of \$378,602. The following figure summarizes the site acquisition and development costs.

COST OF SITES NEEDED

	Acres Needed	Land Cost/Acre	Land Cost	Development Cost/Acre	Dev. Cost	Total Site Needs
High School	7.39	\$320,000	\$2,364,800	\$345,206	\$2,551,072	\$4,915,872
Totals	7.39		\$2,364,800		\$2,551,072	\$4,915,872
50% portion:			\$1,182,400		\$1,275,536	

General Site Development

	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
High School	7.39	\$23,801	\$175,889	3.75%	\$202,713	\$378,602
Totals	7.39					\$378,602

Total 50% Site Development Costs: \$1,654,139
Total 50% Land & Development Costs: \$2,836,539

The “Added Cost” was determined by multiplying the percentage allowance by the total grant amounts shown on page 9.

G. Projects to be Financed with Level 2 Fees

Fees collected in the next five years will be spent on known and future school construction projects. Projects may include but are not limited to the following:

- 1. New schools**
- 2. Land for new or existing schools**
- 3. New classrooms at existing schools**
- 4. Additional support facilities at existing campuses to accommodate increased enrollments**
- 5. Portables used for interim housing needs**
- 6. Debt payments for projects listed above**

As provided by State law, fees may be used for the reasonable administrative costs of collecting the fees, and for legal and other costs of justifying and imposing the fees.

Current facility projects include expansions for the existing schools. A new high school will likely be needed in the next several years to accommodate the increasing enrollments anticipated from new development.

Chapter 4: Calculation of Level 2 Fee

This Chapter applies the data identified above and calculates the fee justified. The process follows requirements of SB 50 as enacted in the Government Code and Education Code.

After figuring the aggregate projected costs, the total was divided by the number of projected residential units to derive the per unit cost. After dividing the per unit cost by the average square footage for the average residential unit, the per square foot assessment amount was established. Based on these calculations, the Level 2 Fee within the Santa Maria Joint Union High School District for the next 12 months is calculated to be **\$3.18** per square foot, for residential units.

The average size single family housing unit built in the District in the past four years has averaged 1,720 square feet. The proposed multi-family units are projected to average 1,091 square feet per unit and include both townhome and apartment units.

Santa Maria Joint Union High SB 50 Level 2 Fee Determination

Grade Level	Base Need			Land Acquisition & Site Development			Total Need
	Unhoused Students	Cost per Student	Total Cost	Land Acquisition	Site Development	Total Land & Site Dev.	
9-12	270	[1]		[2]	[3]	[4]	
SDC	7	\$20,021	\$5,405,670	\$1,182,400	\$1,654,139	\$2,836,539	\$8,242,209
		\$28,051	\$196,357	\$0	\$0	\$0	\$196,357
Totals	277		\$5,602,027	\$1,182,400	\$1,654,139	\$2,836,539	\$8,438,566

New Housing Unit Area

Unit Type	Number of Units	Area per Unit	Total Area	Level 2 Fee \$/Sq. Ft.
Single Family	1,047	1,720	1,800,840	
Multi Family	781	1,091	852,071	
Totals	1,828		2,652,911	\$3.18

[1] Cost per student per SB 50 allowance for new construction projects

[2] Equals one half of the estimated land acquisition costs

[3] Equals one half of the estimated site development costs including general site development costs

[4] Total cost assumes 7.39 acres to be acquired

The grant amounts shown include the amounts allowed by OPSC for fire alarms and sprinklers as of February 2022.

A. Reduce Cost by Other Available Funds, Including Owned Sites

SB 50 requires that the cost of serving students from new housing be reduced by other available local funds. The Santa Maria Joint Union High School District potentially has several such sources of funds.

1. Fees on Senior Housing, Residential Additions, and Commercial/ Industrial Projects

Fees collected on senior housing, residential additions, and commercial or industrial development projects must be used to reduce the Level 2 Fee amount, unless the fees are committed to other projects.

2. Voter Approved Bond Measure

District voters last approved a bond measure in 2016 in the amount of \$114 million to modernize the community's schools and build facilities. The new facilities will assist the District in replacing temporary portables and housing students from existing homes. No funds from the bond issue are available to offset costs identified in this report for students projected from new housing.

3. Surplus Property

The District does not have any surplus property which can be used to reduce the costs of facility needs identified in this report.

Based on the preceding paragraphs, there are no local funds available to reduce costs to accommodate students from future new residential development.

B. Collection of Level 3 Fees if State Funds for the New Construction Program Are Not Available.

The Santa Maria Joint Union High School District has the option of levying a fee approximately two times⁸ that shown above in the event state funds for new construction are not available, as provided by Government Code Section 65995.7.

The Level 3 fee is calculated by the preceding methodology to be:

⁸ This amount is approximate due to the formula imposed by statute.

Level 3 Fee Calculation

	<u>Amount</u>
Total Facility Needs based on 50% allowance:	\$8,438,566
Total Facility Needs based on 100% allowance:	\$16,877,131
Local Funds Available:	\$0
Net Facility Needs due to residential development:	\$16,877,131
Area of projected residential units:	2,652,911
Level 3 Fee per square foot:	\$6.36

Level 3 fees greater than the Level 2 amount may need to be reimbursed if an agreement is established and State funds subsequently become available.

In certain cases, builders and buyers of qualifying affordable housing, may be eligible for State reimbursement of the difference between Level 2 and Level 3 fees.

In the case where the SAB declares it is out of funds for new construction projects, the District would need to take action in order to be able to collect Level 3 fees.

Chapter 5: Nexus Between Fees and Projects Subject to Fees

California law allows school districts that have demonstrated a need for new or expanded school facilities to assess a fee on each building permit issued within its territory⁹. The fee only may be used to offset the capital cost needed to serve students from projects subject to the fee. (A small amount may be used for administering the fee program.) Other means of funding school building projects are available, and many residential developments provide funding for new or expanded schools by arrangements not based on this statutory authority.

A. Procedural Requirements for School Facility Fees

Before levying any fee, a school district or other public agency must show a connection between the fee and the project or activity that must pay the fee, and further must show that the fees will be used to alleviate a cost or burden caused by that development activity. Statutory and case law is clear that fees may not be used to address general or unrelated needs of the public agency. These justification requirements are sometimes known as the "Nexus tests" or "AB 1600" criteria. A nexus test demonstrates the linkage or closeness of the fee and its use to the activity causing the need. AB 1600 is shorthand for the procedural requirements found in the Government Code to levy any fee on a development project in California.¹⁰

Later sections of this chapter will address each of the statutory tests and evaluate whether School Facility Fees at the adjusted rate meet the necessary legal requirements. The facts and analyses in this document are presented for use by the governing board of this school district when making the findings needed to adopt a resolution levying a fee.

B. Background and Current Conditions in the District

The Santa Maria Joint Union High School District continues to experience overcrowding from the growth seen over the past several years and anticipates this to be a continuing problem until more projects can be completed. Earlier sections have discussed school expansion and construction projects to accommodate students from the new homes.

Combining the preceding factors has established a cost to accommodate new students from residential developments of \$6.36 per square foot, the local one-half share of which is **\$3.18** per square foot. Fees under other statutes apply to commercial and senior housing projects.

⁹ See Calif. Education Code Section 17620 *et. seq.* and Government Code Section 65995, *et seq.*

¹⁰ See Govt. Code Section 66000, *et. seq.*, also known as the Mitigation Fee Act. (Assembly Bill 1600 was the law that codified and reorganized these requirements.)

C. Specific Criteria for Levy of School Facility Fees

Various specific criteria must be satisfied to impose Level 2 School Facility Fees. The following discussion will show that the proposed Alternate fees meet these criteria.

1. Purpose of the Fee: Government Code Section 66001(a)(1)

School Facility Fees may be levied "for the purpose of funding the construction or reconstruction of school facilities"¹¹. Fees may not be used for regular maintenance, routine repair, inspection or removal of asbestos containing materials, or purposes of deferred maintenance, as defined¹².

Level 2 School Facility Fees shall be used by this school district for the construction of school facilities at existing and future campuses. Specific uses were listed in Chapter 3.

2. Uses to Which the Fee will be Put: Section 66001(a)(2)

Specific uses may include but are not limited to: the design of new construction projects, acquisition of land, construction of new permanent buildings, placement of modular classrooms on a short term or long-term basis, modernization and/or reconstruction projects, necessary permit and plan checking fees, testing and inspection costs, necessary furnishing and equipment, and related costs of construction projects. In addition, fees will be used for the lease of interim school facilities pending availability of newly constructed, modernized or reconstructed facilities. Fees may be used for the legal and administrative costs of establishing and administering the fee program and for planning needed new schools to serve growth areas.

Facilities that may be affected include those projects listed in Chapter 3 and all existing properties owned by the District and future sites to be acquired for school purposes.

In addition, Government Code Section 65995.5 (f) requires that "A fee, charge, dedication, or other requirement . . . shall be expended solely on the school facilities identified in the needs analysis as being attributable to projected enrollment growth from the construction of new residential units." This requirement is met by tracking the use of the fees in a specific accounting fund and is made public through an annual report to the school board that documents the use of such fees.

¹¹ Educ. Code 17620(a)(1)

¹² Educ. Code 17620(a)(3)

3. **Reasonable Relationship Between Use of Fee and Type of Project on Which Fee is Levied: Section 66001(a)(3)**

For residential projects, the relationship of new homes to public school enrollment is demonstrated by the students living in the new homes. Yield data from recently built housing in the District confirms this relationship. Housing projects that prohibit occupancy by school age children typically are exempt from Level 2 Fees¹³.

4. **Reasonable Relationship Between the Need for the Public Facility and Type of Project: Section 66001(a)(4)**

This section will show: (1) that additional school facilities are needed to accommodate students from projects subject to the fee, (2) the school facility construction/reconstruction projects identified are reasonable given the need created by the projects subject to the fee, and (3) that no other funding source is available or expected which will preclude the need for fees on new development projects.

a. **Need for additional school facilities**

Enrollment projections show that all existing facilities will continue to be needed to serve existing students and enrollment other than from new development. There is insufficient space available for students from residential development without planning, designing, and constructing additional school facilities.

b. **Reasonableness of the Identified Projects**

The number of students expected clearly indicates the need for new school facilities. The District has considered and rejected temporary measures such as long-term use of temporary classrooms at existing schools, converting schools to a Multi-Track calendar, and other means of avoiding construction that will adversely affect the students and the community.

c. **Alternative Funding for the Identified Projects**

Other funding sources are not available or reasonably expected for the projects needed to accommodate students from new housing. Any current balances in the fee fund are pledged to current projects or paying off earlier expansion, modernization, improvement, or other projects. Voter-approved bond funds are committed to other projects, including the non-growth portion of projects listed such as replacement of existing school

¹³ Generally, this requires a specific deed restriction.

spaces. Other funding sources are required to meet existing non-development related facility needs, including modernization/renovation of existing schools, replacement of existing temporary classrooms, or other needs of the School District.

5. Reasonable Relationship Between Amount of Fee and Cost of Facility Attributable to Development Paying Fee: Section 66001(b)

This test requires that the public agency show two relationships: (1) that the amount of the fee is properly based on the portion of the needed facility that is attributable to new development, and (2) that the amount of the expected fees from new development be feasible to have the needed project financed and built.

a. Amount attributable to residential development

Preceding discussion has shown that new school facilities are needed to serve students expected from future new homes. The financial analysis is based on costs per pupil so that total costs may be prorated or allocated between new development and any other causes.

b. Feasibility of funding project

The cost of needed new facilities to serve students is greater than may be funded by fees alone. The school district will seek additional funding or reductions in cost from all sources. It is anticipated that bond funds, state funds, existing agreements with builders, other local funds, and future state reimbursement will provide sufficient funding to build the needed school projects. Funding, including borrowing based on fees expected more than five years in the future, may be used to allow projects to begin construction to better meet public needs.

6. Fees collected for projects more than five years in future: Section 66001(d)

It is not expected that any fees will remain unspent and held for projects more than five years after collection. School district staff will monitor requirements of this section through their annual reports on fees collected and spent.

7. Fees that are conditions of approval: Section 66005(a)

This section requires that fees imposed as a condition of approval of a development or a development project not exceed the "estimated reasonable cost of providing the service or facility for which the fee or exaction is imposed". Fees levied for school facility purposes by this school district are based on the actual cost of needed facilities and will not exceed the estimated reasonable cost of the facilities for which they are imposed.

8. Time of payment of School Facility Fees: Section 66007

School Facility Fees for this School District will be collected, absent other arrangements, prior to issuance of a building permit. An account has been established, ongoing appropriations have been made of funds for planning, design, or construction of needed facilities, and a proposed construction schedule or plan has been adopted. Except as modified by other documentation of the school district, the construction schedule for the needed school facilities identified in this plan will be within the next five years.

9. Exemption for project to replace damaged buildings due to a Natural Disaster: Govt. Section 66011 and Education Code Section 17626

This School District will not levy fees on projects statutorily exempt as replacements for structures damaged or destroyed by a natural disaster as determined by the Governor.

10. Fees on Commercial, Industrial, and Agricultural Projects: Education Code Sections 17621, 17622

This section does not apply as Level 2 Fees are not imposed on commercial, industrial, or agricultural construction projects.

D. Notice of Change and Time of Implementation

Following action of the governing board to adopt a resolution establishing rates for Level 2 Fees, staff will transmit a copy of the resolution and a map of the District's boundaries to the planning/building departments of the county and all cities which are served by the District informing those agencies of the revised amounts and the effective date of the new fees. The effective date of the fees shall be immediately upon action of the Governing Board¹⁴.

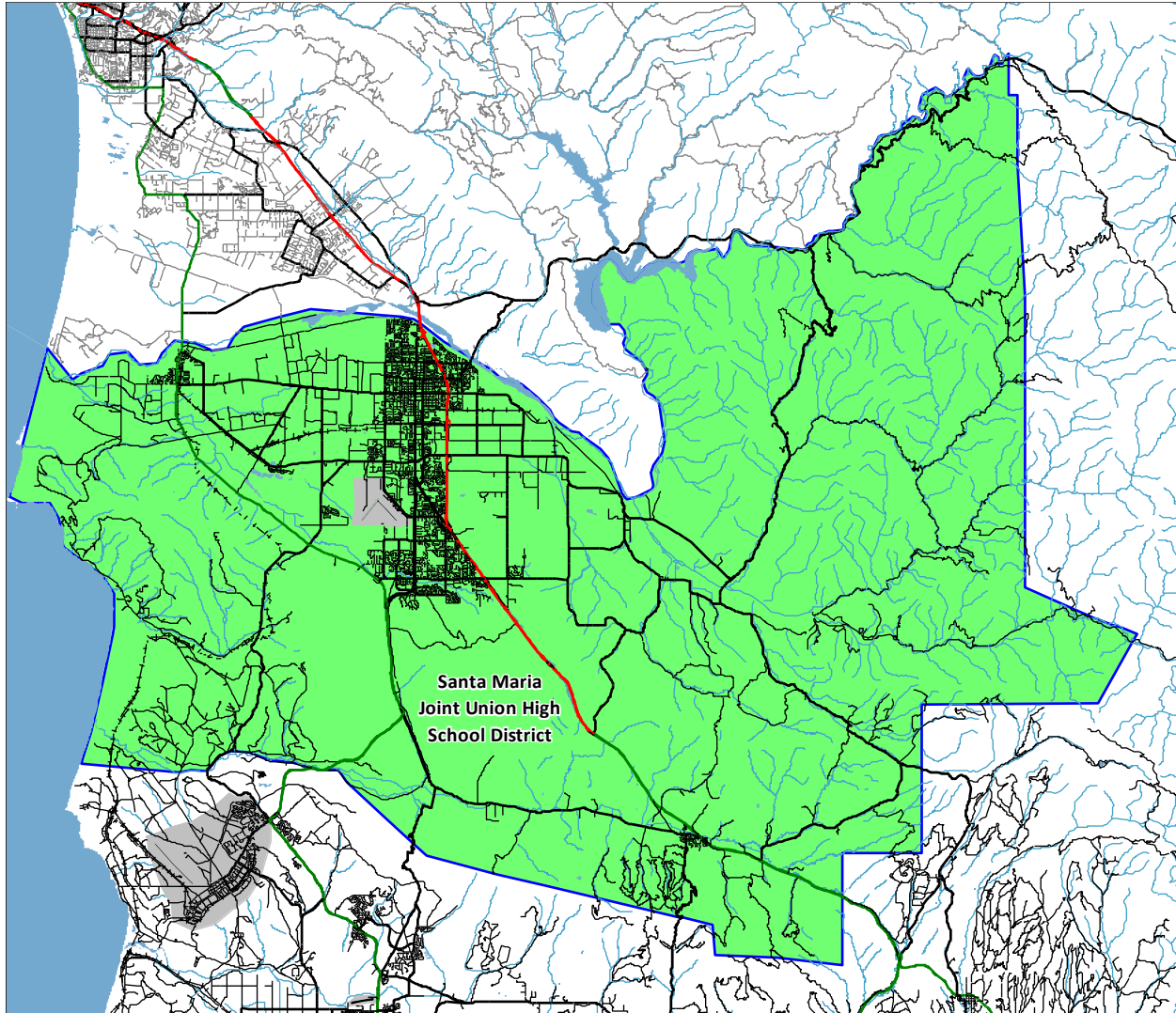
E. Conclusion

Compliance with the preceding nexus requirements establishes that the Santa Maria Joint Union High School District is eligible to impose these fees authorized by State law. The following map shows the geographic area for which the District is authorized to collect these fees.

¹⁴ See Government Code Section 65995.6(f).

F. District Map

The following map shows the extent of the areas for which development fees are applicable to the Santa Maria Joint Union High School District.



Chapter 6: Findings and Conclusions

Based on the preceding analysis, the following Conclusions are submitted for the Board's review and consideration.

- A. The Santa Maria Joint Union High School District has applied for and been found to be eligible for New Construction funding from the State School Facilities Program.**
- B. The Santa Maria Joint Union High School District has completed a School Facilities Needs Analysis, and properly adopted that Analysis after providing public notice, responding to comments, and taking action as prescribed by law.**
- C. The Santa Maria Joint Union High School District meets at least two of the four tests required by Government Code Section 65995.5 (b)(3):**
 - (c) The existing capital facility debt is over 15% of the bonding capacity.
 - (d) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms.
- D. Fees collected under authority of Section 65995.5 or Section 65995.7 shall be expended as required by statute.**
- E. The District has met necessary nexus and notice requirements.**
- F. A Level 2 "Alternate" Fee is justified in the amount of \$3.18 per square foot of residential development. This is an increase of \$1.81 above the high school portion of the standard Level 1 Fee (28.57% of \$4.79 = \$1.37 Level 1 Fee)**

Respectfully Submitted,



Ken Reynolds
SchoolWorks, Inc.

Appendices

SCHOOL FACILITY NEEDS ANALYSIS 2022

Santa Maria Joint Union High School District

- *SAB 50-01 Enrollment Certification/Projection*
- *Annual Adjustment to School Facility Program Grants*
- *Site Development Costs*
- *Bonding Capacity*
- *Capital Facility Debt*

SCHOOL DISTRICT Santa Maria JUHSD	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 69310
COUNTY Santa Barbara	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

Check one: Fifth-Year Enrollment Projection Tenth-Year Enrollment Projection
 HSAA Districts Only - Check one: Attendance Residency
 Residency - COS Districts Only - (Fifth Year Projection Only)

<input type="checkbox"/> Modified Weighting (Fifth-Year Projection Only)	3rd Prev. to 2nd Prev.	2nd Prev. to Prev.	Previous to Current
<input type="checkbox"/> Alternate Weighting - (Fill in boxes to the right):			

Part G. Number of New Dwelling Units
 (Fifth-Year Projection Only) 1828

Part H. District Student Yield Factor
 (Fifth-Year Projection Only) .1515

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL
0	0	8238	8238

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
	/	/	/	/	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022
K					2928	3000	2754	2725
1					2632	2511	2535	2331
2					2624	2625	2522	2417
3					2647	2635	2635	2391
4					2429	2631	2614	2516
5					2625	2424	2619	2488
6					2583	2627	2420	2508
7					2692	2592	2635	2311
8					2631	2678	2563	2509
9					2274	2351	2327	2296
10					2035	2298	2291	2356
11					1908	2015	2253	2291
12					1949	1993	2082	2314
TOTAL					31957	32380	32250	31453

Part B. Pupils Attending Schools Chartered By Another District

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
				0	0	0	0

Part C. Continuation High School Pupils - (Districts Only)

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
9					0	0	0	0
10					0	0	0	0
11					0	0	0	0
12					0	0	0	0
TOTAL					0	0	0	0

Part D. Special Day Class Pupils - (Districts or County Superintendent of Schools)

	Elementary	Secondary	TOTAL
Non-Severe	0	0	0
Severe	0	0	0
TOTAL	0	0	

Part E. Special Day Class Pupils - (County Superintendent of Schools Only)

7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
/	/	/	/	2018 / 2019	2019 / 2020	2020 / 2021	2021 / 2022

Part F. Birth Data - (Fifth-Year Projection Only)

County Birth Data Birth Data by District ZIP Codes Estimate Estimate Estimate

8th Prev.	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current

I certify, as the District Representative, that the information reported on this form and, when applicable, the High School Attendance Area Residency Reporting Worksheet attached, is true and correct and that:

- I am designated as an authorized district representative by the governing board of the district.
- If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42.1 (a), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC).
- This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, then the language in the OPSC form will prevail.

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE)

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE

TELEPHONE NUMBER

E-MAIL ADDRESS

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$17
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$23
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$39
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$63	\$73
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$45	\$52
Automatic Sprinkler System – Elementary	1859.71.2	\$212	\$245
Automatic Sprinkler System – Middle	1859.71.2	\$252	\$292
Automatic Sprinkler System – High	1859.71.2	\$262	\$303
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$668	\$774
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$448	\$519

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.78	\$4,808	\$5,568
Middle	1859.78	\$5,085	\$5,888
High	1859.78	\$6,658	\$7,710
Special Day Class - Severe	1859.78.3	\$15,325	\$17,746
Special Day Class – Non-Severe	1859.78.3	\$10,253	\$11,873
State Special School – Severe	1859.78	\$25,543	\$29,579
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – High	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$430	\$498
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$288	\$334
Over 50 Years Old – Elementary	1859.78.6	\$6,680	\$7,735
Over 50 Years Old – Middle	1859.78.6	\$7,065	\$8,181
Over 50 Years Old – High	1859.78.6	\$9,248	\$10,709
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$21,291	\$24,655
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$14,237	\$16,486
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$35,483	\$41,089

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.82.2 1859.125 1859.125.1	\$207	\$240
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.82.2 1859.125 1859.125.1	\$371	\$430
Portable Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.125 1859.125.1	\$47	\$54
Portable Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.125 1859.125.1	\$120	\$139

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-21	Adjusted Grant Amount Effective 1-1-22
Parking Spaces (per stall)	1859.76	\$16,059	\$18,596
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$20,554	\$23,801
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,723	\$8,943



Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2022 Adjusted Value \$314,657

Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2022 Adjusted Value \$293,212
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$296,030
High Schools:		418.6			\$92,610,814	High	\$221,217	\$345,206



SANTA BARBARA COUNTY
SCHOOL DISTRICT BONDING CAPACITY
Estimated as of January 28, 2022

District	Total Gross Value¹ (Fiscal year 2021-22)	Multiplier²	Maximum Bonding Capacity	Principal Outstanding³ (As of 10/1/2021)
Santa Maria Joint Union High School D	16,615,347,205	1.25%	207,691,840	100,609,254

1 Total Gross Value represents the assessed taxable value for properties located within the County of Santa Barbara after all local exemptions have been applied (Ventura and San Luis Obispo properties are excluded). Total Gross Value = Total Net Taxable Value + Total Homeowner Exemption (include both Secured and Unsecured assessed values)

Source: County of Santa Barbara Auditor's Website - Property Tax Revenues Reporting System: <https://ac.co.santa-barbara.ca.us/loginpw.asp>. Search Property Tax --> Assessed Taxable Value for Fiscal Year 2021-22.

2 Pursuant to California Education Code §15102 & §15106. *Santa Barbara Unified retains percentages per agreement.

3 Principal Outstanding from general obligation bonds.

Source: County of Santa Barbara Property Tax Division. School Bond Tax Levy Summary Report: Bond Principal Outstanding Balances - Actual (Fiscal Year 2020-21)

Important Note: For bond authorizations passed with 55 percent voter approval (Proposition 39) there is an additional rate constraint of \$30 per \$100,000 of net assessed value for elementary and high school districts and \$60 per \$100,000 of net assessed value for unified districts.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2021**

NOTE 8 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2021 consisted of the following:

	Balance			Balance	Balance Due
	July 01, 2020	Additions	Deductions	June 30, 2021	In One Year
Governmental Activities					
General obligation bonds	\$ 105,444,253	\$ -	\$ 4,835,000	\$ 100,609,253	\$ 2,395,000
Unamortized premium	6,500,188	-	561,542	5,938,646	561,542
Accreted interest	8,830,780	1,032,251	-	9,863,031	-
Subtotal general obligation bonds	120,775,221	1,032,251	5,396,542	116,410,930	2,956,542
Direct placement general obligation bonds	2,570,000	-	2,570,000	-	-
Subtotal direct placement general obligation bonds	2,570,000	-	2,570,000	-	-
Total general obligation bonds	123,345,221	1,032,251	7,966,542	116,410,930	2,956,542
Direct placement certificates of participation	1,889,084	-	444,290	1,444,794	479,009
Total certificates of participation	1,889,084	-	444,290	1,444,794	479,009
Compensated absences	750,211	29,719	-	779,930	-
Net OPEB liability	16,709,350	745,326	-	17,454,676	-
Net pension liability	101,950,090	10,406,293	-	112,356,383	-
Total	\$ 244,643,956	\$ 12,213,589	\$ 8,410,832	\$ 248,446,713	\$ 3,435,551

- Payments for general obligation bonds are made in the Bond Interest and Redemption Fund.
- Payments for certificates of participation are made in the General Fund and Capital Facilities Fund.
- Payments for compensated absences are typically liquidated in the General Fund and the Non-Major Governmental Funds.

A. Compensated Absences

Total unpaid employee compensated absences as of amounted to \$779,930. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. Certificates of Participation (COP)

The annual requirements to amortize the 2012 COP agreement outstanding as of June 30, 2021 are as follows:

Year Ended June 30,	Principal	Interest	Total
2022	\$ 479,009	\$ 43,095	\$ 522,104
2023	509,825	27,279	537,104
2024	455,960	11,144	467,104
Total	\$ 1,444,794	\$ 81,518	\$ 1,526,312

**REGULAR MEETING
MAY 10, 2022**

APPENDIX I

**Draft of Minutes
Regular Board Meeting - April 12, 2022**

**REGULAR MEETING OF THE
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
April 12, 2022**

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on April 12, 2022, with a closed session at 5:15 p.m. and an open session immediately following.

Members present: Karamitsos, Perez, Palera, Lopez
Absent : Garvin

OPEN SESSION

Call to Order

Dr. Karamitsos called the meeting to order at 5:17 p.m. There were no public comments. The meeting was adjourned to a closed session.

RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS

Dr. Karamitsos called the meeting to order at 6:36 p.m. Mr. Palera led the Flag Salute. Mr. Garcia announced the closed session actions:

- The Board unanimously approved the personnel actions and student matters as presented.

REPORTS

Student Reports

Jesse Rodriguez-Torres/PVHS: Students attended the California Association of Student Leaders. Amongst other activities were the Panther Pals dance, Panther Olympics, Spring Fair, the Grease production, and a Frida Kahlo field trip. The new bell schedule will present a problem for sports and after school events; a block schedule was suggested. Due to overcrowding, multi-purpose space is currently limited which affects student activities.

Jasmin Rodriguez/SMHS: Students are busy participating in ASB Officer Elections, Multicultural Week, the Spring Fair, various field trips and conferences, Academics Awards Night, and planning Mental Health Awareness Week.

Israel Lozano-Mejia/DHS: Students traveled to Lopez High School to compete in a basketball tournament. A first of its kind, a junior/senior dance, is in the works at DHS. Other events included a “blender challenge” during Dragon Battles and a AHC Career Exploration Day field trip. In addition, DHS and Cal Poly students have been participating in a STEM collaboration.

Madisyn Cutliff/ERHS: The Marimba Band and Ballet Folklorico put on a great show at the Ethel Pope Auditorium. Everyone is excited for the Grease production while sports are in full swing. The FFA department has had a few recognitions. ASB hosted a food drive, the Spring Fair is coming, and Seniors are excited about prom.

Superintendent's Report

It is great to have so many activities going on district wide. Board meetings will continue to be live streamed for view only access and written public comments will be accepted but not read aloud. Several staff members were recognized by the city with the Hometown Heroes recognition. SBCEO hosted a graduation dinner where war vets were bestowed high school diplomas. The Sacramento FFA Convention awarded two of our staff members. PVHS ranked in the top 24 schools statewide with the highest financial aid application completion rate. The SMHS drag race team recently helped with a fundraiser where they were able to showcase their race car. The district's rebranding process is still in progress with a scheduled completion date at the end of June. The district wide production of Grease will be taking place in April-May.

Board Member Reports

Ms. Lopez: Congratulated the Hometown Heroes awardees. She is looking forward to the student activities coming up.

Mr. Palera: Thanked all Principals and staff for hosting him at their sites. The Board is aware of the district's continued growth. He encouraged the student board reps to continue to share student information.

Ms. Perez: She also visited a few sites. Congratulated PVHS on their Race to Submit award along with the other sites. She is excited about the Grease production.

Dr. Karamitsos: April is Celebrate Diversity Month. She thanked all departments in the district that help create student experiences. The board recognizes the current student overcrowding and concerns regarding the new mandated bell schedule. It was shared staff is feeling more comfortable with technology.

REPORTS FROM EMPLOYEE ORGANIZATIONS

Tami Contreras: Classified School Employees Week will take place May 15-21. CSEA will be starting negotiations for a full contract soon in addition to working on the school year calendars.

Matt Provost: Nothing to report.

OPEN SESSION PUBLIC COMMENTS

No public comments.

PRESENTATIONS

Bond Program Annual Update – Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business; Gary Wuitschick, Director of Support Services; Mary-Beth Gallas, Facilities Planner

An annual update of the bond facilities program was presented, in addition to, the district's status on the applications for state funding and revisions to the master budget.

2022-23 Bell Schedule

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business; Kevin Platt, Assistant Superintendent of Human Resources

Senate Bill 328 requires the "school day" for high schools to begin no earlier than 8:30 a.m. by July 1, 2022. SMJUHSD's new bell schedule will start with the 2022-23 school year. Several considerations were taken into account when creating the new schedule as it will affect several areas of student, parent/guardian, and community activities.

ITEMS SCHEDULED FOR ACTION

GENERAL

Approval of MOU for Classified Bargaining Unit concerning the District's response to COVID-19 – Appendix D

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District has reached an agreement with the California School Employees Association (CSEA) concerning the District's response to the coronavirus (COVID-19) pandemic.

The Memorandum of Understanding (MOU) supersedes the previous COVID-19 MOU and shall remain in effect through June 30, 2022, without precedent and does not constitute past practice or waive either party's obligation to negotiate matters within the scope of bargaining. (See Appendix D)

A motion was made by Mr. Palera and seconded by Ms. Lopez to approve the Agreement with the Classified Bargaining Unit as presented. The motion passed with a roll call vote 4-0.

Roll Call Vote:

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent

Public Hearing on Initial Proposals for Successor Negotiations from the District to the California School Employees Association (CSEA)

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

At the March 8, 2022 meeting, the District presented their Initial Proposals for Successor Negotiations to the California School Employees Association (CSEA) for public review as required by Government Code 3547. A public hearing was required to provide an opportunity for members of the public to directly address the Board on this topic.

The public hearing was opened. No public comments were submitted. The public hearing was closed.

A motion was made by Mr. Palera and seconded by Ms. Lopez to adopt the District’s Initial Proposal to CSEA as presented. The motion passed with a roll call vote 4-0.

Roll Call Vote:

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent

School Calendar for 2022/2023 - Appendix F

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources

Proposals of the 2022/2023 school calendar were given to the two employee associations for their consideration. The recommendation for the 2022/2023 school calendar was presented in **Appendix F**.

It was recommended our school calendar should coincide with those of our feeder districts.

A motion was made by Ms. Lopez and seconded by Mr. Palera to approve the 2022/2023 school calendar as presented. The motion passed with a roll call vote 4-0.

Roll Call Vote:

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent

INSTRUCTION

A-G Completion Improvement Grant Plan – INFORMATION ONLY

Resource Person: John Davis, Assistant Superintendent of Curriculum; Karen Rotondi, Director of Teaching & Learning

An overview of the A–G Completion Improvement Grant was presented. This program was established for the purpose of providing additional supports to Local Educational Agencies (LEA) to help increase the number of California high school pupils, particularly unduplicated pupils, who graduate from high school with A–G eligibility. Ed Code 41590 prescribes an allocation formula that determines the amount of grant funds each qualifying LEA will receive. Santa Maria Joint Union High School District (SMJUHSD) is expecting to receive \$2,538,610 from this allocation.

As a condition of receiving A-G Completion Improvement Grant funds, Local Education Agencies (LEAs) are required to:

- Develop a plan, no later than April 1, 2022, describing how the LEA plans to utilize their grant funds to improve A-G eligibility and completion rates, and for the plan to be discussed at a regular board meeting and then adopted at a subsequently scheduled regular board meeting. LEAs are not required to submit their plans to their county offices of education, nor are they required to submit them to the CDE.
- Report to the California Department of Education (CDE) on or before December 31, 2023, on how they are measuring the impact of the funds received under this section on their A-G completion rate, as identified within their plan, and the outcomes based on those measurements.

A-G Grants shall be used for activities that directly support pupil access to, and successful completion of, the A-G course requirements. Eligible activities may include, but are not limited to, any of the following: (A) Providing teachers, administrators, and counselors with professional development opportunities to improve the local educational agency's A-G completion rate. (B) Developing comprehensive advising plans and pupil supports, including tutoring programs, to improve the local educational agency's A-G completion rate. (C) Expanding access to coursework or other opportunities to satisfy A-G course requirements to all pupils, including, but not necessarily limited to, unduplicated pupils. These opportunities may include, but shall not be limited to, course development, course review, incorporating A-G course requirements into the local educational agency's graduation requirements, and new or expanded partnerships with other secondary or postsecondary educational institutions. (D) Advanced Placement and International Baccalaureate fees for unduplicated pupils.

TIMELINE:

- April 2022: Present plan as an information only item at a public meeting of the Board of Education.
- May 2022: Adopt plan.
- June 2026: Deadline for encumbrance/expenditure of funds.

NO ACTION REQUIRED.

Quarterly Report on Williams Uniform Complaints

Resource Person: John Davis, Assistant Superintendent of Curriculum

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report that was submitted in April 2022 on the Williams Uniform Complaints for the months of January- March 2022. Each school site reported that there were no complaints in the general subject areas of Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

A public hearing was required. The public hearing was opened. No public comments were submitted. The public hearing was closed.

A motion was made by Ms. Lopez and seconded by Mr. Palera to approve the Quarterly Report as submitted. The motion passed with a roll call vote 4-0.

Roll Call Vote:

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent

BUSINESS

Inflationary Increase of Developer Fees – Level I – Appendix E

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Legislation (AB 2926 Sterling, passed in October 1986) authorized public school districts to levy fees to assist in mitigating impaction of facilities due to the growth in student populations from new construction and expansion of residential properties within district boundaries. The State Allocation Board approved an inflationary increase to the fees at their February 23, 2022 Board meeting.

Type of Development	SAB Approved Rates	Previous SAB Rates	Change	Prior District Split	NEW District Split
Residential	\$4.79	\$4.08	\$0.71	\$1.26	\$1.37

Commercial/ Industrial	\$0.78	\$0.66	\$0.12	\$0.20	\$0.22
---------------------------	--------	--------	--------	--------	--------

Resolution Number 32–2021-2022 presented as Appendix E authorizes the district to adjust the developer fees for residential, commercial, and industrial properties pursuant to Government Code Section 65995. Exhibit A of the resolution is the district’s Developer Fee Justification Study, dated March 2022. Exhibit B of the resolution is a sample of the fee split agreement that the district has with four of our feeder elementary districts – Blochman, Guadalupe, Orcutt and Santa Maria-Bonita and the fee split schedule.

A public hearing was required. The public hearing was opened. There were no public comments. The hearing was closed.

IT IS RECOMMENDED THAT the Board of Education approve Resolution Number 32–2021-2022 increasing the School Developer Fees – Level I, per State Allocation Board approved rates, effective June 13, 2022.

A motion was made by Ms. Lopez and seconded by Mr. Palera to approve Resolution Number 32–2021-2022 increasing the School Developer Fees – Level I, per State Allocation Board approved rates, effective June 13, 2022. The motion passed with a roll call vote 4-0.

Roll Call Vote:

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent

SMHS 6 Portable Classroom Installation (PROJECT #21-384)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on March 30, 2022, for the SMHS 6 Portable Classroom Installation (PROJECT #21-384). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Edwards Construction Group, Inc.	\$426,000.00
RDZ Contractors Inc.	\$438,000.00
Quincon, Inc.	\$445,243.00

Specialty Constructors Services Inc.	\$477,749.00
Alan Roinestad Construction and Management, Inc.	\$560,861.00
Pueblo Construction Inc.	\$594,913.00

After review of the six (6) bids received by administration, Edwards Construction Group Inc., was determined to be the apparent low bidder.

A motion was made by Mr. Palera and seconded by Ms. Perez to approve the SMHS 6 Portable Classroom Installation (PROJECT #21-384) to the lowest bidder, Edwards Construction Group, Inc. for the bid amount of \$426,000 to be paid from Fund 25. The motion passed with a roll call vote 4-0.

Roll Call Vote:

- | | |
|----------------|--------|
| Dr. Karamitsos | Yes |
| Ms. Perez | Yes |
| Mr. Palera | Yes |
| Ms. Lopez | Yes |
| Dr. Garvin | Absent |

CONSENT ITEMS

A motion was made by Mr. Palera and seconded by Ms. Perez to approve the consent items as presented. The motion passed with a roll call vote 4-0.

Roll Call Vote:

- | | |
|----------------|--------|
| Dr. Karamitsos | Yes |
| Ms. Perez | Yes |
| Mr. Palera | Yes |
| Ms. Lopez | Yes |
| Dr. Garvin | Absent |

A. Approval of Minutes – **Appendix H**

- Regular Board Meeting – March 8, 2022
- Special Board Meeting – March 30, 2022

B. Approval of Warrants for the Month of March 2022

Payroll	\$ 9,632,047.26
Warrants	5,410,937.19
Total	\$ 15,042,984.45

C. Attendance Report

Mrs. Yolanda Ortiz, Assistant Superintendent of Business Services, was available to answer questions regarding the seventh month of 2021-22 attendance report.

D. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Cal Poly Ethnic Studies Faculty: <ul style="list-style-type: none"> • Grace Yeh • Peter Flores • Jenell Navarro • Jose Navarro • Jorge Moraga • Alpen Razi • Lydia Heberling • Dan Castilow • Ryan Buyco • Jane Lehr 	Consultation services for EGS implementation and support of current EGS teachers. Starting April 2022 to August 2023.	\$72,000/ LCAP 1.3	John Davis
Ugam Solutions Inc.	Will provide implementation services that facilitate and automate the process of conducting surveys, polls, intercepts, and reports.	\$5,600/ LCAP 2.3	John Davis
TPR Education, LLC	TPR will set up Tutor.com services from Feb 2022 to June 2023.	\$33,000/ LCAP 4.9	John Davis
SOS Entertainment	Photography and video services for SMHS Prom 2022.	\$8,635/ SM ASB	Yolanda Ortiz
Sheridan Hitchcock	Contractor will provide Artist in Residence masterclasses and performances to student Band in April 2022.	\$5,500 ESSER III VPA	John Davis
Emily Loboda	Contractor will provide Artist in Residence masterclasses and performances to student Band in April 2022.	\$7,000/ ESSER III VPA	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a STEM parent program to develop skills & techniques to address educational needs of their children from June 2022 to July 2022.	\$6,000/ LCAP 2.2	John Davis
United We Lead Foundation (UWLF)	UWLF will facilitate a 2022 Math & Innovation STEM	\$37,500/ Migrant Funds	John Davis

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April 12, 2022

	Summer Academy for EL students from May 2022 to June 2022.	\$1350/ LCAP 7.7	
United We Lead Foundation (UWLF)	UWLF will facilitate a Young Writer's Summer Camp to improve student academic ELA proficiency from May 2022 to June 2022.	\$38,850/ LCAP 7.7	John Davis
United We Lead Foundation (UWLF)	UWLF will facilitate a Virtual Parent Academy for parents/guardians of incoming 9 th graders from July 2022 to August 2022.	\$7,725/ LCAP 2.2	John Davis
Document Tracking Services	One year licensing agreement that facilitates templates and provides translation services for documents such as LCAP, SARC, and SPSA's.	\$6,028/ LCAP 2.3	John Davis
Gobo LLC	Three-year subscription that provides LCAP infographics.	\$8,085/ LCAP 2.3	John Davis
Broadway Plus VIP Services	Laura Osnes rehearsal, host duties, and performance at Grease production.	\$15,000/ Title IV	John Davis
Renaissance	Subscription renewal from June 2022 to May 2023 for district wide assessment provider for math and reading.	\$87,799.88/ LCAP 1.6	John Davis

E. Facility Report – **Appendix B**

F. Obsolete Equipment – **Appendix C**

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items in the list below in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through its representative RT Auctions. Notices of items for sale at auction will be posted in no less than three public places within the district, the District, including the District's website at <http://www.smjehsd.k12.ca.us>

G. Student Matters – Education Code Sections 35146 & 48918

Administrative Recommendation to suspend the order of expulsion: 607415

- H. Righetti High School is requesting the following unusable instructional materials be approved for discard (Ed Code 60530):

Dept	Textbook Title	Author/Publisher	ISBN #	Copy-right Date	#ofCopies
Social Studies	The Human Record II: Since 1500 Fourth Edition	James H. Overfield, Alfred J. Andrea/Houghton Mifflin	0-618-04247-4	2001	41
Social Studies	The Human Record I: to 1700 Fourth Edition	James H. Overfield, Alfred J. Andrea/Houghton Mifflin	0-618-04245-8	2001	40

- I. Authorization to Utilize California Multiple Award Schedule (CMAS) – Copiers through Ultrex Business Products for the Length of the Contract through August 16, 2026

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment whereby notwithstanding Section 20111 and 20112 of the PCC Code, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of Copiers be made utilizing the provisions of the PCC that allows purchasing from CMAS – Ultrex Business Products, CMAS #3-22-02-1006 through August 16, 2026.

- J. Authorization to Piggyback on Kern County Superintendent of Schools for Cloud-Based Educational and Professional Development Services for the Length of the Contract through December 31, 2022

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture, and equipment.

Kern County Superintendent of Schools has awarded their purchases as needed for cloud-based education and professional development services through Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) California Bid #528899-132 with Renaissance Learning, Inc. through December 31, 2022. The district recommends that the board find and determines that it is in the best interest of the district to authorize internet content filtering software purchases

REGULAR MEETING April 12, 2022

under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC20118.

- K. Out of State Travel – Noting additional information such as, the LCAP goal when using LCAP funding, was requested for out of state travel requests.

PERSON/REASON	PLACE/DATE	FUNDING
Auni Baldwin, Scott Nickason, Gary Wilson IDEA World Health & Fitness Convention	Las Vegas, NV July 20-24, 2022	LCAP
Sara Araujo Hands on Bouquet Design Workshop	Dallas, TX Aug. 20-21, 2022	LCAP
David Terrones 73rd Annual NATA Clinical Symposium & AT Expo	Philadelphia, PA June 28-July 1, 2022	CTEIG
Geri Coats, Cat Petty International Society for Technology in Edu- cation (ISTE) Conference	New Orleans, LA June 26-29, 2022	LCAP
Raul Reyes, Saira Perez, Julie Utterback American School Counseling Association Conference	Austin, TX July 9-12, 2022	LCAP

- L. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO22-01348	Benefit Trust Com- pany	\$662,192	Employee Retirement Health Benefit Trust/ General Fund
PO22-01355	Speed Strength Training	\$69,815.13	Weight Racks and Equipment PVHS/ General Fund
PO22-01392	Dell Marketing	\$63,770.57	Computers-RHS Business Classes/ ESSER III
PO22-01423	Watchguard Tech- nologies	\$367,583.03	WatchGuard Firebox M5800 & 3-yr Secu- rity Suite/ General Fund
PO22-01452	Culver-Newlin Inc.	\$28,884.99	PVHS- 4 Modulares Fund 25
PO22-01453	Culver-Newlin Inc.	\$30,543.08	Furniture Fund 25
PO22-01454	Culver-Newlin Inc.	\$7,489.95	Furniture Fund 25

- M. Acceptance of Gifts

Pioneer Valley High School

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
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REGULAR MEETING April 12, 2022

Nami California	Nami Club	\$250.00
PVHS Boosters	Boys Golf	\$1,200.00
Daniel Sewell	PVHS Softball	\$100.00
The Fund for Santa Barbara County, Inc.	SHPE Club	\$3,000.00
HD or CM Perrett	Track & Field	\$400.00
	Wm. Conn Memorial	
Deborah Conn	Scholarship	\$1,000.00
BSN Sports	Track & Field	\$480.00
California Future Business Leaders of America	FBLA	\$2,133.33

Total Pioneer Valley High School \$8563.33

Righetti High School

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Kristopher Piper	RHS	\$4,500 (Gift Cards)
Christina Camacho	Marimba	\$1,000.00
Santa Maria-Lompoc NAACP	Marimba	\$250.00
Basin Street Regulars, Inc.	Band	\$200.00
Snap! Mobile, Inc.	Marimba	\$7,853.60
Leavitt Coastal Valley Ins. Services, Inc.	Warrior Goat Program	\$500.00
King Falafel, Inc.	Warrior Goat Program	\$250.00
Charlies Burgers, Inc.	Warrior Goat Program	\$250.00
C.L. & K. Romain	Warrior Goat Program	\$1,500.00
Two Guys Pizza	Marimba	\$220.00
Camarena's Tire	Marimba	\$350.00
Pacific Ag Water, Inc.	Marimba	\$120.00
Corazon de la Costa	Marimba	\$120.00
Law Office of Juan J. Huerta	Marimba	\$340.00
Kia Santa Maria	Marimba	\$220.00
Honda Santa Maria	Marimba	\$220.00
Simplot Grower Solutions	Marimba	\$220.00

Total Righetti High School \$18113.60

Santa Maria High School

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Saints Football Boosters	Cheerleaders	\$500.00
Saints Football Boosters	Girls Wrestling	\$200.00
Elks Rodeo Parade	FFA OH	\$400.00
Valle Dorado Harvest	FFA Swine	\$850.00
Valle Dorado Harvest	FFA Sheep	\$700.00
Planet Ultra, Inc	Girls Wrestling	\$300.00
Elks Recreation Inc	FFA OH	\$500.00
California Future Business Leaders of America	FBLA	\$2,133.33

Total Santa Maria High School \$5583.33

FUTURE BOARD MEETINGS FOR 2022

REGULAR MEETING
April 12, 2022

Unless otherwise announced, the next regular meeting of the Board of Education will be held on May 10, 2022. The meeting will be held at the District Support Services Center.

Regular Board Meetings for 2022:

June 7, 2022
June 14, 2022

July 12, 2022
August 2, 2022
September 13, 2022

October 11, 2022
November 8, 2022
December 13, 2022

ADJOURN

The meeting was adjourned at 8:40 p.m.