

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.



BOARD OF EDUCATION

Regular Meeting

February 13, 2024

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-gDGg>

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

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

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room or to access written documents being discussed at the Board meeting, 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 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 may be posted on the District's website: www.smjuhsd.org

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 February 13, 2024 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 February 12, 2024. 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 appointment, evaluations, discipline, dismissal, and release of employees 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).
 - C. 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.
 - D. 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

VI. REPORTS

- A. **Student Reports** - Paul Aguilar-Alcazar/DHS; Perla Delgado-Paniagua/SMHS; Teya Nastaskin/ERHS; Camila Uribe-Quezada/PVHS
 - B. **Superintendent's Report**
 - C. **Board Member Reports**
-

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. **Righetti High School Health and Well-being Presentation**
Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Ted Lyon, Principal; Scott Nickason, Physical Education Teacher
 - B. **LCAP Mid-Year Report**
Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction
-

X. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. CSBA Delegate Assembly Election – *Appendix D*

Resource Person: Diana Perez, Board President

Delegates ensure that the association's governance structure reflects the interests of school districts and county offices of education throughout the state. Voting for Delegates is an action of the entire board and requires a majority vote. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024 – March 31, 2026. The election of CSBA Delegate for Subregion 11-A is open. The candidate is Dr. Peter Wright (College ESD).

***** IT IS RECOMMENDED THAT** the Board of Education approve a candidate for the CSBA Delegate Assembly Election for Subregion 11-A.

Moved _____

Second _____

A Roll Call Vote is Required:

- Ms. Perez _____
- Mr. Aguilar _____
- Mr. Baskett _____
- Ms. Hernandez _____
- Dr. Garvin _____

B. INSTRUCTION

1. Course Adoption: Integrated Math – Appendix E

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Karen Rotondi, Director of Teaching & Learning

The following new courses are being presented to the Board of Education for approval. For a full description, please refer to Appendix E.

<p>Integrated Math I</p> <p>Integrated Math I is the first course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math I and is intended for all ninth graders. Integrated Math I builds and strengthens students’ conceptual knowledge of algebra, geometry, and statistical concepts from middle school math. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.</p>
<p>Integrated Math II</p> <p>Integrated Math II is the second course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math II. Integrated Math II builds and strengthens students’ conceptual knowledge of algebra, geometry, and statistical concepts from Integrated Math I and develops the foundation for right triangle trigonometry. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities and strengthen situational analysis abilities.</p>
<p>Integrated Math III</p> <p>Integrated Math III is the third and final course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math III. Integrated Math III builds and strengthens students’ conceptual knowledge of algebra, geometry, trigonometry, and statistical</p>

concepts from Integrated Math II and develops the foundation for logarithmic and trigonometric functions.

Students will be expected to work collaboratively, individually, and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develops their conceptual understanding, procedural skills, problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.

***** IT IS RECOMMENDED THAT** the Board of Education approve the new courses as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

Ms. Perez	_____
Mr. Aguilar	_____
Mr. Baskett	_____
Ms. Hernandez	_____
Dr. Garvin	_____

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

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

The administration is presenting the following board policies listed below. These updates will be on the next board agenda for approval. For a full description, please see Appendix F.

Policy	Description
Revision: BP 6164.2	Guidance/Counseling Services The proposed revision has been updated to expand the Governing Board’s Philosophical statement to include student well-being, and reflect NEW LAW (AB 2508, 2022) which (1) urges districts to adopt a comprehensive educational counseling program and, for districts that provide such services, to implement a structured and coherent counseling program within a Multi-Tiered Systems of Support framework, (2) revises the definition of “educational counseling,” (3) amends the legislative intent of the responsibilities of school counselors, (4) requires educational counseling to include specified postsecondary service, and (5) revises the components that educational counseling is required and authorized to include. Policy also updated to reflect NEW LAW (AB 643, 2021) which encourages districts to host apprenticeship and/or career technical education fair events, such as college and career fairs and for districts that do hold such events to notify apprenticeship programs in their county, as specified.
New: BP 5141.5	Mental Health This Board Policy recognizes that students’ emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. This NEW board policy sets parameters of meeting those student needs.

NO ACTION REQUIRED.

C. BUSINESS

1. Acceptance and Adoption of the Facilities Implementation Plan – Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Khushroo Gheyara, Caldwell Flores Winters, Inc. (CFW) Executive Vice President; Janet Kliegl, Caldwell Flores Winters, Inc. (CFW) Vice President - Educational Services

At the August 1, 2023, meeting, the Board received information about the District’s previous bond programs and the progress of the school facilities construction and modernization programs. Additionally, the need to reduce overcrowding at the existing high schools and the need for a new high school were discussed. At the meeting, the Board commissioned CFW to prepare a new Facilities Implementation Plan. This plan would review the District’s educational initiatives, establish educational specifications, assess the facilities needs at existing sites, and plan for a new high school.

CFW has met periodically with District administrators and staff to review the educational program, objectives, and current educational initiatives to improving student achievement. In addition, CFW conducted a walkthrough and established digital record of selected school facilities to create an inventory of teaching stations, support spaces, administrative offices, and other specialized facilities at each school. Cost estimates were also established for additional projects needed at existing schools and for the construction of a new high school. Sources of funding including state aid grants, developer fees and funds on hand were reviewed, and a proposed new bond program was analyzed.

A written Facilities Implementation Plan report has been prepared for Board review, and a summary of the Plan will be presented by CFW Staff.

***** IT IS RECOMMENDED THAT** the Board of Education adopt the Facilities Implementation Plan, as presented in Appendix G, and authorize staff to take the necessary steps to prepare for a November 2024 bond election.

Moved _____ Second _____

A Roll Call Vote is Required:

Ms. Perez	_____
Mr. Aguilar	_____
Mr. Baskett	_____
Ms. Hernandez	_____
Dr. Garvin	_____

2. Approve Bid: SMHS & PVHS 7 Portable Re-Roof (Project #23-478)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on January 25, 2024 for the SMHS & PVHS 7 Portable Re-Roof (Project #23-478). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Quaglino Roofing <i>San Luis Obispo, CA</i>	\$252,124
Falcon Roofing Company <i>Camarillo, CA</i>	\$254,902

Derrick’s Roofing Inc. <i>Santa Barbara, CA</i>	\$275,000
Chapman Coast Roof Co., Inc. <i>Fullerton, CA</i>	\$299,593
Channel Islands Roofing, Inc. <i>Oxnard, CA</i>	\$323,710
Best Contracting Services, Inc. <i>Gardena, CA</i>	\$358,876
Pacific Builders & Roofing <i>Roseville, CA</i>	\$465,055

Ten (10) contractors, holding general building contractor “B” or “C-39” licenses, attended the mandatory job walk on January 16, 2024. Seven (7) bids were received by administration. Quaglino Roofing was determined to be the apparent low bidder.

*** **IT IS RECOMMENDED THAT** the Board of Education approve SMHS & PVHS 7 Portable Re-Roof (Project #23-478) to the lowest bidder, Quaglino Roofing, for the bid amount of \$252,124 to be paid from Fund 14.

Moved _____ **Second** _____

A Roll Call Vote is Required:

- Ms. Perez _____
- Mr. Aguilar _____
- Mr. Baskett _____
- Ms. Hernandez _____
- Dr. Garvin _____

3. Rejection of Bid: SMHS & ERHS Welding Equipment Purchase (Project #2023/24-001)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on January 31, 2024 for the SMHS & ERHS Welding Equipment Purchase (Project #2023/24-001).

The bid recap and administrative recommendation follows:

BIDDER	BASE BID
<i>Matheson Tri Gas</i> <i>Santa Maria, CA</i>	\$268,276.98

One (1) bid was received by administration. Matheson Tri Gas was determined to be the apparent low bidder; however, after review of their sealed bid package received by administration, irregularities were identified including failure to comply with the Instructions to Bidders (Document 00 21 13), Paragraph 10, "Bidders must supply all information required by each Bid Document". The bidder failed to complete multiple sections of the Bid Form and Proposal including the certification and signature section.

***** IT IS RECOMMENDED THAT** the Board of Education find the apparent lowest bidder, Matheson Tri Gas, non-responsive due to their failure to comply with the Instructions to Bidders, Paragraph 10 which states "Bidders must supply all information required by each Bid Document"; reject the award of the SMHS & ERHS Welding Equipment Purchase (Project #2023/24-001) to Matheson Tri Gas for the bid amount of \$268,276.98; and instruct administration to rebid the project.

Moved _____ Second _____

A Roll Call Vote is Required:

- Ms. Perez _____
- Mr. Aguilar _____
- Mr. Baskett _____
- Ms. Hernandez _____
- Dr. Garvin _____

4. Establish Chiado-Spargo Scholarship Fund, Santa Maria High School Bank Account and Authorized Signers – Resolution 9-2023-2024 Appendix H

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The Chiado Trust wishes to donate scholarship funds in the amount of \$455,102.64. District administration recommends approval of Resolution 9-2023-2024 establishing the Chiado-Spargo Scholarship Fund, Santa Maria High School and opening a school site bank account at Santa Barbara Teachers Federal Credit Union for the purpose of distributing the Scholarship Fund. The existing portion of the Scholarship Funds currently held in the Community Bank of

Santa Maria Scholarship account totaling \$24,359.15 will be transferred to the Santa Barbara Teachers Federal Credit Union for a total of \$479,461.79.

The authorized signers are as follows:

- Steve Campbell – Principal
- Jeanette McColm – ASB Bookkeeper
- Maria Malkin – Manager of Fiscal Services
- Michelle Coffin – Director of Fiscal Services
- Yolanda Ortiz – Assistant Superintendent of Business Services

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 9-2023-2024, as presented in Appendix H, establishing the Chiado-Spargo Scholarship Fund, Santa Maria High School and approve the opening of the bank account at Santa Barbara Teachers Federal Credit Union, the transfer of a portion of the Community of Bank of Santa Maria Scholarship account and authorize the signers as indicated herein.

Moved _____ **Second** _____

A Roll Call Vote is Required:

- Ms. Perez _____
- Mr. Aguilar _____
- Mr. Baskett _____
- Ms. Hernandez _____
- 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:

- Ms. Perez _____
- Mr. Aguilar _____
- Mr. Baskett _____
- Ms. Hernandez _____
- Dr. Garvin _____

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

Regular Board Meeting – January 16, 2024

B. Approval of Warrants for the Month of January 2024:

Payroll	\$ 11,520,639.12
Warrants	\$ 4,966,010.22
Total	\$ 16,486,649.34

C. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Collaborative Learning Solutions	Amendment to the 8/1/2023 Board approved 4-year contract to carry three (3) unused training days from 2022-2023 to 2023-2024. No change in amount.	\$72,500/ LCAP 4.1	Krista Herrera
United We Lead Foundation	UWLF will provide 7-week program for 9th-10th graders Math Bridge Intervention Academy which addresses language barriers in math classrooms, particularly for Multilingual Learners. It provides targeted practice for students to develop math fluency, offering large, small, and one-on-one assistance in a hybrid modality from February 24 to April 13, 2024.	\$44,250/ Title III	Krista Herrera
Jivetribe Network Event Productions	DJ services for ERHS Dance on February 24, 2024.	\$700/ASB	Yolanda Ortiz
That One Photo-booth LLC	Photography services for SMHS Sadie Hawkins Dance on February 24, 2024.	\$1,016.25/ LCAP 2.7	Yolanda Ortiz
TeamCivX	Team CivX shall assist with planning for a potential bond measure to improve school facilities for local students by conducting a feasibility assessment, awareness building and measure development.	\$7,500 plus \$23,500 per mailing, if applicable/ General Funds	Yolanda Ortiz
True North Research, Inc.	True North Research, Inc. shall design, conduct, analyze and present the results of a statistically reliable voter opinion survey.	\$26,850/ General Funds	Yolanda Ortiz

D. Facility Report – **Appendix B**

E. 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 listed in Appendix C 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, including the District’s website at www.smjuhsd.org

F. Student Matters - Education Code Sections §35146 & §48918

Administrative Recommendation to order expulsion: 377837

G. Discard or Sell Obsolete Textbooks

The following textbooks were submitted for discard by various sites:

Textbook Title	ISBN #	# of Copies
Read to Achieve	978-0-07-621989-6	11
Corrective Reading Decoding C	0-07-611238-1	125
Above & Beyond	978-0-07-622000-7	104
Homes and Interiors	0-07-874420-2	37
A Guide to Fashion Sewing 6 th Edition	978-1-62892-184-7	9
Corrective Reading Comprehension C	0-07-611194-6	13
CMP Core Connections Course 3	978-1-60328091-4	364
CMP Core Connections Course 3 Vol. 1	978-1-60328-089-1	148
CMP Core Connections Course 3 Vol. 2	978-1-60328-090-1	60
CMP Core Connections Course 1 Vol. 1	978-1-60328-075-4	11
CMP Core Connections Course 1 Vol. 2	978-1-60328-076-1	11
CMP Core Connections Curso 1 En Español Vol. 1	978-1-60328-369-4	37
CMP Core Connections Curso 1 En Español Vol. 2	978-1-60328-370-0	37
Magruder's American Government	0-13-133579-0	401
World Literature	0-7854-4060-7	19
Pacemaker Basic English	978-0-7854-6312-2	23
Pacemaker Practical English	0-130-23606-3	25

H. Approval of Board Policy Revision - **Appendix I**

The board policy revision and deletion listed below is presented for approval. This policy was listed for approval on the December 12, 2023 board agenda.

Revision: BP 6146.1	High School Graduation Requirements Policy revised to incorporate all elements of Administrative Regulation 6146.1. Revision includes correction of the Summary of Required Courses and Credits.
Delete: AR 6146.1	The California School Board Association (CSBA) recommends deleting AR 6146.1, deeming the regulation as unnecessary with key concepts incorporated into Board Policy 6146.1

I. Out of State Travel

Person/Reason	Place/Date	Description	Funding
Paul Eybel (RHS), Kassondra Quaglino (SSC) and Brad Bowen (SSC) Attend National Autism Conference	March 18-20, 2024 Las Vegas, NV	Opportunity to learn from experts, connect with others in the field, and gain a deeper understanding of autism spectrum disorders.	CCEISSY 22
Sara Araujo (SMHS), Kristie Van Horn (SMHS) Attend Certified Ameri- can Grown Floral De- sign Team	April 13-18, 2024 Washington, DC	The First Lady's Luncheon is a gathering of current and former spouses of Members of Con- gress, Administration officials, business leaders, philanthropists and friends of The Congressional Club Museum and Foundation, to honor The First Lady and to champion bi-partisan community service. Certified American Grown and its growers supply all the flowers for the event to ensure that more consumers and policy makers understand the im- portance of supporting the unique, local & domestic floral industry.	LCAP 3.5
Christopher Silva (PVHS)	March 3 - 8, 2024 Las Vegas, NV	Attend workshops on lighting, photography, and new technology to develop the Digital Arts pro- gram at PVHS.	CTEIG

REGULAR MEETING
February 13, 2024

Attend Wedding & Portrait Photographers International			
Ernesto Alfaro (SSC), Jerry Sitton (SSC) & Jay Patten (SSC) Attend Transfinder Annual Client Summit	April 28 - May 1, 2024 San Antonio, TX	Three days of hands-on and classroom sessions on the full suite of solutions, including Routefinder, Viewfinder, Tripfinder, Stopfinder, and Servicefinder.	Transportation 0723
Antoinette Gonzalez-Ramirez (SMHS) National Association of School Psychologists 2024	February 13-17, 2024 New Orleans, LS	Attend the largest annual convention for school psychologists as a first-year psychologist to access relevant and up-to-date information. Network with other school psychologists and share resources and best practices to serve our students.	LCAP 4.1

- J. Authorization to Utilize Region 4 ESC/OMNIA Partners, Public Sector and B&H Foto and Electronics DBA B&H for District-wide Purchases of Audio-Visual Equipment, Accessories and Services for the length of the Contract through March 31, 2025

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, “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 audio-visual equipment, accessories and services be made utilizing the provisions of the PCC that allows purchasing from Region 4 ESC/OMNIA Partners, Public Sector and B&H Foto Electronics DBA B&H – Contract #R201202 through March 31, 2025.

- K. Authorization to Utilize CMAS for the Purchase of Non-Information Technology Commodities for the Length of the Contract through November 4, 2027

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment. Notwithstanding Section 20111 and 20112 of the Public Contract 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.”

Utilizing the provisions of the Public Contract Code that allows purchasing from a CMAS contract, the district administration recommends the purchase of Non-Information Technology Commodities through Bentley Mills, Inc CMAS #4-22-01-1042, term dates January 25, 2022 through November 4, 2027.

- L. Santa Maria High School Reconstruction Project #17-267: Approval of Amendment No. 11 to the Facilities Lease, Including Change Order No. 11 Increasing the Guaranteed Maximum Price (GMP) Amount.

The SMHS Reconstruction #17-267 Project Increment 1, Phase 0 GMP provided by Vernon Edwards Constructors was approved under Amendment No. 1 as \$2,739,104.00. Amendments No. 2 through No. 10 increased the GMP to \$67,439,224.06.

Amendment No. 11 including CO No. 11 provides for modifications to Increment 1, Phase 1 New 50 Classroom and Administration Building plans. CO No. 11 added scope includes adjustments or new work related to concrete walkways, asphalt parking, door film, dugout bench, grading, warning track, foul poles, fencing, conduit runs, drinking fountain bottle fillers, sewer manhole elevation, and field irrigation. The cost of the added work is \$109,366.37 which increases the total GMP to \$67,548,590.43.

- M. Santa Maria High School Career Technical Education Modernization Project #21-390: Approval of Change Order No. 3 to the Environmental Monitoring Services Contract with Millennium Consulting Associates.

The original Contract for asbestos related construction oversight and monitoring services by Millennium Consulting Associates was approved by administration at \$9,848.00. Change Order (CO) #1 in the amount of \$33,040.16 provided services to address hydraulic fluid containing soils found at vehicle lift locations during construction including investigation, sampling, testing, removal planning, reports, cleanup recommendations, and local agency coordination. CO #2 in the amount of \$9,691.98 included additional observations and direction services during contaminated soils consolidation and storage activities. CO #1 and #2 increased the original Contract to \$52,580.14.

CO #3 provides for Santa Barbara County Environmental Health Services requested revisions to the Remedial Action Plan, coordination with the Air Pollution Control District, bioremediation soil injections services, Remedial Action Plan Completion Report completion, post remediation sampling, and final remediation closure reporting. The cost of the added work is \$88,614.38 which increases the total contract amount to \$141,194.52.

- N. Purchase Orders

REGULAR MEETING February 13, 2024
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PO #	Vendor	Amount	Description/Funding
PO24-01215	Smith Mech-Electrical-Plumbing	\$64,190.19	HVAC spare parts / General Fund RRMA
BPO24-00662	Kaizen Auto Care, LLC	\$80,000.00	Services & repairs SY 23-24 / General Fund Transportation

O. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
FanAngel Foundtion	Boys' Soccer	\$6,181.40
TVJ Sons KSM, LLC/KIA Santa Maria	Girls' Soccer	\$100.00
TVJ Sons HSM, Inc/Honda Santa Maria	Girls' Soccer	\$100.00
Santa Barbara Bowl Foundation	Center Stage	\$4,000.00
Rotary Club of Santa Maria Breakfast	Band	\$150.00
Porter & Howard, Inc./Toyota of Santa Maria	Girls' Soccer	\$100.00
Snap Mobile, Inc.	Boys' Wrestling	\$1,189.41
PVHS Boosters	Boys' Wrestling	\$5,000.00
Snap Mobile, Inc.	Girls' Soccer	\$4,561.60
CA Future Business Leaders of Santa Ana	Future Business Leaders of America	\$1,000.00
Total Pioneer Valley High School		<u>\$22,382.41</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Patricia L. Kahn	Girls Golf	\$300.00
Elks Recreation, Inc.	ASB	\$1,000.00
CMF Solution, Inc.	Girls Golf	\$500.00
Snap Mobile, Inc	Wrestling	\$12,009.10
C & R Tile & Stone, Inc	Wrestling	\$100.00
Allied Universal	Warrior Goats	\$1,000.00
Janet George	Cheer	\$100.00
Total Righetti High School		<u>\$15,009.10</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Rotary Club of Santa Maria Breakfast	Band	\$350.00
Kiwanis of Santa Maria Valley Foundation	Alpine Club	\$500.00
California Future Business Leaders of Santa Ana	FBLA	\$1,000.00
The Kharazi Foundation	John Root's Class	\$500.00
Total Santa Maria High School		<u>\$2,350.00</u>

XII. FUTURE BOARD MEETINGS FOR 2024

Unless otherwise announced, the next regular meeting of the Board of Education will be held on March 12, 2024. Closed session is scheduled to begin at 5:15 p.m. Open

REGULAR MEETING
February 13, 2024

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 2024:

- | | | |
|-----------------|--------------------|-------------------|
| April 16, 2024* | July 9, 2024 | November 12, 2024 |
| May 14, 2024 | August 6, 2024* | December 10, 2024 |
| June 4, 2024 * | September 10, 2024 | |
| June 12, 2024* | October 8, 2024 | |

**Not on the second Tuesday of the month*

XIII. ADJOURN

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Short-Term Assignment	ELPAC Tester	LC	1/17/24-5/31/24	16/A	6
	Resign	Instructional Assistant - Special Ed II	SMHS	1/31/24	15/C	6
	Retire	Food Service Worker I	PVHS	3/19/24	9/E	5
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/B	7 to 7.5
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/C	7.5 to 6.5
	Mid-year Rebid Correction	Bus Driver	DO	1/11/24	18/C	6.5 to 7.5
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.25 to 7.5
	Release	Grounds Maintenance I	RHS	1/18/24	16/A	8
	Change in Assignment	Food Service Worker I	PVHS	2/1/24	9/C	3 to 4
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7 to 7.75
	Change in Assignment	Food Service Worker I	PVHS	2/1/24	9/E	3 to 4
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.5 to 7.75
	Mid-year Rebid	Transportation Attendant	DO	1/11/24	12/E	7.5 to 7.75
	Change in Assignment	Food Service Worker I	PVHS	2/1/24	9/A	3 to 4
	Out of Class	Attendance Technician	SMHS	12/4/23	20/A	8
	Change in Assignment	Food Service Worker I	PVHS	2/1/24	9/E	5.75 to 6
	Mid-year Rebid	Transportation Attendant	DO	1/11/24	12/B	7.5 to 7.75
	Mid-year Rebid	Transportation Attendant	DO	1/11/24	12/B	7.5 to 7.75
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	8 to 7.75
	Mid-year Rebid Correction	Bus Driver	DO	1/11/24	18/E	7.75 to 8
	Short-Term Assignment	ELPAC Tester	LC	1/17/24-5/31/24	16/A	6
	Change in Assignment	Food Service Worker I	PVHS	2/1/24	9/E	4.75 to 5
	Change in Assignment	Food Service Worker I	SMHS	2/1/24	9/E	5 to 6
	Short-Term Assignment	ELPAC Tester	LC	1/25/24-5/31/24	16/A	6
	Promote	Computer Network Technician	DO	1/16/24	28/A	8
	Short-Term Assignment	ELPAC Tester	LC	1/17/24-5/31/24	16/A	6
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.5 to 7.75
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7 to 7.5
	Employ	Instructional Assistant - Special Ed I	SMHS	1/10/24	13/A	5.5
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.75 to 7.5

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Employ	Instructional Assistant - Special Ed I	SMHS	2/1/24	13/A	5.5
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7 to 6.75
	Mid-year Rebid Correction	Bus Driver	DO	1/11/24	18/E	6.75 to 8
	Employ	Guidance Technician	RHS	2/1/24	22/A	8
	Release	Bus Driver	DO	1/12/24	18/A	7
	Short-Term Assignment	ELPAC Tester	DO	1/25/24-5/31/24	16/A	6
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	5 to 5.25
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/A	6 to 6.75
	Employ	Custodian	SMHS	1/17/24	15/A	8
	Employ	Campus Security Assistant II	SMHS	1/16/24	17/A	7.5
	Employ	Bus Driver	DO	2/5/24	18/B	5
	Change in Assignment	Bus Driver	DO	2/5/24	18/B	5 to 7.25
	Short-Term Assignment	ELPAC Tester	LC	1/25/24-5/31/24	16/A	6
	Short-Term Assignment	ELPAC Tester	LC	1/17/24-5/31/24	16/A	6
	Mid-year Rebid	Transportation Attendant	DO	1/11/24	12/C	7.5 to 7.75
	Short-Term Assignment	ELPAC Tester	LC	2/1/24-5/31/24	16/A	6
	Employ	Campus Security Assistant II	PVHS	2/1/24	17/A	7.5
	Employ	Computer Network Technician	DO	2/5/24	28/A	8
	Out of Class	Administrative Assistant II - School Site	SMHS	1/17/24-2/19/24	24/A	8
	Promote	Student Information Systems Analyst	DO	1/29/24	31/A	8
	Employ	Bus Driver	DO	2/5/24	18/C	5
	Change in Assignment	Bus Driver	DO	2/5/24	18/C	5 to 6.75
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.5 to 7.75
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/E	7.5 to 6.75
	Mid-year Rebid	Bus Driver	DO	1/11/24	18/C	7 to 7.75
CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Resign	English	PVHS	6/6/24	1/II	1.0
	LOA	Math	PVHS	2024-25	19/V	0.2
	Resign	Speech/Language Pathologist	SMHS	6/6/24	9/V	1.0
	Resign	Director IV Multilingual/Migrant Ed Programs	MMEP	6/30/24	14/1	1.0
	Resign	English	SMHS	6/6/24	2/V	1.0
	Prep Period Teaching Assignment	Extended Learning Opportunity	SMHS	1/8/24-6/6/24	5/V	0.2
	Resign	Math	PVHS	6/6/24	12/V	1.0

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Stipend	Skills USA	CTE	2023-24	1,17%	
	Resign	Agriculture	SMHS	6/6/24	2/IV	1.0
	Resign	Program Specialist/Special Education	District	6/30/24	26/A1	1.0
	Column Advance	Special Education	SMHS	2024-25	8/V	1.0
	Prep Period Teaching Assignment	Math	SMHS	1/29/24-6/6/24	17/V	0.2
	Prep Period Teaching Assignment	Agriculture	SMHS	1/29/24-6/6/24	1/IV	0.2
	Resign	Special Education	RHS	6/6/24	3/IV	1.0
	Retire	Math	PVHS	6/6/24	35/V	1.0
	Non Reelect	Math	PVHS	6/6/24	9/V	1.0
	LOA	English	SMHS	2024-25	15/IV	1.0
COACHING PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	District	ASB/Booster
	Stipend	CoHead Varsity Girls Basketball	ERHS	2023-2024		\$1,500

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

January 2024

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners (Huckabee)

- Increment 1, Phase 1 – 50-Classroom and Administration Building: Activities and installations this period include EPA parking area fencing, warranty work, and assorted punch list items. Closeout activities are commencing related to the Vernon Edwards Constructor Lease Lease-Back (LLB) Contract. No new change orders will be issued under the current agreement. Changes under development, including design evaluation of user requested culinary sink size adjustments and added clock speaker assemblies in the hallways will be handled as separate projects. Softball field work occurring this period includes concrete, backstop mesh, utilities, fencing, in-field prep, stucco, painting, and continued sod installation. Completion of construction is now expected to occur in February 2024, depending on weather conditions. Work related to long lead items such as bleachers will continue until March. Commencement of partial and full field access for practice continues to be evaluated pending weather and sod rooting conditions. **(Photos)**
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Final plan and specification revisions related to restrooms are to be submitted to DSA in February. A standard Design-Bid-Build package is now anticipated to be finalized and issued in late February when DSA approval is received. Results will be presented to the Board in April 2024.

SMHS CTE Modernization – Rachlin Partners (Huckabee)

- Activities and installations this period include continued mechanical/electrical/plumbing, rollup door painting, drywall, interior painting, HVAC systems, floor coating, and clean up. An exterior punch list walk was held January 30, 2024. Hydraulic fluid containing soil remains stored on site pending final approval of the removal plan by the County of Santa Barbara Health Department and the Air Pollution Control District. Due to a delay in equipment and activation of the HVAC and air exhaust systems, the agriculture mechanics and welding classrooms were not occupied as planned in January. Access will be determined when wiring and control issues are finalized in February. The auto shop classes will return upon the completion of the floor coatings in the bays, which is expected in early February. Upon the completion of the floor coating, lift installations will be coordinated with the vendor. Other new equipment continues to arrive at the site. The electrical engineer will evaluate power needs and coordinate conduit routing based on the final desired locations of each piece. Installation work will be performed by District M&O staff or support contracts as available. Remaining contract, change order, and back ordered equipment installation work will continue during the day as allowed by the site or afterhours as required. **(Photos)**

SMHS CTE Shade Canopy – Rachlin Partners (Huckabee)

- A design package was submitted to the Division of State Architect December 21, 2023, and continues under review.

SMHS Morrison Street Sidewalk Revisions – Rachlin Partners (Huckabee)

- The project schedule and bid package continues under development with bidding anticipated to occur in March of 2024. Work remains scheduled to occur during the summer of 2024.

2. Ernest Righetti High School Construction Projects

ERHS Phase 2 Improvements – Rachlin Partners (Huckabee)

- DSA close out activities continue.

ERHS New Softball Field – PBK Architects

- An updated layout showing a combination practice field was provided to the site administration for review. The revised layout will be presented to legal counsel upon final input from the site.

ERHS Boys and Girls Locker Room Modification – PBK Architects

- A revised layout including modifications to address legal counsel comment received in November 2023 was reviewed with site administration. An additional site meeting will occur in February to address additional questions and concerns.

ERHS CTE Modernization – Rachlin Partners (Huckabee)

- New and continuing activities and installations occurring this period include mechanical, electrical, doors, door hardware, welding gas lines, connection of equipment power, ventilation, patching, painting, concrete grinding, cleaning, and punch list work. An exterior punch list walk was held January 30, 2024. Woodshop and welding classroom faculty and student occupancy occurred Jan 8, 2024. Remaining contract work will continue during the day on a non-interference basis or move to after-hours. District purchased shop equipment continues to arrive. The electrical engineer will evaluate power needs and coordinate conduit routing based the final desired locations of each piece. Ongoing installation work will be performed by District M&O staff or support contracts as available. [\(Photos\)](#)

ERHS Southeast Parking Stormwater System Installation – Flowers and Associates

- Design activities continue. The project remains on track for construction during the summer of 2024.

ERHS CTE Shade Canopy – Rachlin Partners

- A design package was submitted to the Division of State Architect December 21, 2023, and continues under review.

ERHS Cafeteria Serving Windows and Line Counter Modifications – Rachlin Partners

- Preliminary design activities continue. The project remains scheduled to occur during summer of 2025.

3. Pioneer Valley High School Construction Projects

PVHS 3 New Modular Classrooms and One Restroom–Rachlin Partners (Huckabee)

- DSA closeout activities continue.

PVHS 10 Portable Classrooms Installation – Rachlin Partners (Huckabee)

- DSA closeout activities continue.

4. Mark Richardson Career Technical Education Center & Agriculture Farm

MRCTECF New Maintenance and Operation Building – 19 six Architects

- The fire flow test and the geologic survey were completed and submitted for review by the California Geologic Survey and DSA. The submittal of the design package is now anticipated to occur February 7, 2024. An updated project schedule will be provided by the architect upon formal DSA acceptance of the design package.

MRCTECF Front Office Space Design– 19 six Architects

- Final payment processing continues pending receipt of the Contractor's payment and retention application. Recent contacts with the Contractor indicate they are aware of the need to submit for final payment.

MRCTECF Well Pump and Electrical Installation – Facilities and Logistics

- The geologic engineer is continuing review of the sizing of the variable speed pump and associated design parameters. Architectural and electrical engineering services contracts will be requested upon completion of the pump design.

MRCTECF Landscaping – Maintenance and Operations – Oasis Associates

- Landscaping design activities are underway. The landscape design was reviewed with site faculty representatives in late November. Revised plans were returned to the District design team for review on November 29, 2023. The landscape architect has completed the design. A final review will occur on February 9, 2024. The design package will be prepared for bidding in early March 2024.

5. District Wide and Support Services Center

District Wide Project Closeout – Facilities and Logistics

- Closeout of legacy projects continues:
 - SMHS #03-103743 Wilson Gymnasium Renovation: A review meeting will be scheduled in spring after winter rains to determine the destructive testing plan to allow for inspection of roof anchors.

Arc Flash Safety Assessment – Maintenance and Operations

- Electrical arc flash potential and utility supply evaluations of the MRCTECF, Delta High School, and Support Services Center will be complete in February 2024. The plans will be delivered, training conducted, and labels installed by the end of February 2024.
- ERHS site assessment is scheduled for summer 2024.

REGULAR MEETING
February 13, 2024

ERHS and SMHS 7 Portables Roofing: Facilities and Logistics

- Seven bids were received January 25, 2024, which will be taken to the February 13, 2024, Board meeting for review. Work remains scheduled to occur during summer of 2024.

Gary Wuitschick
Director – Facilities and Logistics

Maintenance & Operations

SMHS

- Cleaned exterior walls and windows campus wide. (Photo)
- Pressure washed tables, trash can lids, and the pool deck.
- Striped the practice field for soccer.
- Sprayed weeds at SMHS and the Lincoln Center.
- Patched and painted areas where classroom signage was replaced in the Broadway Classroom Building and classroom 480.
- Repaired exterior siding on the north side of the 360 Science Building.
- Replaced failed lighting ballasts and lights in several classrooms across campus.
- Installed a washer and dryer in classroom 480 for student education.
- Updated the electrical outlets in the AG Mechanics classroom. (Photo)
- Inspected and cleaned all HVAC cassettes in the 100 Building.
- Repaired and replaced damaged ceiling tiles in several classrooms.
- Modified signage and added a feminine hygiene dispenser for a gender-neutral restroom.
- Provided support of school event and civic center use activities: Special Education PLC, Professional Development, Jogathon, B Strong Life Club, Basketball Tournament, Boys' and Girls' Basketball Games, and Boys and Girls Soccer Games
- Preventive work order hours – 49
- Routine work hours – 366
- Total work orders completed – 127
- Event setup hours – 25

Danny Sheridan
Plant Manager

PVHS

- Replaced broken student furniture in several classrooms.
- Removed obsolete equipment as requested.
- Pressure washed tables, benches, and general surroundings in the covered patio area.
- Replaced broken tiles in the 300 and 400 Building boys' restrooms. (Photo)
- Assembled and installed room dividers in classroom 617.
- Groomed the baseball, softball, and practice fields.
- Performed gopher pest control at PVHS and The CTE Center.
- Measured and ordered new blinds for several offices.
- Replaced electrical cover plates in classrooms 213, 608, 610, 612, 618, and 629.
- Diagnosed electrical issues in classroom 211 and replaced lights in the cafeteria walk-in freezer.
- Serviced and repaired several HVAC issues.
- Installed new ramp skirting; replaced door, window, and siding trim on the ten portable classrooms relocated from ERHS.
- Painted doors on the relocated portable classrooms 631-640. (Photo)
- Provided support of school event and civic center use activities: Truancy Meeting, District Instructional Assistant Training, All School Student Rally, SDD Lunch, Torino FC Soccer Club Games, Basketball Games.
- Preventive work order hours – 0 (includes 0 CTE)
- Routine work hours – 203 (includes 86 CTE)
- Total work orders completed – 115 (includes 7 CTE)
- Event setup hours – 43 (includes 4 CTE)

Tyson Ellis
Plant Manager

REGULAR MEETING
February 13, 2024

ERHS

- Painted lines on the football practice field.
- Repaired a leaking irrigation line on the softball field.
- Continued daily restroom cleaning campus wide. (Photo)
- Installed outfield fencing for varsity baseball and softball.
- Replaced a lighting ballast in classroom 602.
- Installed light kits in the welding booths in classroom 401.
- Repaired a broken door at the softball field storage shed.
- Removed the remains of a shade structure above security office and girl's locker room at the gymnasium.
- Replaced the flagpole at the varsity softball field.
- Cleared a plugged drain in the health office and repaired leaking shower heads in the boys' locker room.
- Assembled and installed Lincoln welding tables in classroom 401. (Photo)
- Repaired HVAC units in classrooms 601 and 612.
- Replaced damaged cove base classroom 111, and damaged ceiling tile in classrooms 306, 623,624,625.
- Replaced electrical outlet covers in classrooms 122 and 505.
- Replaced failed lights in the cafeteria kitchen dry storage room.
- Provided support of school event and civic center use activities: District Staff Professional Development, Certificated Staff Professional Development, Substitute Teacher Training, Boys' and Girls' Basketball Games, Junior Varsity Wrestling Tournament, and Boys' and Girls' Soccer Games.
- Preventive work order hours – 32 (includes 4 DHS)
- Routine work order hours – 81 (includes 0 DHS)
- Total work orders completed – 130 (includes 14 DHS)
- Event setup hours – 52 (includes 0 DHS)

Dan Mather
Plant Manager

Graffiti & Vandalism

- DHS \$ 0
- ERHS \$ 0
- SMHS \$ 50
- PVHS \$ 40

Reese Thompson
Director – Maintenance, Operations, and Transportation

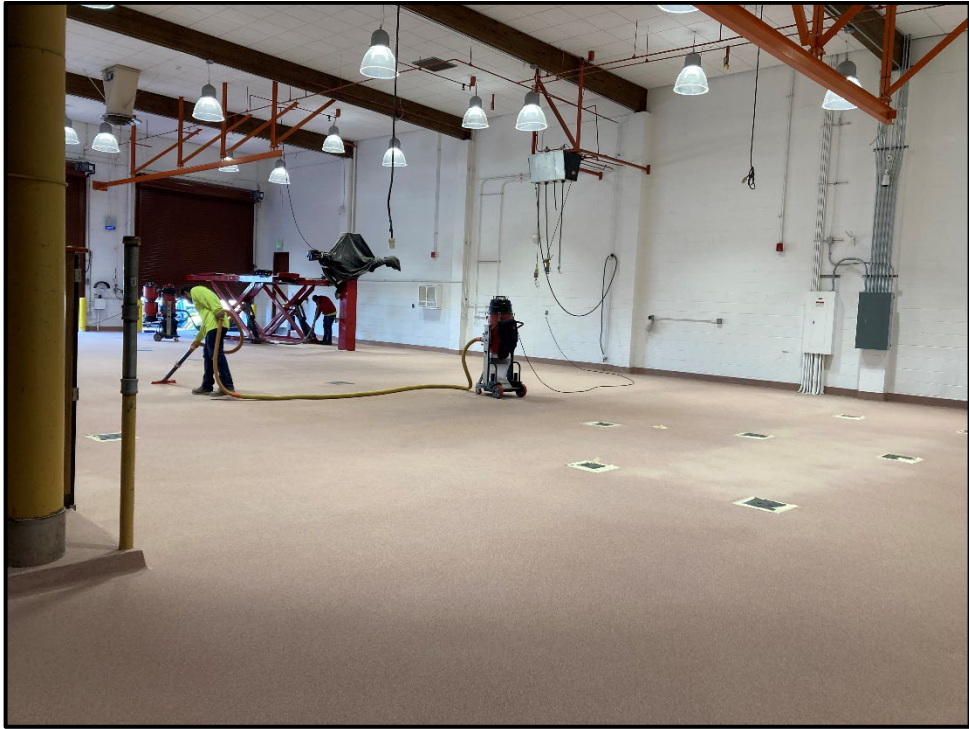
Photo Gallery – Major Projects



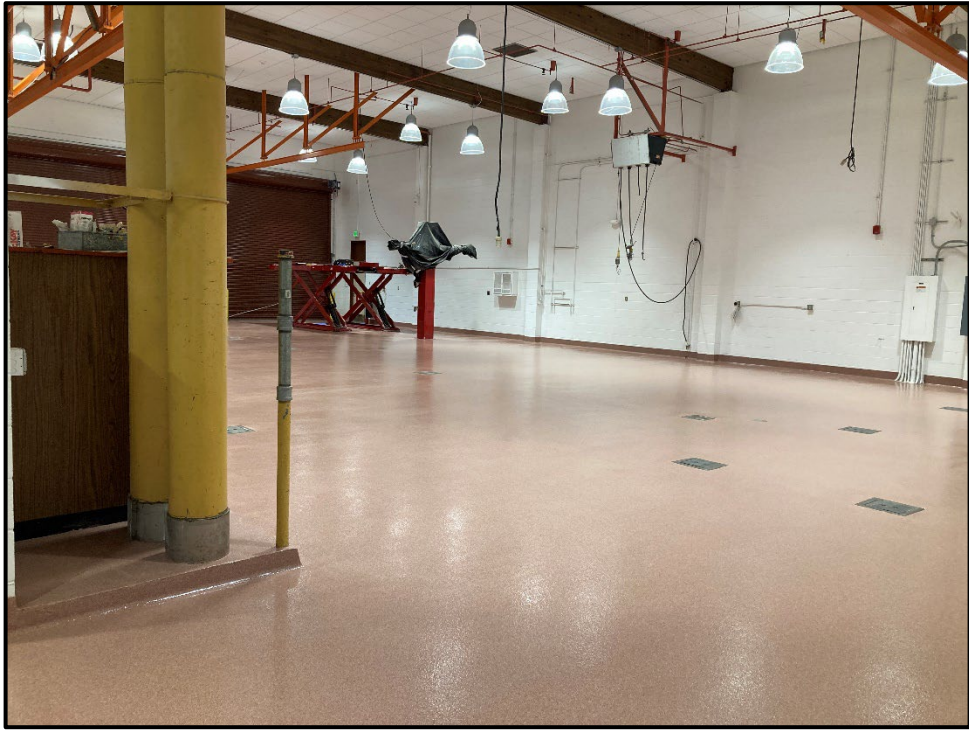
SMHS Reconstruction – New Softball Fencing is Installed



SMHS Reconstruction – Sod Installation is Complete



SMHS CTE Modernization – Auto Shop Floor Coating and Lift Installation In-progress



SMHS CTE Modernization – Auto Shop Floor Receives Final Clear Coat



ERHS CTE Modernization – Metal Shear is Delivered for the Welding Shop



ERHS CTE Modernization – New Table Saws are Installed in the Woodshop Classroom

Photo Gallery – Maintenance & Operations



SMHS – Miguel Sanchez-Martinez Washing the Exterior Windows at the Cafeteria



SMHS – Andy Freitas Replacing Electrical Outlets in Classroom 511



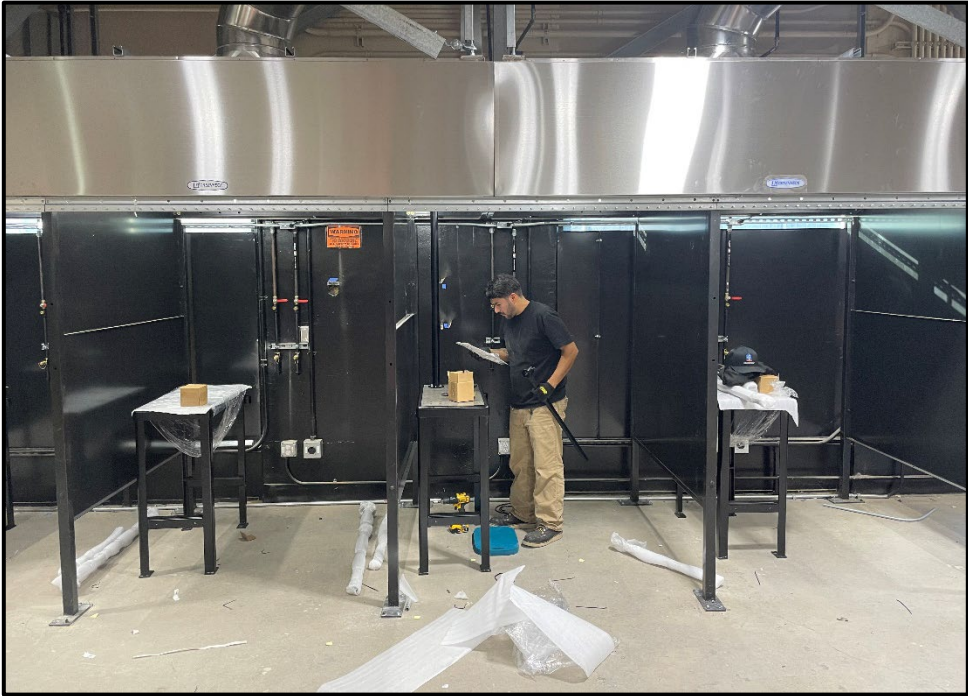
PVHS – Tom Harbold Removing Damaged Restroom Tiles



PVHS – Joel Amezcua Painting Classroom Doors



ERHS – Jose Magdaleno Cleaning the 300 Building Restroom



ERHS – Armando Gutierrez Assembling Welding Tables in Classroom 401

**Authorization for Sale or Disposal of Obsolete Equipment and Vehicles - Appendix C
February 13, 2024**

Tag #	Asset Category	Description	Serial #
02991	APPL/FOOD SVC	FREEZER, TRUE 3DR	11157028
22428	APPL/FOOD SVC	8823035 FRIGIDAIRE 20.3 CU. FT.	WB82355686
8168	AV EQUIP	LCD PROJECTOR	3WW02300227
22999	AV EQUIP	LCD PRJECTOR	9501640FJ
22999	AV EQUIP	LCD PROJECTOR	9501640FJ
28422	AV EQUIP	SHARP AQUOS TV	
28668	AV EQUIP	PHILLIPS TV	
	AV EQUIP	PROJECTOR	80025529
21390	AV EQUIP	VT695 NEC PROJECTOR	7401156FE
33529	AV EQUIP	EOS T6 W/18-55, CAMERA KITS	092071119741
	AV EQUIP	ELMO DOCUMENT CAMERA	
00356	BUSINESS MACH	LAMINATOR, GBC 4250	CL03696
33711	COMPUTER	DELL COMPUTER	
29086	COMPUTER	MD388LL/A MAC MINI	C07N31JWDWYM
29088	COMPUTER	MD388LL/A MAC MINI	C07N3199DWYM
21587	COMPUTER EQUIP	NETWORK VIDEO RECORDER	80ZGVV1
26710	COMPUTER EQUIP	POWEREDGE R420 PCIE RISER	DQKWGX1
27246	COMPUTERS	OPTIPLEX 9020 AIO	7KP9CY1
27540	COMPUTERS	POWEREDGE R415 CHASSIS	JT01DZ1
27541	COMPUTERS	POWEREDGE R415 CHASSIS	JT00K02
28714	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VJKB2
28722	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VMKB2
28723	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XSKB2
28729	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XTKB2
28730	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TQKB2
28731	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XMKB2
28732	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YJKB2
28733	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YLKB2
28783	COMPUTERS	CCS NP-M322X	5800389RJ
32061	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XPKB2
32062	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VLKB2
32063	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TLKB2
32064	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YKKB2
32065	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TTKB2
32066	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TPKB2
32067	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XRKB2
32073	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6STKB2
32074	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TNKB2
32075	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XKKB2
32076	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TSKB2
32077	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6SPKB2
32078	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TRKB2
32079	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6WSKB2
32080	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VKKB2
32082	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6WTKB2
32083	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XJKB2

**Authorization for Sale or Disposal of Obsolete Equipment and Vehicles - Appendix C
February 13, 2024**

32084	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6SQKB2
32085	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XLKB2
32086	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TMKB2
32087	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XQKB2
32088	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TJKB2
32089	COMPUTERS	DELL OPTIPLEX 7440 AIO	B2SSKB2
32090	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XNKB2
32866	COMPUTERS	DELL OPTIPLEX 3050 AIO	GY1BHQ2
32867	COMPUTERS	DELL OPTIPLEX 3050 AIO	GY0HHQ2
32868	COMPUTERS	DELL OPTIPLEX 3050 AIO	GY0GHQ2
32869	COMPUTERS	DELL OPTIPLEX 3050 AIO	GY1CHQ2
33051	COMPUTERS	OPTIPLEX 9030	HCB4W52
33066	COMPUTERS	OPTIPLEX 9030	HC9ZV52
33303	COMPUTERS	OPTIPLEX 7440 AIO	HNN3KB2
33719	COMPUTERS	OPTIPLEX 7440 AIO	45590M2
36296	COMPUTERS	DELL OPTIPLEX 3050 AIO	20GYDX2
36769	COMPUTERS	OPTIPLEX 3280 AIO	9W3C243
36775	COMPUTERS	OPTIPLEX 7470 ALL-IN-ONE	HL4V243
36776	COMPUTERS	OPTIPLEX 7470 ALL-IN-ONE	HL4T243
	GROUNDS AG/EQP	HONDA PUSH MOWER	
	GROUNDS AG/EQP	ECHO BLOWER	
	LAB/SCIENCE	DETECTO STADIOMETER 0407-74	
	MONITOR	COMPUTER MONITOR	
26492	MONITOR	DP2214H DELL P2214H 21.5"	7426113A36LL
24471	PRINTER	HP RPINTER	CN46AFV2MX
	PRINTER	BROTHER PRINTER	U63877HON337539
23420	PRINTER	HP LASEERJET PRINTER	VND3G50023
24324	PRINTER	BROTHER PRINTER	MOJ880586
23699		SMART BOARD	

REGULAR MEETING
February 13, 2024

APPENDIX D:

CSBA Delegate Assembly Ballot

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote “**X**” in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 11-A
(Santa Barbara County)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

Dr. Peter Wright (College ESD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 11 – 9 Delegates (9 elected)

Director: Sabrena Rodriguez (Ventura USD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 11-A (Santa Barbara)

Wendy Sims-Moten (Santa Barbara USD), term expires 2025

Melanie Waffle (Orcutt Union SD), term expires 2025

Peter Wright (College ESD), term expires 2024

Subregion 11-B (Ventura)

Darlene Bruno (Hueneme SD), term expires 2024

William "Franky" Caldeira (Lompoc USD), term expires 2024

Rebecca "Beckie" Cramer (Pleasant Valley SD), term expires 2025

Lauren Gill (Conejo Valley USD), term expires 2024

Daniel Sandoval (Santa Paula USD), term expires 2024

County Delegate:

Arleigh Kidd (Ventura COE), term expires 2025

Counties

Santa Barbara (Subregion A)

Ventura (Subregion B)

View results

Respondent

19

Anonymous

32:05

Time to complete

1. I have been... *

Appointed

Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Peter Wright

3. Full name *

Peter Wright

4. Region/subregion *

11B



5. Name of District or COE *

College Elementary School

6. Years on board *

5

7. Profession

Professor

8. Contact number *

(805) 452-1075

9. Primary email address *

peter.wright.805@gmail.com

10. Are you an incumbent Delegate? *

Yes

No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

Serving in the Assembly is a privilege and great source of information to take back to my district and region. I appreciate the opportunity to collaborate and strategize with fellow delegates. I would be active in sharing information from Region 11 with other delegates as well as bringing information back to the region.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

President of the board; board member for the Solvang Festival Theater, California Democratic Party delegate

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Coaching boards with the tools to engage with the community; starting the process for workforce housing, providing reliable content on promising practices for the conditions in which students can learn at their full potential.

REGULAR MEETING
February 13, 2024

APPENDIX: E

Course Adoption:
Math Integrated I
Math Integrated II
Math Integrated III

A-G Courses Manager

Integrated Math I

Santa Maria Joint Union High School District

 Draft

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Delta High School (053302)	Classroom Based		
Ernest Righetti High School (053303)	Classroom Based		
Santa Maria High School (053305)	Classroom Based		
Pioneer Valley High School (053847)	Classroom Based		

Title: Integrated Math I

Length of course: Full Year

Subject area: Mathematics (C) / Mathematics I

UC honors designation?

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 9th

course Description

course overview:

Integrated Math I

Integrated Math I is the first course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math I and is intended for all ninth graders. Integrated Math I builds and strengthens students' conceptual knowledge of algebra, geometry, and statistical concepts from middle school math. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.

course content:

Solving Equations and Inequalities

This unit focuses on extending students' understanding of writing and solving equations and inequalities to include equations and inequalities that require multiple steps to solve, as well as those that have variables on both sides of the equation or inequality.

- Create and solve simple linear equations with one variable and solve by writing equivalent equations using the properties of equality.
- Define appropriate quantities when writing linear equations for descriptive modeling.
- Solve linear equations with variables on each side.
- Solve literal equations and formulas by using the same reasoning as used when solving equations by rearranging formulas to highlight a quantity of interest.
- Create and solve inequalities in one variable.
- Interpret the solutions to inequalities as viable or nonviable options in a modeling context.
- Write compound inequalities to represent multiple constraints

- Solve compound inequalities and interpret the solutions as viable or nonviable options within a modeling context.
- Write and solve absolute value equations and inequalities and use them to solve problems.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Collecting Cans - In this mathematical modeling task, students will explore and apply concepts related to writing and solving equations and inequalities. Students will be presented with a situation in which they will use clues about unknown quantities to determine those quantities.

Linear Equations

This unit focuses on extending students' understanding of linear equations. Students analyze descriptions of lines and write their equations in different forms.

- Use slope-intercept form to graph a linear equation and use the graph of a linear equation to write an equation in slope-intercept form.
- Interpret the slope and the y-intercept of a linear equation written in slope-intercept form.
- Write a linear equation in point-slope form given the slope and a point on the line.
- Graph linear equations using the point-slope form.
- Use the point-slope form, along with the slope-intercept form, to analyze and interpret the slope and y-intercept of a linear model.
- Write and graph linear equations in standard form using the x- and y- intercepts.
- Use the standard form of a linear equation to identify constraints within a modeling context.
-

Use the slope and/or the intercepts of a linear equation to write the equations of parallel and perpendicular lines.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: How Tall is Tall? - In this mathematical modeling task, students explore and apply linear functions. Students will be presented with a situation in which height is measured in unconventional ways. They will be tasked with creating and using a linear model to measure height in terms of foam cups.

Linear Functions

This unit focuses on extending students' understanding of linear equations to linear functions. Students learn methods to write, graph, and transform linear functions. They also apply analytic methods to tabular and graphic data sets that have linear relationships.

- Recognize that if each element of the domain of a relation assigns to exactly one element of the range, then the relation is a function.
- Identify constraints on the domain of a linear function, based on the context of a real-world situation.
- Use function notation to represent linear functions.
- Evaluate linear functions for inputs in their domains.
- Identify the effect of k on the graph of a linear function by replacing $f(x)$ with $f(x) + k$, $f(x+k)$, $kf(x)$, and $f(kx)$ for specific values of k .
- Use linear functions to represent arithmetic sequences.
- Fit a function to data presented in scatter plots that suggest a linear association and write the equation of the trend line.
- Interpret trend lines in the context of real-world situations.
- Use residuals to find the line of best fit for a data set.
- Determine and interpret the degree of correlation between data presented in a line plot and the line of best fit.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: The Express Lane - In this mathematical modeling task, students will explore and apply concepts related to collecting and using data to write a model. Students will analyze two lines at the grocery store for which data could be collected about several variables. They will use this data to create a linear model in order to make a decision.

Systems of Linear Equations and Inequalities

This unit focuses on students extending their understanding of linear equations and inequalities to systems of linear equations and inequalities. Students learn methods to solve systems of linear equations and inequalities. Students identify when each solution method is most useful.

- Create and graph systems of linear equations to find exact and approximate solutions.
- Describe and use the substitution method to find the solution of a system of two equations in two variables.
- Solve systems of equations by elimination.
- Graph linear inequalities in two variables to help identify the solutions of the inequality.
- Create, graph, and solve systems of linear inequalities in two variables.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Get Up There! - In this mathematical modeling task, students write and use a system of linear equations. Students will be presented with a situation involving two elevators in a skyscraper. They will be tasked with determining which elevator will get to the top first.

Exponents and Exponential Functions

This unit focuses on extending knowledge of functions to include the exponential function. Students learn to identify, write, graph, and transform exponential functions. Students use exponential functions to model real-world situations and make predictions.

- Rewrite radical expressions using rational exponents.
- Use properties of exponents to solve equations with rational exponents.

- Create and graph exponential functions.
- Interpret key features of the graphs of exponential functions.
- Determine whether a situation should be modeled with a linear function or an exponential function.
- Write exponential growth and decay functions.
- Use exponential growth and decay functions to model real-world situations.
- Compare arithmetic and geometric sequences.
- Write geometric sequences both recursively and with an explicit formula and translate between the two forms.
- Identify and interpret the effect that changing the constants h and k has on the graph of exponential functions.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Big Time Pay Back - In this mathematical modeling task, students will explore and apply concepts related to exponential functions and equations. Students will analyze a situation involving a bank account that earns compound interest. They will be tasked with determining the amount of money in the account after a long period of time.

Foundations of Geometry

This unit focuses on the measurements and properties of line segments and angles. The rest of the topic introduces proofs. Students examine the nature of basic reasoning in both inductive and deductive forms, explore if-then statements, and then write their first proofs.

- Learn precise definitions of angle and line segment.
- Find the length of a segment or part of a segment using absolute value or the Segment Addition Postulate.

- Find the measure of an angle using a protractor or the Angle Addition Postulate.
- Construct lines, rays, segments, and angles.
- Measure and copy segments and angles with compass and straightedge.
- Construct angle bisectors and perpendicular bisectors of segments.
- Use the length and midpoint of segments to solve problems.
- Partition segments to find the coordinate of a point any fraction of the distance between endpoints.
- Use inductive reasoning to identify patterns and make predictions.
- Use inductive reasoning to produce evidence supporting conjectures.
- Use counterexamples to disprove conjectures.
- Write conjectures as conditional and biconditional statements; write the contrapositive, converse, and inverse of conditional statements.
- Find truth values and complete truth tables for conditional statements.
- Use deductive reasoning, including using the Laws of Detachment and Syllogism, to reason logically from given statements or facts to a conclusion.
- Write two-column and paragraph proofs of theorems about lines and angles, including proving that vertical angles are congruent.
- Use indirect reasoning to solve problems and prove theorems.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: The Mystery Spokes - In this mathematical modeling task, students will explore and apply concepts related to points, lines, angles, and planes. Students will be presented with several mystery objects. They will be tasked with identifying each object and using tools and techniques to determine the number of spokes on each object.

Parallel and Perpendicular Lines

This unit begins by focusing on the properties of parallel lines and the angle relationships formed when parallel lines are cut by a transversal. The rest of the topic examines how these angle relationships can help prove whether or not lines are parallel, the relationship between parallel lines and triangle angles, and the relationships between the slopes of parallel and perpendicular lines.

- Define angle pairs formed by parallel lines and a transversal.
- Prove theorems about parallel lines cut by a transversal.
- Use the Same-Side Interior Angles Postulate and the Alternate Interior Angles, Corresponding Angles, and Alternate Exterior Angles Theorems to find the measures of angles formed by parallel lines and a transversal.
- Use the converses of parallel line angle relationship theorems to prove that lines are parallel.
- Write proofs and solve problems involving two parallel lines cut by a transversal.
- Learn and prove that there is only one line parallel to another through a given point.
- Use alternate interior angles of parallel lines to prove the Triangle Angle-Sum Theorem and the Triangle Exterior Angle Theorem.
- Use algebra to show that lines in the coordinate plane are parallel or perpendicular.
- Solve problems involving parallel and perpendicular lines.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Parallel Paving Company - In this mathematical task, students will explore and apply concepts related to parallel and perpendicular lines. Students will analyze a situation involving paving pairs of roads with certain conditions. They will be tasked with determining whether pairs of lines are parallel, perpendicular, or neither.

Transformations

This unit begins by focusing on transformations, moving from the definition of rigid motion to the rigid transformations: reflections, translations, and rotations. The rest of the topic examines how transformations can be combined to create new images and complete proofs, such as the proof for demonstrating that a composition of two or more rigid motions is also a rigid motion.

- Identify the rule of a reflection given both the image and a preimage, and draw reflected images.
- Learn to translate figures, write translations, and find the images of translations.
- Learn to compose rigid motions and prove that all translations are the composition of two reflections.
- Learn to write rotations and find the images of rotations.
- Compose rigid motions including rotation, translation, and reflection.
- Find a composition of rigid motions that will map one figure in the coordinate plane to another.
- Transform a figure in the coordinate plane using a given rule.
- Use reflections to identify line or reflectional symmetry.
- Use rotations to identify rotational and point symmetries.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: The Perplexing Polygon - In this mathematical modeling task, students will explore and apply concepts related to transformational geometry transformations. They will be tasked with predicting the outcome of a particular sequence of rigid motions.

Triangle Congruence

This unit focuses on congruence and transformations resulting in congruent figures. The lesson includes the definitions of congruence and congruence transformations and provides examples to help students determine if figures are congruent. The topic then explores various triangles and defines congruence theorems that prove triangles are congruent given congruent angles and sides of the triangles.

- Define congruence in terms of rigid motions.
- Show that figures are congruent using compositions of rigid motions.
- Use rigid motion to prove theorems about isosceles and equilateral triangles.
- Use properties of isosceles and equilateral triangles to reason about angle and segment measures.
- Learn and apply the SAS and SSS congruence criteria.
- Learn that corresponding parts of congruent triangles are congruent.
- Learn and apply ASA and AAS triangle congruency criteria.
- Determine if polygons are congruent.
- Use The Pythagorean Theorem and triangle congruency theorems to prove the Hypotenuse-Leg Theorem.
-

Solve problems and prove relationships in geometric figures.

- Use the triangle congruency and other theorems to solve intricate triangle problems.
- Separate triangles from complex problems to identify corresponding parts and the correct theorem to apply.
- Use coordinate geometry to classify triangles and quadrilaterals.
- Solve problems with polygons on the coordinate plane.
- Learn about and prove relationships between chords, arcs, and central angles.
- Learn about distance relationships of chords, and use them to solve problems.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Check It Out! - In this mathematical modeling task, students will explore and apply concepts related to congruent triangles. Students will analyze triangles drawn to certain specifications. They will be tasked with determining what it means for two triangles to be "the same" and whether all triangles that meet the criteria are the same.

Statistics

This unit focuses on extending students' knowledge of dot plots, box plots, and histograms. Students identify that standard deviation is used to compare a specific value to other values. Students understand how to find joint, marginal, and relative frequencies. Students learn methods to interpret data displays and create inferences based on the data.

- Represent data using dot plots, box plots and histograms and use them to interpret data displays within the given data's context.
- Interpret and compare data sets displayed in dot plots, histograms, and box plots using measures of center and variability.

- Interpret the shapes of data displays, including dot plots, histograms, and box plots.
- Relate the shape of a data display to measures such as the mean, median, and MAD.
- Use standard deviation to quantify and analyze the spread of data.
- Calculate and use measures of frequency to analyze and interpret categorical data using two-way frequency tables.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity Mathematical Modeling in 3 Acts: Text Message - In this mathematical modeling task, students analyze sample data of the number of text messages one person receives over several days. They need to predict how many text messages the person will receive tomorrow.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
McMinn Integrated Mathematic I Common Core 2024	Dan Kennedy, Ph.D ; Eric Milou, Ed.D ; Christine D. Thomas, Ph.D ; Rose Mary Zbiek, Ph.D ; Al Cuoco, Ph.D	Savvas Learning Company	2024	https://www.savvas.com/	Yes

Additional Information

Course Author:

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59224573 ext. 4208

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California

A-G Courses Manager

Integrated Math II

Santa Maria Joint Union High School District

 Draft

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Ernest Righetti High School (053303)	Classroom Based		
Santa Maria High School (053305)	Classroom Based		
Pioneer Valley High School (053847)	Classroom Based		

Title: Integrated Math II

Length of course: Full Year

Subject area: Mathematics (C) / Mathematics II

UC honors designation?

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 10th

Course Description

Course overview:**Integrated Math II**

Integrated Math II is the second course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math II. Integrated Math II builds and strengthens students' conceptual knowledge of algebra, geometry, and statistical concepts from Integrated Math I and develops the foundation for right triangle trigonometry. Students will be expected to work collaboratively, individually and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develop their conceptual understanding, procedural skills, problem solving skills, critical thinking abilities, and strengthen situational analysis abilities.

Course content:**Exponents and Roots**

This unit extends students' knowledge of functions to include radical functions. Students identify the key features of the graphs of radical functions.

- Find sums and products of rational and irrational numbers and explain why the result is rational or irrational.
- Rewrite radical expressions using rational exponents.
- Use properties of exponents to solve equations with rational exponents.
- Analyze real-world situations using exponential models.
- Develop a mathematical model to represent and propose a solution to a problem situation involving square root functions.
- Graph square root functions and translations of the functions.
- Calculate the average rate of change of square root functions.
- Identify the key features of the cube root function.
- Calculate the average rate of change of the cube root function over a specified interval.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Edgy Tiles- In this mathematical modeling task, students analyze a project to paint and assemble a square tile design. They need to determine the number of corner, edge, and interior tiles needed.

Polynomials and Factoring

This unit focuses on extending polynomials. Students identify the parts and factors of polynomials. Students understand how to factor trinomials using the greatest common factor, binomial factors, and special patterns. Students learn methods to add, subtract, and multiply polynomials.

- Identify parts of polynomials, including degrees and terms.
- Add or subtract polynomials by combining like terms.
- Multiply polynomials, recognizing that polynomials are also closed under the operation of multiplication.

- Identify patterns in the square of a binomial and in the product of a sum and a difference of two squares and use them to simplify expressions and solve real-world problems.
- Use the understanding that polynomials form a system similar to integers to factor polynomials by finding the greatest common factor of the terms.
- Factor a trinomial in the form x^2+bx+c by finding a pair of integer factors of c that have a sum of b and then using the factors of c to write the binomial factors of x^2+bx+c .
- Factor a quadratic trinomial in the form x^2+bx+c when a is not equal to 1, by grouping and by substitution.
- Learn to factor special cases of trinomials such as perfect-square trinomials and the difference of two squares.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Who's Right- In this mathematical modeling task, students will explore and apply concepts related to polynomials and factoring. Students are presented with different algebraic expressions and will be tasked with determining which expression is the factored form.

Quadratic Functions

This unit focuses on extending students' previous understanding of functions to include quadratic functions: graphing them, using them to model real-world situations, and comparing them to linear and exponential functions.

- Use graphs and tables to determine the key features of quadratic functions in the form $f(x)=ax^2$
- Identify the effect on the graph of $f(x)=ax^2$ when replacing $f(x)$ with $f(x)+k$, $f(x+k)$ for specific values of k , both positive and negative.
- Identify the key features of the graph of a quadratic equation written in vertex form.
- Identify key features and graph quadratic functions in standard form.
- Compare properties of quadratic functions.
- Extend their understanding of quadratic functions and solve problems involving area and vertical motion.
- Apply their knowledge of quadratic functions to analyze residuals and make predictions using the quadratic regression model.
- Compare the use of quadratic models of data with linear models and exponential models.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: The Long Shot- In this mathematical modeling task, students analyze partial views of basketball shots to determine whether the attempts are successful. They need to determine whether the ball's path will pass through an additional point—the basket.

Solving Quadratic Functions

This unit focuses on extending knowledge of quadratic functions. Students learn to solve quadratic equations using tables, graphs, and factoring. Students also solve quadratic equations using square roots, completing the square, and the quadratic formula. Students learn different methods, such as graphing, elimination, and substitution, for solving linear-

quadratic systems.

- Solve quadratic equations by graphing the equation and identifying the x-intercepts as solutions.
- Approximate or solve quadratic equations by using a graphing calculator or technology to make a table of values.
- Solve a quadratic equation in standard form by factoring and using the Zero-Product Property.
- Rewrite radical expressions using properties of exponents.
- Solve quadratic equations of the form $ax^2+bx=c$ using square roots.
- Solve linear-quadratic systems of equations using the methods of graphing, substitution, and elimination.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Unwrapping Change - In this mathematical modeling task, students analyze the relationship between the length of a coin wrapper and the area of the coins inside it. They need to determine what the amount of money is when the perimeter of a circle of coins is identical to the length of the corresponding wrappers.

Quadratic Equations and Complex Numbers

This unit focuses on extending previous understanding of quadratic functions. Students identify different forms of quadratic functions and their key features. Students explore complex numbers and solve problems with complex numbers. Students learn different methods for solving quadratic equations.

- Solve quadratic equations with complex solutions and understand that a complex number includes both real and imaginary parts.
- Use properties of operations to add, subtract, and multiply complex numbers.
- Solve quadratic equations by completing the square.
- Find the minimum or maximum value of a quadratic function by completing the square.
- Use completing the square to derive the Quadratic Formula and then use the Quadratic Formula to solve quadratic equations with real and complex roots.
- Solve linear-quadratic systems in two variables algebraically and graphically.
- Explain why the points where the graphs intersect are the solutions to the system.
- Know and apply the Binomial Theorem to expand powers of binomial expressions using Pascal's Triangle.
- Use polynomial identities to efficiently multiply and factor polynomials.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Swift Kick - In this mathematical modeling task, students analyze partial views of soccer shots to determine whether the attempts are successful. They need to determine whether the ball's path will pass through the goal.

Working with Functions

This unit focuses on extending the concept of functions to include absolute value functions and other piecewise-defined functions. Students identify the characteristics of each of these types of functions and understand that transformations can be applied to these functions.

- Graph and interpret absolute value functions.
- Identify the rate of change over a specified interval of absolute value functions.
- Graph a piecewise-defined function.
- Analyze piecewise-defined functions over specified intervals.
- Graph and apply step functions, such as ceiling functions and floor functions.
- Calculate and interpret the rate of change for step functions.
- Understand how the values of a , h , and k affect the graph of absolute value functions.
- Identify the key features of the graph of a function and use them to compare functions.
- Graph and analyze translations of absolute value, exponential, quadratic, and square root functions.
- Graph and analyze vertical and horizontal stretches and compressions of absolute value, exponential, quadratic, and square root functions.
- Combine functions using addition, subtraction, and multiplication.
- Write the inverse of a function using function notation both algebraically and by using a table.
- Graph linear and quadratic inverse functions and restrict the domain of quadratic functions so they are one-to-one.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: The Mad Runner - In this mathematical modeling task, students will explore and apply concepts related to functions. Students will be presented with a situation in which one quantity depends on another. They will be tasked with sketching a graph to show the relationship.

Relationships in Triangles

This unit focuses on the concurrent points found in a triangle using perpendicular bisectors, angle bisectors, medians, and altitudes. The topic examines the relationships of the angle measures and side lengths within a triangle, as well as the angle measures and side lengths of two triangles.

- Write two-column and paragraph proofs of theorems about lines and angles, including proving that vertical angles are congruent.
- Define angle pairs formed by parallel lines and a transversal.
- Prove theorems about parallel lines cut by a transversal.
- Use the Same-Side Interior Angles Postulate and the Alternate Interior Angles, Corresponding Angles, and Alternate Exterior Angles Theorems to find the measures of angles formed by parallel lines and a transversal.
- Solve problems involving triangles using the bisector theorems and their converses.
- Identify the circumcenters of triangles from the concurrency of perpendicular bisectors and apply them to solve problems.
- Identify incenters of triangles from the concurrency of angle bisectors and apply them to solve problems.
- Identify medians, altitudes, angle bisectors, and perpendicular bisectors of triangles and use them in problems.
- Solve problems using the centroid and orthocenter of triangles.
- Prove and apply the Triangle Inequality Theorem.
- Use inequalities to find the possible lengths for one side of a triangle when the other two side lengths are known.
- Use the understanding of those relationships to prove the Hinge Theorem and its converse.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Making it Fair - In this mathematical modeling task, students will explore and apply concepts related to relationships within triangles and points of concurrency. Students will analyze a situation involving three towns that can be modeled by the vertices of a triangle. They will be tasked with determining an appropriate location between the three towns.

Quadrilaterals and Other Polygons

This unit begins by focusing on the interior and exterior angles of polygons. The rest of the topic focuses on quadrilaterals, examining properties of kites and trapezoids, and then the properties and conditions of parallelograms and special parallelograms.

- Prove and use the Polygon Interior Angle-Sum Theorem.
- Prove and use the Polygon Exterior Angle-Sum Theorem.
- Apply angle-sum theorems to solve problems.
- Apply understanding of congruent triangles to prove properties of kites and trapezoids.
- Use properties of kites and trapezoids to solve problems.
- Learn and prove theorems about the angles, sides, and diagonals of parallelograms.
- Apply parallelogram theorems to solve problems.
- Learn and prove theorems to demonstrate when a quadrilateral is a parallelogram.
- Learn and apply properties of special parallelograms: rhombuses, rectangles, and squares.
- Use properties of the diagonals of parallelograms to show that figures are squares, rhombuses, or rectangles.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: The Mystery Sides - In this mathematical modeling task, students will explore and apply concepts related to regular polygons. Students will be presented with several mystery objects. They will be tasked with identifying each object and determining the number of sides it has.

Similarity and Right Triangles

This unit begins with an examination of dilations and similarity transformations. These concepts are then applied to triangles; students examine the criteria for proving two triangles similar and analyze similarity in right triangles, including applications of the geometric mean. Finally, students consider proportions in triangles.

- Extend their understanding of transformations to include dilations.
- Understand the concept of similarity in terms of similarity transformations.
- Prove $AA\sim$, $SSS\sim$, and $SAS\sim$ triangle similarity theorems using similarity transformations.
- Use triangle similarity criteria to solve problems of missing angle measures and lengths.
- Learn that the altitude to the hypotenuse divides right triangles into two similar triangles.
- Use the similarity of the divided right triangles to prove and apply geometric mean relationships between the sides of the triangle and the altitude.

- Use similarity of triangles divided by a segment parallel to one side to divide sides of triangles in proportion.
- Use similarity to divide one side of a triangle in proportion to the other two sides.
- Prove the Pythagorean Theorem.
- Analyze the relationships between side lengths in 45° - 45° - 90° and 30° - 60° - 90° triangles.
- Use similarity to show that trigonometric ratios are constant in right triangles.
- Define the sine, cosine, and tangent ratios and use them to solve problems.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Make it Right - In this mathematical modeling task, students explore and apply concepts of similarity. Students will be presented with a situation in which some elements in a model are not proportionally accurate. They will be tasked with determining the appropriate dimensions of the object that is out of proportion.

Probability

This unit focuses on extending students' previous knowledge of ratios and basic probability to the probability of multiple events, combinatorics, probability distributions, and expected value. Students understand and graph probability distributions. Students learn methods for using probability models and expected value to make decisions.

- Calculate and use measures of frequency to analyze and interpret categorical data using two-way frequency tables.
- Learn to identify events as mutually exclusive or independent.
- Use a sum of probabilities to find the probability of the union of mutually exclusive events.
- Use a product of probabilities to find the probability of the intersection of independent events.
- Calculate the conditional probability of A given B by dividing $P(A \text{ and } B)$ by $P(B)$, based on data given in text and tables.
- Use conditional probability to test for independence of events.
- Use the Fundamental Counting Principle to determine the number of permutations of a set of items.
- Develop and apply formulas for the number of permutations and the number of combinations of a set of items.
- Use permutations and combinations to determine the number of outcomes in a situation in order to calculate probability.
- Define and graph probability distributions.
- Recognize situations that are binomial experiments and calculate probabilities in those situations.
- Evaluate expected value and expected payoffs in real-world situations, including situations that can be modeled by a binomial distribution.
- Use expected values to compare options and make decisions.
- Use the probability of random events to determine whether games and strategies are fair or unfair.
- Make decisions based on expected value.
- Use a binomial distribution to make decisions.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Place Your Guess - In this mathematical modeling task, students will explore and apply concepts related to both theoretical and experimental compound probability. Students will analyze a situation in which two separate probability experiments are performed at the same time. They will be tasked with determining which desired outcome will occur most often for a set number of trials.

Coordinate Geometry

This unit examines several aspects of coordinate geometry. It begins by analyzing figures on the coordinate plane using slope, midpoint, and distance. Next, students examine coordinate proofs, using coordinate geometry to prove properties of figures. Finally, circles and parabolas on the coordinate plane are considered. Students develop equations of circles and parabolas and use them to solve problems.

- Use coordinate geometry to classify triangles and quadrilaterals.
- Solve problems with polygons on the coordinate plane.
- Learn to plan a coordinate geometry proof.
- Prove theorems using coordinate geometry.
- Derive the equation for a circle in the coordinate plane.
- Write equations for circles and graph circles.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: You Be The Judge - In this mathematical modeling task, students will explore and apply concepts related to coordinate geometry. Students will analyze a situation in which they are presented with various pairs of coordinate points and a guess for each midpoint. They will be tasked with determining which guess is best.

Circles

This unit begins with an examination of arc length, sector area, and segment area, and an introduction to radians as a unit of angle measure. Students then examine properties of tangents, chords, and inscribed angles. Finally, students learn about the properties of angles, arcs, and segments lengths that are formed when two lines intersect inside or outside a circle.

- Learn how to compute arc length, sector area, and segment area.
- Learn that angle measures can also be expressed in radians.
- Identify lines tangent to a circle.
- Use properties of tangent lines to solve problems.
- Learn about and prove relationships between chords, arcs, and central angles.
- Learn about distance relationships of chords, and use them to solve problems.
- Learn and prove relationships between arcs and angles inscribed in circles.
- Learn and prove relationships between angles formed by tangents and chords and their intercepted arcs.
- Understand relationships between angles formed by secants and tangents and the corresponding intercepted arcs.
- Understand and apply relationships between lengths of segments formed by secants and tangents.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Earth Watch - In this mathematical modeling task, students will explore and apply concepts related to theorems about circles. Students will analyze a situation in which two satellites orbit Earth. They will be tasked with determining which satellite has the better view of Earth.

Two- and Three-Dimensional Models

This unit opens by considering the relationship between the numbers of faces, vertices, and edges in polyhedrons, examining cross sections, and determining the three-dimensional figure formed by rotating a two-dimensional figure. Students then consider the volume of oblique solids by comparing the cross sections of oblique solids to corresponding right solids. Throughout the topic, students apply the volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems.

- Learn Euler's Formula to find the number of faces, vertices, and edges in polyhedrons.
- Determine cross sections of polyhedrons.
- Classify solids formed by rotating a polygon about an axis.
- Consider cross sections to extend their understanding of prism and cylinder volume to oblique prisms and cylinders.
- Solve problems using cylinders and prisms to model three-dimensional objects.
- Learn that the volume of any cone or pyramid is determined by the base area and height.
- Use cones and pyramids to model real-world problems.
- Use Cavalieri's Principle to understand the volume of a hemisphere.
- Find volumes and surface areas of spheres and composite solids.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Box 'Em Up - In this mathematical modeling task, students will explore and apply concepts related to surface area and volume. Students are presented with different packing options for candles. They will be tasked with determining the packaging option with the least surface area for a constant volume.

course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
MathVision Integrated Mathematic II Common Core 2024	Dan Kennedy, Ph.D ; Eric Milou, Ed.D ; Christine D. Thomas, Ph.D ; Rose Mary Zbiek, Ph.D ; Al Cuoco, Ph.D	Savvas Learning Company	2024	https://www.savvas.com/	Yes

Additional Information

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A-G Courses Manager

Integrated Math III

 Draft

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Ernest Righetti High School (053303)	Classroom Based		
Santa Maria High School (053305)	Classroom Based		
Pioneer Valley High School (053847)	Classroom Based		

Title: Integrated Math III

Length of course: Full Year

Subject area: Mathematics (C) / Mathematics III

UC honors designation?

Prerequisites: None

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 11th

Course Description

Course overview:**Integrated Math III**

Integrated Math III is the third and final course of a three-year college preparatory sequence including Integrated Math I, Integrated Math II, and Integrated Math III. This course satisfies the California Common Core Standards for Integrated Math III. Integrated Math III builds and strengthens students' conceptual knowledge of algebra, geometry, trigonometry, and statistical concepts from Integrated Math II and develops the foundation for logarithmic and trigonometric functions. Students will be expected to work collaboratively, individually, and demonstrate their learning through the Standards of Mathematical Practice. Students will be exposed to rich instruction that develops their conceptual understanding, procedural skills, problem-solving skills, critical thinking abilities, and strengthen situational analysis abilities.

Course content:

Linear Functions and Systems

This unit focuses on extending students' previous knowledge of functions. Students identify the key features of functions and understand how to interpret graphs of functions. Students learn methods for solving equations and inequalities and systems of linear equations and inequalities by using graphing, tables, and matrices.

- Identify and interpret the key features of the graph of a function, including the domain, range, intercepts, and areas where the graph is increasing or decreasing.
- Write equations for linear and quadratic functions by understanding how changing the values of a , b , h , and k affect the key features of the graph of a function.
- Understand that an absolute value function is a piecewise-defined function.
- Create and graph piecewise-defined functions including absolute value functions and step functions.
- Write the general rule for an arithmetic sequence recursively as a piecewise-defined function and then translate from a recursive formula to an explicit formula.
- Solve an equation or inequality by setting each expression equal to y , graphing the equations, and interpreting the intersection of the graphs.
- Solve systems of linear equations and inequalities using graphing or elimination.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Current Events - In this mathematical modeling task, students analyze the current used by pairs of power tools. They need to determine whether the circuit can handle all three power tools.

Polynomial Functions

This unit focuses on extending students' previous knowledge of polynomials. Students identify the key features of polynomial functions and interpret graphs of polynomial functions. They learn methods to add, subtract, multiply, and divide polynomial expressions. They use polynomial identities to multiply and factor polynomial expressions, use multiple

theorems as tools to understand the roots of polynomial functions, and transform graphs from cubic or quartic parent functions.

- Graph and identify the key features of a polynomial function.
- Use the leading coefficient and degree of the polynomial function to predict the end behavior of its graph.
- Add, subtract, and multiply polynomials.
- Compare properties of polynomial functions represented in different ways.
- Know and apply the Binomial Theorem to expand powers of binomial expressions using Pascal's Triangle.
- Use polynomial identities to efficiently multiply and factor polynomials.
- Divide polynomials using long division and synthetic division.
- Use the Remainder Theorem to evaluate polynomials.
- Use the Factor Theorem to identify factors of a polynomial.
- Use factoring or synthetic division to identify the zeros of a polynomial function.
- Use the zeros of a polynomial to sketch a graph of a function defined by the polynomial.
- Extend polynomial identities and theorems to include finding all real and complex solutions of a polynomial equation.
- Use tools to understand the relationship between the coefficients and degree of a function and its roots.
- Recognize even and odd polynomial functions.
- Identify transformations of polynomial functions related to parent cubic or quartic functions.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: What Are Rules? - In this mathematical modeling task, students will explore and apply concepts related to polynomial functions and equations. Students will analyze a situation in which a polynomial function affects numbers differently, and they will be tasked with determining why.

Rational Functions

This unit focuses on extending students' previous knowledge of polynomial functions to rational functions. Students identify the key features of the graphs of rational functions. Students learn methods of solving rational equations.

- Graph and transform the reciprocal function.
- Identify how the values of a , h , and k affect the key features of a transformation of the reciprocal function.
- Focus on graphing rational functions.
- Identify the key features of the graphs of rational functions, such as asymptotes.
- Use their understanding of operations with rational numbers to multiply and divide rational expressions.
- Use their understanding of operations with rational numbers to add and subtract rational expressions.
- Solve rational equations by multiplying each side of the equation by a common denominator and identifying extraneous solutions.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Real Cool Waters - In this mathematical modeling task, students will explore and apply concepts related to rational functions and equations. Students will analyze a situation in which two hoses fill up a pool at different rates. They will be tasked with determining a third, combined rate.

Rational Exponents and Radical Functions

This unit extends knowledge of radical functions. Students understand properties of rational exponents and radicals. They learn methods to graph radical functions, solve radical equations, and combine functions. Students identify inverses of functions and learn to write the equations of inverse functions.

- Find n th roots of a number and use them to rewrite expressions and solve equations involving rational exponents.
- Use the properties of radicals and exponents to rewrite radical expressions.
- Graph and transform radical functions.
- Solve radical equations, identifying extraneous solutions.
- Combine functions by operations (+, -, \times , \div) and compositions and describe the domain of the resulting function.
- Represent the inverse of a relation using tables, graphs, and equations.
- Write an equation for the inverse of a function and use composition to verify that the functions are inverses.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: The Snack Shack - In this mathematical modeling task, students will explore and apply concepts related to radical expressions. Students will analyze a situation that involves finding the quickest way to a destination. They will be tasked with writing a mathematical model for each person and then simplifying radical expressions to answer the question posed.

Exponential and Logarithmic Functions

This unit focuses on extending previous understanding of exponential functions. Students identify the key features of exponential functions. Students understand logarithms and their properties. Students learn how to solve exponential and logarithmic equations.

- Graph exponential functions and interpret the key features of exponential functions by examining tables and graphs.
- Analyze real-world situations using exponential models.
- Compare the use of quadratic models of data with linear models and exponential models.
- Learn about the relationship between exponents and logarithms and use this relationship to solve problems.
- Evaluate common and natural logarithms and solve equations involving logarithms.
- Extend their understanding of the inverse relationship between exponential and logarithmic functions by finding
- key features of logarithmic graphs, as well as interpreting logarithmic models and their inverses.
- Use the inverse relationship between exponential and logarithmic functions to prove Properties of Logarithms.
- Simplify and expand expressions using Properties of Logarithms.
- Use the structure of exponential and logarithmic expressions to identify ways that they can be rewritten.
- Create and solve exponential and logarithmic equations and construct arguments to justify the solution methods.
- Write geometric sequences recursively and with an explicit formula and translate between the two forms.
- Find the sum of a geometric series.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: the Crazy Conditioning - In this mathematical modeling task, students will explore and apply concepts related to exponential equations and functions. Students will watch an athlete performing a running drill. They will be tasked with extrapolating both the time and distance for a certain round of the drill.

Trigonometric Functions

This unit focuses on extending knowledge of functions to trigonometric functions. Students learn the trigonometric ratios and use them to find missing side lengths of triangles. They learn to graph trigonometric functions and identify the key features of the graphs. Students learn methods to solve problems using trigonometric functions.

- Use a trigonometric ratio and the Pythagorean Theorem to find another ratio for the same angle or a missing side length of a right triangle.
- Use the unit circle to extend the trigonometric ratios to angles greater than 90° .
- Use reference angles and reference triangles on the unit circle to extend trigonometric functions to all real numbers.
- Create, graph, and identify the key features of sine and cosine functions.
- Use graphs to represent features of tangent, cotangent, secant, and cosecant functions.
- Explore the effects of transformations on the graph of the tangent function.
- Graph phase and vertical shifts of functions of the form $y=asinb(x-c)+d$ and $acosb(x-c)+d$.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: What Note Was That? - In this mathematical modeling task, students will explore and apply concepts related to trigonometric functions. Students will see and hear a musician playing a short piece of music. When the final note sounds, a wave representing that note appears. Students will be tasked with using information about this representation of the musical note to determine which note it is.

Trigonometric Equations and Identities

This unit focuses on extending previous knowledge of trigonometric functions to trigonometric equations and identities. Students learn to use trigonometric identities to rewrite and solve trigonometric equations. They learn about the complex plane and how to write the polar form of complex numbers.

- Use the unit circle to evaluate inverse trigonometric functions.
- Use the Law of Sines and the Law of Cosines to solve problems and to find unknown measurements of non-right triangles.
- Apply the Pythagorean Theorem, trigonometric ratios, and the Laws of Sines and Cosines to solve problems.
- Use trigonometry to find the area of triangles.

- Use trigonometric identities and sum and difference formulas to verify and apply relationships between trigonometric.
- functions and solve problems.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Ramp Up Your Design - In this mathematical modeling task, students will explore and apply concepts related to solving trigonometric equations. Students will analyze a situation in which workers are constructing a ramp for a building entrance that is not wheelchair accessible. They will be tasked with determining the angle and length of the ramp given the height of the entrance and guidelines for the allowable steepness of the ramp.

Data Analysis and Statistics

This unit focuses on the comparison of statistical data. Students identify statistical questions and types of statistical studies. They understand that data distributions can be normal and skewed and sample statistics can be used to estimate population parameters. Students learn methods to explain where data values fall within a population and use statistical data to compare groups and formulate and test a hypothesis.

- Understand and use vocabulary related to statistical questions and variables for the purpose of descriptive modeling.
 - Choose the best type of study to answer a given statistical question.
 - Choose a reasonable sample for a statistical study.
 - Use statistics such as mean, median, quartiles, and standard deviation to describe and compare data sets representing a sample of a population.
 - Fit a normal distribution to data and use it to understand where a data value falls in relation to other values.
 - Use sample statistics, which tend to be normally distributed, to estimate population parameters.
 - State two hypotheses for a statistical question and use statistical measures, such as mean and standard deviation, to
 - decide whether the data supports one of the hypotheses.
 - Use the probability of random events to determine whether games and strategies are fair or unfair.
 - Make decisions based on expected value.
-
- Use a binomial distribution to make decisions.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Mark and Recapture - In this mathematical modeling task, students explore how the mark-and-recapture method is useful to estimate the number of members in a population. They need to determine the amount of money in the jar without counting it.

Coordinate Geometry

This unit examines several aspects of coordinate geometry. It begins by analyzing figures on the coordinate plane using slope, midpoint, and distance. Next, students examine coordinate proofs, using coordinate geometry to prove properties of figures. Finally, circles and parabolas on the coordinate plane are considered. Students develop equations of circles and parabolas and use them to solve problems.

- Construct lines, rays, segments, and angles.
- Measure and copy segments and angles with compass and straightedge.
- Construct angle bisectors and perpendicular bisectors of segments.
- Use algebra to show that lines in the coordinate plane are parallel or perpendicular.
- Solve problems involving parallel and perpendicular lines.
- Use coordinate geometry to classify triangles and quadrilaterals.
- Solve problems with polygons on the coordinate plane.
- Learn to plan a coordinate geometry proof.
- Prove theorems using coordinate geometry.
- Derive the equation for a circle in the coordinate plane.
- Write equations for circles and graph circles.
- Derive an equation for a parabola in the coordinate plane.
- Write equations for parabolas and graph parabolas.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: You Be The Judge - In this mathematical modeling task, students will explore and apply concepts related to coordinate geometry. Students will analyze a situation in which they are presented with various pairs of coordinate points and a guess for each midpoint. They will be tasked with determining which guess is best.

Circles

This unit begins with an examination of arc length, sector area, and segment area, and an introduction to radians as a unit of angle measure. Students then examine properties of tangents, chords, and inscribed angles. Finally, students learn about the properties of angles, arcs, and segments lengths that are formed when two lines intersect inside or outside a circle.

- Learn how to compute arc length, sector area, and segment area.
- Learn that angle measures can also be expressed in radians.
- Identify lines tangent to a circle.
- Use properties of tangent lines to solve problems.
- Learn about and prove relationships between chords, arcs, and central angles.
- Learn about distance relationships of chords, and use them to solve problems.
- Learn and prove relationships between arcs and angles inscribed in circles.
- Learn and prove relationships between angles formed by tangents and chords and their intercepted arcs.
- Understand relationships between angles formed by secants and tangents and the corresponding intercepted arcs.
- Understand and apply relationships between lengths of segments formed by secants and tangents.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Earth Watch - In this mathematical modeling task, students will explore and apply concepts related to theorems about circles. Students will analyze a situation in which two satellites orbit Earth. They will be tasked with determining which satellite has the better view of Earth.

Two- and Three-Dimensional Models

This unit opens by considering the relationship between the numbers of faces, vertices, and edges in polyhedrons, examining cross sections, and determining the three-dimensional figure formed by rotating a two-dimensional figure. Students then consider the volume of oblique solids by comparing the cross sections of oblique solids to corresponding right solids. Throughout the topic, students apply the volume formulas for prisms, cylinders, pyramids, cones, and spheres to solve problems.

- Learn Euler's Formula to find the number of faces, vertices, and edges in polyhedrons.
- Determine cross sections of polyhedrons.
- Classify solids formed by rotating a polygon about an axis.
- Consider cross sections to extend their understanding of prism and cylinder volume to oblique prisms and cylinders.
- Solve problems using cylinders and prisms to model three-dimensional objects.
- Learn that the volume of any cone or pyramid is determined by the base area and height.
- Use cones and pyramids to model real-world problems.
- Use Cavalieri's Principle to understand the volume of a hemisphere.
- Find volumes and surface areas of spheres and composite solids.

Unit Assignment(s):

Students will be monitored by various formative assessments such as classwork assignments (both individual and group), homework assignments, lesson quizzes, CFA's, and unit tests. Class work includes conceptual understanding via modeling or exploring activities, procedural fluency, and application to real-world scenarios.

Modeling Activity: Box 'Em Up - In this mathematical modeling task, students will explore and apply concepts related to surface area and volume. Students are presented with different packing options for candles. They will be tasked with determining the packaging option with the least surface area for a constant volume.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
MathVision Integrated Mathematic III Common Core 2024	Dan Kennedy, Ph.D ; Eric Milou, Ed.D ; Christine D. Thomas, Ph.D ; Rose Mary Zbiek, Ph.D ; Al Cuoco, Ph.D	Savvas Learning Company	2024	https://www.savvas.com/	Yes

Additional Information

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 California

REGULAR MEETING
February 13, 2024

APPENDIX F

Board Policy First Reading:
BP 6164.2
BP 5141.5

Policy 6164.2: Guidance/Counseling Services

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of district students. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide direct school counseling, school psychology, school social work services to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of such positions shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services
2. Planning, implementing, and evaluating school counseling programs
3. Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement
4. Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies
5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis
6. Intervening to ameliorate school-related problems, including problems related to chronic absences and retention
7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict or bullying
8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
10. Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and public and private services

11. Engaging in continued development as a professional school counselor

Educational And Career Counseling

The educational counseling program shall include academic counseling and postsecondary services, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
2. Optimizing progress towards achievement of proficiency standards and competencies
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes
4. Academic planning for access and success in higher education programs, including advisement on courses needed for admission to colleges and universities, standardized admissions tests, and financial aid
5. High-quality career programs at all grade levels in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
 - c. Developing work self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life
 - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
 - e. Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers, the federal program administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities
 - f. Understanding the need to develop essential employable skills and work habits
 - g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their peers, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for students who fail to meet graduation requirements to continue with their education.

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with a student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Policy 5141.5: Mental Health

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

Information and Training

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 49428.0)

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
2. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
3. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
4. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

Mental health and behavioral health services for students on campus may be provided by way of telehealth technology. (Education Code 49429)

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Policy Reference Disclaimer:

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

State	Description
Ed. Code 215-216	Student suicide prevention
Ed. Code 234.6	Bullying and harassment prevention information
Ed. Code 32280-32289.5	School safety plans

Ed. Code 49060-49079	Student records
Ed. Code 49428.1	Student mental health referral protocols
Ed. Code 49428.15	Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Ed. Code 49428.5	Student mental health poster
Ed. Code 49600	Responsibilities of school counselors
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 49604	Suicide prevention training for school counselors
Ed. Code 56171	Duty to identify and assess children in private schools who need special education services
Ed. Code 56300-56385	Identification and referral; assessment, instructional planning
W&I Code 5698	Emotionally disturbed youth; legislative intent
W&I Code 5840-5840.8	Prevention and early intervention programs
W&I Code 5850-5883	Mental Health Services Act
Federal	Description
20 USC 1400-1482	Individuals with Disabilities Education Act
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
Management Resources	Description
California Department of Education Publication	Youth Behavioral Health Training Programs
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
Nat. Child Traumatic Stress Network Publication	Child Trauma Toolkit for Educators, 2008
US Department of Education Publication	Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023
US Department of Health and Human Services	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023
Website	CSBA District and County Office of Education Legal Services

Website	National Child Traumatic Stress Network
Website	National Council for Behavioral Health, Mental Health First Aid
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	Substance Abuse and Mental Health Services Administration
Website	American Association of Suicidology
Website	American Foundation for Suicide Prevention
Website	American Psychological Association
Website	California Department of Health Care Services, Mental Health Services
Website	Centers for Disease Control and Prevention, Mental Health
Website	National Association of School Psychologists
Website	National Institute for Mental Health
Website	California Department of Education, Mental Health
Website	American School Counselor Association
Website	Office of the Surgeon General

Cross References

Code	Description
0470	COVID-19 Mitigation Plan
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
4131	Staff Development
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.52	Suicide Prevention
5141.6	School Health Services
5141.6	School Health Services
6142.8	Comprehensive Health Education

6142.8	<u>Comprehensive Health Education</u>
6164.5	<u>Student Success Teams</u>
6164.5	<u>Student Success Teams</u>
6173.4	<u>Education For American Indian Students</u>

REGULAR MEETING
FEBRUARY 13, 2024

APPENDIX G

Facilities Implementation Plan

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February 2024

SANTA MARIA
JOINT UNION
HIGH SCHOOL
DISTRICT

FACILITIES IMPLEMENTATION PLAN 2024

Report to the Board of Trustees on Analysis,
Recommendations, and Financing of Proposed School
Facility Improvements

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SECTION 1

EXECUTIVE SUMMARY

Caldwell Flores Winters, Inc. (CFW) is pleased to present the 2024 Facilities Implementation Plan to the Santa Maria Joint Union High School District (District) Board of Trustees (Board). This report reviews the integration of the District's vision for educational initiatives with the ongoing educational and facilities program and includes an analysis of existing and proposed programs and facilities to enhance the scope of the District's improvement and construction program. The plan prioritizes 21st Century learning environments at school sites, addresses the need for a new comprehensive high school, and presents results for Board consideration of improvements by school, type of improvement, estimated cost, and proposed phasing.

There are three comprehensive high schools in the district: Ernest Righetti, Pioneer Valley, and Santa Maria High Schools, along with one continuation high school, Delta. Additionally, there is a CTE Center and an Ag Farm site offering courses in five pathways, available to all district students who meet the course requirements. The three comprehensive high schools have exceeded their planned capacity to house students in permanent classroom facilities, requiring a significant number of portable classrooms to have been added in the interim to each site. Based on the number of permanent classrooms and support facilities that have been constructed at each site, the district aims to maintain a maximum enrollment of no more than 2,000 students at each school.

The District has made significant progress in building new permanent classrooms, modernizing older classrooms into 21st Century learning spaces and incorporating modern technology into the overall instruction program. Based on an assessment of the general condition of facilities at each site, their capacity to accommodate the current and projected enrollment, and the need for improvements to adequately house the educational program, the following improvement program is proposed. The program would construct a new additional comprehensive high school to reduce overall overcrowding, modernize existing permanent classrooms and replace interim portable facilities remaining at Pioneer Valley and Santa Maria High with modern 21st Century learning environments, and complete the remaining support facilities required at Righetti High.

A new 1,500 student comprehensive high school is proposed that will feature general purpose classrooms, and specialized spaces for instruction of science, math, career and college pathway instruction, music, digital and visual arts comparable to those at our newer facilities. The school will feature a full-service gymnasium and athletic fields with locker rooms and restrooms, and adequate parking for faculty, staff, students, and guests. New administration facilities will include a reception and visitor waiting area, parent/faculty conference rooms, a nurse and student health office with a dedicated restroom, and offices for the principal, counselors, psychologist, and other staff. The school will be provided with a modern library with a career center, a work room, a student store, office space, restrooms, breakout rooms, and

additional spaces for storage and technology use. A multipurpose cafeteria space will feature a cooking kitchen, an assembly and indoor eating area, performance space as well as equipment storage, dry storage for the kitchen, and restrooms. Additional sports facilities will be provided to include a football facility, baseball/softball fields, and tennis courts with appropriately sized bleachers, track, and associated facilities.

The existing high schools will receive remaining improvements to accommodate modern and equitable 21st Century learning environments at each school site. Existing permanent classrooms will be modernized and remaining portable facilities will be replaced at Pioneer Valley and Santa Maria High with modern 21st Century learning environments. In addition, Ethel Pope Auditorium will be modernized and upgraded to meet the new campus needs. To complete the major transformation of Righetti, new support facilities will be completed. A cost estimate is provided in Appendix A.

Overall, a \$285.9 million plan of improvement is proposed to be implemented over two phases. Multiple sources of funds have been identified to spread the cost of improvements over existing fund balances, state reimbursements and grants, developer fees, and additional local funding, including the passage of a local general obligation bond to provide the local match for state grants and the construction of additional school facilities at each site. Priority is proposed to be given to reduce the current overcrowding at each of the school sites through the immediate construction of the proposed new high school. Thereafter, improvements are proposed to be undertaken at each of the remaining high school sites as provided for above. Recommendations are provided for specifications to be adopted for the design of the required school facilities, proposed improvements, the method of finance, and for the periodic review of the proposed facilities implementation plan.

SECTION 2

EDUCATIONAL PROGRAM

This plan builds upon the 2014 Reconfiguration and Facilities Program (Plan) adopted by the Board and the subsequent Master Schools Improvement Plan update in 2016 to the Plan. The Plan addresses the District goals as well as the educational vision and programs. The District has implemented pathways at each of the school sites with capstone courses offered at the new Mark Richardson CTE and Ag Farm Center. The District desires to have classrooms that continue to support the pathway programs as well as core instructional programs. These learning environments provide students the opportunity to actively participate in learning through hands on activities and creating projects that demonstrate mastery of the curriculum. The goal of these learning environments is for students to have a place in which they collaborate with others to solve problems, create solutions for the problems, and then construct projects related to the standards they are learning.

In the adopted 2014 Reconfiguration and Facilities Program, the District standardized specifications for the design and construction of 21st Century Learning Environments for all schools. These learning environments foster creativity, problem solving, communication and collaboration and provide the flexibility and mobility required to promote 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. These 21st Century improvements need to be expanded to the remaining schools and classrooms to provide equity in classroom environments for all teachers to have the tools to provide the instructional shifts necessary to improve the instructional core in the classroom which is the educational focus of the District. When used to the fullest potential, the provision of 21st Century Learning Environments provide a setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

2.1 DISTRICT GOALS

The District's vision is "Every student succeeds and is prepared for college, career and life". The mission of the District is to "Prepare all learners to be productive citizens and college/career ready by providing challenging learning experiences and establishing high achievement expectations". The three Guiding Principles for the District are 1) Safety of students and staff, 2) Student learning and well-being, 3) Equitable access to quality education.

There are three comprehensive high schools in the district: Ernest Righetti, Pioneer Valley, and Santa Maria High Schools, along with one continuation high school, Delta. Additionally, there is a CTE Center and an Ag Farm site offering courses in five pathways, available to all district students who meet the course requirements. The comprehensive high schools are large, with Righetti being the smallest, enrolling approximately 2,400 students, and both Pioneer Valley and Maria High School with about 3,100 students. Originally designed for 2,000 students, these schools have expanded significantly in size causing support spaces to no longer be large enough to accommodate the needs of the students. To meet the immediate classroom housing needs, significant numbers of portable classrooms have been added to each site. The core facilities, administration building, gymnasium, library and MPR, are too small for the schools with over 2,000 students. The district aims to maintain a maximum enrollment of no more than 2,000 students at each school.

2.2 EDUCATIONAL PROGRAM

The District is committed to planning and implementing a 21st Century high school environment, driven by two key programs. The first is an education program outlining academic achievement opportunities at the district level, and the second, a facilities program describing how capital improvements will support the implementation of the education program. To this end, the update to the 2014 Reconfiguration and Facilities Program integrates the District's vision and goals for innovative educational initiatives with a facilities plan that supports these initiatives.

The 2014 Reconfiguration and Facilities Program defined a vision for 21st Century learning environments in the District providing learning environments that foster creativity, problem solving, communication and collaboration. These environments need to provide the flexibility and mobility required for learning environments to promote 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. The District has built new classrooms at Righetti and Santa Maria High Schools that have 21st Century Learning Environments and desires for those classrooms to be the standard for the District. These 21st Century improvements need to be expanded to classrooms at all schools to provide equity in classroom environments for all teachers to have the tools to provide the instructional shifts necessary to affect the implementation of the standards aligned with the curriculum and improve the instructional core in the classroom which is the educational focus of the District. When used to the fullest potential, the provision of 21st Century Learning Environments provide a setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

The District has made significant progress in building new permanent classrooms, modernizing older classrooms into 21st Century learning spaces and incorporating modern technology into the instruction program. New 21st Century classrooms have been constructed at Righetti and Santa Mara High Schools. In addition, the older permanent classrooms at Righetti have all received 21st Century modernization. All

these classrooms have the 21st Century standard amenities the District adopted in the 2014 Plan. In the newly built and modernized classrooms, for example, teachers use the 21st Century amenities as instructional tools; English and social studies teachers use the multiple monitors in the room with the math teachers using the interactive monitors the most. All students in the District have their own computing device.

Over the last few years, the District has increased the number of Advance Placement (AP) courses available for students to take, increased the percentage of students meeting the a-g course requirements and acceptance to a four-year university, and increased the number of concurrent enrollment courses with Allan Hancock College. The District strives to continue to increase the number of students who complete the a-g requirements, are accepted to a four-year university, and ultimately choose to attend such a university. The District continues the process of alignment of the educational program with the pathways and with the dual enrollment courses to offer students a clear pathway to either a better job or enrollment in an institute of higher education.

The Mark Richardson CTE Center and Agricultural Farm has been constructed and opened in 2021. Both concentrator and completer courses for students in six pathways are offered at the Center: Agriscience and Ag Farming, Food Service and Hospitality (Culinary Arts), Networking and Cybersecurity, Systems Diagnostics, Service and Repair (Diesel Mechanics), Machining and Forming Technologies, and Residential and Commercial Construction. Classes offered at the center are available to any student in the District who is a junior or senior in high school. Each course is offered for two periods for the entire school year.

The District secured additional funds through the CTE Facilities Program to update the Auto Shop and Ag Mechanics Shop at Santa Maria High School, as well as the Ag Mechanics Shop and two Ag Science Labs at Righetti High School. New ventilation systems and electrical infrastructure needed for industry-standard welding, construction, and mechanical equipment are now available in these shops. These improvements are currently underway, and when finished, will strengthen the CTE pathways at each of the school sites. In addition, two classrooms were modernized and updated for Ag Biology and Ag Chemistry labs at Righetti High School.

Delta Continuation High School offers a program for students who need a modified school schedule and/or program. Currently, alternative education programs are offered at a District site that is across the street from Santa Maria High School in the “Annex”. This site has all portable classrooms and one modular classroom building. The District would like to expand the offering at the site and include a Family Resource Center that offers parent education programs, community health options, as well as a Teen Parenting program, a program for students with emotional challenges (Therapeutic Learning Center or TLC), Transition Programs for special education students that are 18-22 years of age, independent study programs, community day programs, and an assessment center.

The high schools are large with enrollment ranging from approximately 2,400 students at Righetti to 3,100 students at Pioneer Valley and Santa Maria High School. Several years ago, the Board determined that a high school should not have over 2,000 students enrolled, and it is the desire of the current Board and

administration to reduce the size of the high schools to provide a better educational program and experience to the students. Given the current demands on district resources, an interim goal is to provide high schools with not more than 2,500 students at existing schools.

2.3 DISTRICT PROGRAMS

The District continues to improve and make modifications to the pathway programs at each of the high schools with the long-term goal of institutionalization of the programs into a two or three sequence of courses aligned with the State CTE standards and program of study course codes. Because the State is now measuring the number of students who have completed a pathway sequence, the District has realigned their courses into pathways, added new courses as required for a pathway and began placing students into the pathway during their freshman and sophomore high school years to ensure that more students will complete capstone courses and the pathway program of study with a certification. Due to the alignment of the courses with the pathways as outlined by the state CDE CTE division, some of the industry sectors were eliminated from some of the high schools and other industry sectors were added. Therefore, not every pathway is offered at every high school. This is in part due to student interest, teacher credentialing, facilities and/or equipment needed for the pathway. For example, the Transportation Industry Sector (Systems Diagnostics and Service, Automobile) is only offered at Santa Maria High School as this is the only site to have an auto shop facility that is needed for this program.

Every high school has strong pathways in the Agriculture and Natural Resources Industry Sector (Ag Mechanics, Ag Science, Plant and Soil Science, Ag Business, and Ornamental Horticulture) with the CTE Center and Ag Farm housing some of the capstone course for these pathways. Likewise, each high school has courses in the Arts, Media, and Entertainment Industry Sector to include Design, Visual and Media Arts, Drama, Visual Arts, Music programs, and Graphic Design. Each high school has a Culinary Arts program that feeds into the Culinary Arts commercial kitchen at the CTE Center as well as courses in the Business and Finance Industry Sector (Financial Services Pathway). Information and Communication Technologies Industry Sector (Information Support and Service and Software and Systems Development Pathway) are offered at each high school with the capstone course available at the CTE Center. Pioneer Valley is the only school that has a Health Science and Medical Technology Industry Sector and offers a Patient Care Pathway. Santa Maria and Pioneer Valley both offer Engineering Technology pathway courses.

The District is in the process of refining and articulating the courses offered at each of the high schools into high quality pathways that are aligned to courses at institutions of higher education. The District has expanded its dual enrollment courses with Allan Hancock College and desires to align these courses more fully with the pathway programs. In addition, the District would like to collaborate with Allan Hancock College to offer an Early College program to support students as they graduate high school and move onto other educational pursuits.

SECTION 3

DISTRICT SCHOOL SITES AND REQUIRED CLASSROOMS

This section provides an overview and background on available school sites within the District and available student classrooms to house students. Student enrollment impacts a district’s capacity to house students and inform local policy decisions for school site specifications, classroom loading standards, and required resources. School site enrollment, capacity, and age of facilities serve as a basis for determining the level of eligibility for State funding assistance when establishing the level of need for additional or modernized school facility improvements. The estimated capacity of a district to house its students is provided by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms.

3.1 DISTRICT OVERVIEW

The Santa Maria Joint Union High School District (District) was established in 1891 and is located in the coastal communities of Santa Maria within Santa Barbara county and a small portion of San Luis Obispo County. Covering approximately 626 square miles, the District serves the cities of Santa Maria and Guadalupe. The District operates three comprehensive high schools and one continuation high school, and alternative educational programs.

Table 1 provides a listing of the District’s existing school sites. The District had a total enrollment of 8,985 students for the FY2023-24 school year across its schools. The District’s permanent school facilities have been built over different generations and reflect the design principles and standards of their time. In 2021, the District completed its new Career Technical Education (CTE) Center/Ag Farm site and facility to provide CTE opportunities for all students within the District. At the District’s oldest school, Santa Maria High School, a new 50 classroom building was recently constructed transforming the campus and allowing the ability to demolish older classroom facilities. At the Righetti High School site, a new 38 classroom building was also recently constructed along with other modernization upgrades to existing facilities transforming the site into a 21st Century campus.

In the past, the District has received State grant funding in 2001 under the State’s School Facility Program (SFP) modernization program for improvements to Santa Maria High and Righetti High School. More recently in 2022, the District received additional modernization grant funding for further upgrades to Santa Maria High and Righetti High under the State’s Career Technical Education (CTE) Facilities grant program. Given their dates of construction, the District’s newer school sites, Delta High and Pioneer Valley High have

not been yet modernized, but upgrades are needed to maintain parity with the 21st Century upgrades recently provided at the other schools.

As demonstrated in Table 1, the District’s enrollment far exceeds its goal to limit student enrollment at this time to 2,000 students per comprehensive school site. This is especially true at Pioneer Valley and Santa Maria High. Based on the demand for school resources, it is recommended that an interim goal of maintaining a 2,500-student enrollment at each comprehensive school site be instituted. As more resources become available, the District will continue to work toward the goal of having each high school enrollment at approximately 2,000 students.

Table 1: Existing School Sites

	School	2023-24 Enrollment¹	Site Acreage	Year Built²	Last Modernized³
1	Delta High	338	3.2	2008	
2	Ernest Righetti High	2,424	37.7	1961, 2008, 2016	2001, 2022
3	Pioneer Valley High	3,112	53	2002, 2004, 2014	
4	Santa Maria High	3,111	36.4	1988, 1999, 2002, 2004, 2005, 2013, 2020	2001, 2022
Total Grade 9-12		8,985			

Notes:

- 1. 2023-24 enrollment is not certified
- 2. Includes Division of State Architect approval dates
- 3. Includes dates of when last SFP + CTE modernization funding received from the State

3.2 REQUIRED CLASSROOMS

The capacity of a district to house its students is determined by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms. This information is useful in determining the impact of such standards and the need for additional school facilities to house all enrolled students effectively and efficiently. There are two broad categories of loading standards to consider. The first is State standards and the second is local standards.

State standards are primarily used to qualify for grant funding from the state. The state utilizes a uniform loading standard for each high school classroom of 27 students for each permanently constructed classroom. Physical education, core facilities and local specialized classroom uses are not included in this calculation, nor does the State generally consider portable classrooms as being available to permanently

house students. When a school has a greater number of students than what the State deems that school can house (the State loading standard multiplied by the number of permanent classrooms), the State considers the remaining students as “unhoused” or in need of additional permanent facilities.

Districts are not required to follow these targets for operations and commonly set their own “local” loading standards. District loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while State standards are utilized to calculate the construction costs of new classroom buildings. Moreover, local loading standards can include portable classrooms to calculate its capacity to house students. The District’s current maximum loading standard is 36 students per classroom. However, at the high school level, classroom instruction is provided by periods which can vary the average number of students per classroom due to the competing subject areas, students that qualify for Advanced Placement (AP) courses, and specific programs that generally have smaller class sizes. In this case, the lower State loading standard of 27 students per classroom may “best” be assumed as more accurately reflecting the need for permanent school classrooms at the district’s comprehensive high schools. Delta High School, however, operates under an alternative schedule with part of the student population attending classes in the “AM” and part in the “PM” which results in a higher assumed loading standard of 30 students per classroom.

As presented in Table 2, the District has approximately 311 permanent classrooms at its school sites. Every available classroom is assumed to be loaded at the maximum rate and does not take into consideration the need for classrooms to house dedicated programs, programs that may be required to operate at a lower loading standard, and teacher preparation periods. As shown in Table 2, the District is over capacity to house its students in permanent facilities and has had to rely on portable classrooms to meet enrollment needs. Assuming every classroom was used every day every period at full capacity, a total of 33 additional classrooms will be needed and made available through the use of portables. When taking teacher preparation periods into account, the District needs 449 total classrooms for the three comprehensive high schools. The District has 299 permanent classrooms at the three comprehensive high schools, therefore in need of 150 more permanent classrooms than currently available. To meet this shortfall, the District has had to rely heavily on portable classrooms that have reached their lifetime expectancy of twenty years.

Table 2: District Required Classrooms

School	2023-24 Enroll ¹	Loading	Perm. CRs	Capacity	(Over)/Under Capacity	Additional Portables Required
Delta High	338	30	12	360	22	0
Ernest Righetti High	2,424	27	100	2,700	276	0
Pioneer Valley High	3,112	27	89	2,403	(709)	27
Santa Maria High	3,111	27	110	2,970	(141)	6
Total	8,985		311	8,433	(552)	33

Note:

1. 2023-24 enrollment is not certified

Sources: Santa Maria Joint Union High School District, CFW

SECTION 4

SITE REVIEWS AND PROPOSED IMPROVEMENTS

The District wishes to update the Board adopted 2014 Reconfiguration and Facilities Plan and the updated 2016 Master Schools Improvement Plan. An on-site assessment of all facilities was conducted to investigate District needs and educational programs desired. Areas of interest included the completion of projects identified in the prior Plans as well as new projects needed to support the District educational program. After the site assessments, discussions were held with the District to review observations, areas of need, and areas of potential interest for further consideration.

It should be noted that substantial facilities improvements have been made throughout the District during the intervening years as these plans were implemented. For example, Righetti has had new state of the art 21st Century classrooms constructed and modernized or retrofitted equivalent improvements to its older existing classrooms leaving select support facilities to be constructed. At Santa Maria High, the older, 100-year-old classrooms have been replaced and the remaining eligible classrooms and support facilities are scheduled for modernization and further improvement. A new state of the art career technical facility has been constructed allowing students to be more career and college ready upon graduation. The remaining Pioneer Valley High, built in 2004, is now ready to make equivalent strides towards a more robust 21st Century learning environment for all its students.

This section provides an overview of the current state of school facilities, identifies projects completed, projects remaining to be done, and projects needed to support the educational vision of the District. The general condition of facilities, their ability to meet the current and envisioned educational program and the need for improvements to be made to house and educate its students were taken into consideration. The District has reviewed its educational program, State, and local requirements for housing its students, and proposed educational specifications by which to evaluate existing facilities and plan for future facilities and improvements.

4.1 PIONEER VALLEY HIGH SCHOOL

Pioneer Valley High School is located at 675 Panther Drive in Santa Maria. The school was built in 2004 and sits on a 53-acre plot. The school serves students in grades 9 through 12 with a designed capacity of 2000 students that is now serving a current enrollment of 3,112 students. The school is surrounded by cul-de-sac residential neighborhoods with Sierra Vista Park, a city park, to the north. As the school was built on the eastern edge of the city, the areas to the east and south of the school are mostly for agricultural use.

4.1.1 EXISTING CONDITIONS

There are two main classroom buildings that contain 60 permanent classrooms with an industrial art building that contains three shops and one agricultural science lab, a performing arts building (constructed in 2017) that contains three classrooms with additional three classrooms located in close proximity, and a fifth building that contains five classrooms with one of the rooms converted into a teacher’s lounge. The site also contains a library, gym, administration facility, performing arts theater, and a cafeteria (MPR). In 2006, 12 modular classrooms were added as permanent classrooms increasing the total number of permanent classrooms to 86. In 2008, a swimming complex was installed. This year, three modular classrooms were constructed near the pool.

Figure 1: Pioneer Valley Existing Conditions



In addition, 29 general-purpose portable classrooms have been added to the site overtime to accommodate the additional increase in enrollment. Another 10 general-purpose portable classrooms were relocated from another high school site to Pioneer this year to accommodate the latest continued increase in students. In total, 39 portable classrooms are at the site to accommodate the interim increase in student enrollment since the school was originally constructed for 2,000 students in 2004.

The general conditions of the classrooms described in the District Reconfiguration and Facilities Program adopted by the Board in 2014 and in the update to the Plan in the 2016 Master Schools Improvement Program still generally apply to the site. Nonetheless, on October 3, 2023, CFW staff conducted a subsequent walkthrough of the campus to confirm these findings, recognizing the facility has continued

to grow in enrollment during this period. Based on these observations, the campus continues to be in generally good condition and the descriptions in the original Plan and subsequent update continue to accurately describe the campus, the use, and the conditions of the classrooms and support facilities. Nonetheless, the school lacks some of the more modern technology, furnishings, fixtures and equipment that have become available in the District as the older schools have been modernized, reconstructed or replaced during this period.

Given its more recent construction in 2004, the design of classroom buildings at Pioneer Valley reflects a stronger awareness for the support functions and interdepartmental collaboration activities required in a modern teaching and learning space. This makes the structural and built environment more ready and conducive to the District's overall educational program and configuration goals. As such, required and proposed improvements are thus more targeted to enhancing the existing configuration and upgrading of classroom interiors, removal of older interim facilities, and technology infrastructure to District and adopted 21st Century specifications and selected pathways programs reflective of the improvements already in place.

The school is generally organized by departments; all the science labs are in one building, specialty classrooms located in another building, and core classes such as math, English, social studies, and international language are generally located near each other. As with other District schools that have recently been improved to meet this standard, this arrangement supports interdepartmental collaboration and focused learning. With a few exceptions, most of the classrooms are proposed to remain in their current location, with only one classroom appearing to need to be rebuilt and the existing classroom repurposed to meet more current and overall career program needs. Future improvements are proposed to provide the campus with upgraded classroom furnishings, additional technology equipment, and infrastructure improvements. Classrooms used for specific elective classes in pathway programs need upgrades to meet current educational and program requirements, including Room 325 that houses the Culinary Arts program. The Sports Medicine and Kinesiology program is in need of a more purpose-built room with the materials and equipment needed for the program. Room 205, Woodshop and Room 207, Agriculture Welding do not have enough electricity capacity for the equipment or ventilation.

4.1.2 PROPOSED PIONEER VALLEY IMPROVEMENTS

Of the planned improvements proposed in the initial 2014 Plan or in the 2016 update, the performing arts building with three classrooms has been constructed and is in use today for both drama and a variety of music classes. The remaining projects have been waiting for State aid modernization eligibility which is anticipated in 2029 to assist funding most of the proposed improvements. The planned improvements include the modernization and 21st Century upgrades to 86 permanent classrooms, labs and shops specified in the original and updated plans. The wood shop and metal shop will receive additional electrical upgrades and ventilation systems. Twenty-three new classrooms and a Sports Medicine classroom are proposed to be constructed to replace the remaining older and aging portable interim classrooms. These classrooms are proposed to support the core academic program and the CTE pathway

programs as well as special education classes and support spaces these programs require. At the end of the program, the goal is for all students to be housed in 21st Century permanent classrooms and facilities comparable to the newer and modernized schools.

Figure 2: Pioneer Valley Proposed Improvements



Summary of Planned Improvements

- Modernize 86 permanent classrooms, including 12 modular classrooms
- Upgrades to welding shop and wood shop to include electrical and ventilation systems
- Construct 23 permanent classrooms and a Sports Medicine classroom
- Remove 22 old and aging portable classrooms and those required to accommodate the new 23 permanent classroom and Sports Medicine classroom wing

4.2 RIGHETTI HIGH SCHOOL

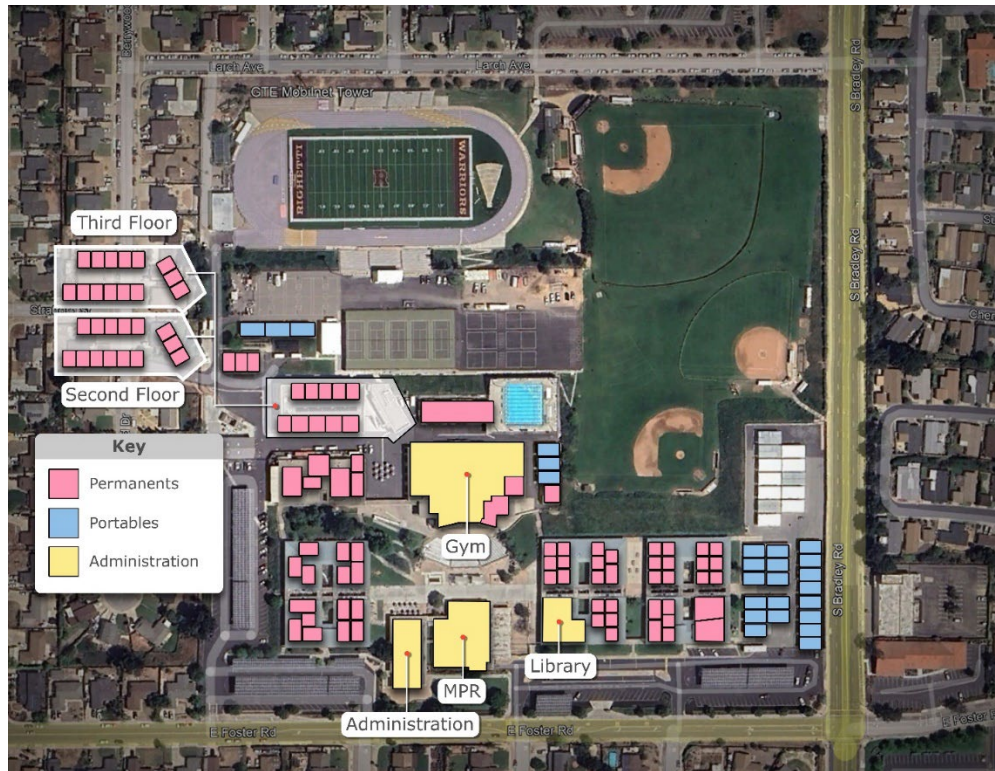
Ernest Righetti High School, located at 941 Foster Road in Orcutt, is the southernmost comprehensive high school in the District. The school’s 37.7-acre rectilinear site is situated in the middle of an extensive residential district that extends from Orcutt Road on the west to Highway 101 on the east. Righetti High is bounded by Larch Avenue to the north, Foster Road on the south, Berrywood Drive on the west (buffered by a row of single-family housing), and Bradley Road on the east. Chain-link fencing marks the site perimeter on the north, east, and west. There are approximately 2,500 students in grades 9 through

12 at the site. The original high school was built between 1960 and 1964 with a new three story 38 classroom building constructed in 2019 to replace aging portable facilities.

4.2.1 EXISTING CONDITIONS

The school is comprised of eight main buildings that include four main classroom buildings, a shop building, a gymnasium, MPR, library media center, and an administration building. In addition, there is an agricultural building that has three classrooms and a weightroom near the tennis courts.

Figure 3: Righetti High Existing Conditions



There are 100 permanent classrooms and 25 portable classrooms at the school. Classrooms are grouped in separate buildings according to their space and infrastructure requirements. For example, all industrial arts classrooms and workshops are in their own facility on the west side of campus, all lab rooms are contained in Building C to the south of the industrial arts building, and general-purpose classrooms are largely found in Buildings D, E and K. Of the 25 portable classrooms, 19 occupy an area on the southeast corner of the campus formerly used for parking.

Most of the school's buildings and parking lots are in the southern half of the site, with the northern half containing the football stadium and track, basketball courts, tennis courts, and ball fields. This arrangement is partly a consequence of topography; the site is unique among District schools in that the southern third of the site is at a notably higher elevation than the northern two-thirds. This has provided

challenges to maintaining ADA-accessible paths of travel. For instance, getting from the cafeteria (higher elevation) to the gym (lower elevation) in a wheelchair requires the use of a winding concrete path that more than doubles the straight-line distance and time required between the two buildings.

The construction of the stadium was completed in the late 1980s, with artificial turf and an all-weather track installed in 2006. The swimming pool facility was constructed in 2009 as part of the 2004 Measure “C” bond program. A modernization of all campus buildings, except the administration building, was carried out in 2000, involving interior furnishing and equipment upgrades. Modernization of the administration building was done in 2011. As part of the 2014 Plan and its 2016 update, the upgrade of the remaining 59 permanent classrooms was completed in 2023 for all classrooms to receive 21st Century upgrades to include mobile and flexible furniture, sliding markerboards and wall mounted monitors with upgrades to the technology in all classrooms. The library media center also received 21st Century upgrades that include mobile and flexible furnishings, soft seating and breakout rooms with glass front walls. The Ag Mechanics and Ag Welding Shops are currently receiving electrical and ventilation upgrades as well as updated equipment needed for each of these programs.

As reported in the Plan update, the school gym is reported to be insufficient for accommodating the full demand for court time from the multiple varsity and junior varsity teams as well as other users, some of which practice as late as nine in the evening. The gym is in good condition, with the roof having been replaced in 2015. Generous space is provided for the boys and girls locker rooms, however, its single basketball court for athletic events can accommodate no more than two practice courts during non-competitive play, a significant limitation – in comparison especially to the three-court design of the gym at Pioneer Valley High – that is best met through the construction of additional practice space on campus. A practice gym with designated performance is proposed in the 2016 Plan update. The facility needs to be located near the existing gym, and provide complimentary support space, team rooms, and locker facilities for both boys and girls athletic programs.

Unlike Pioneer and Santa Maria High, the Righetti campus also lacks dedicated performance space. The drama class is in a converted shop room in the Industrial Arts Building adjacent to the current welding shop. While this space is larger than a regular classroom, it does not meet the needs for student performances for drama, choir, or band. The choir and band have sufficient classrooms but lack a venue for student performances or concerts. The 2016 updated Plan recommended providing performance space as part of the proposed new gym facility.

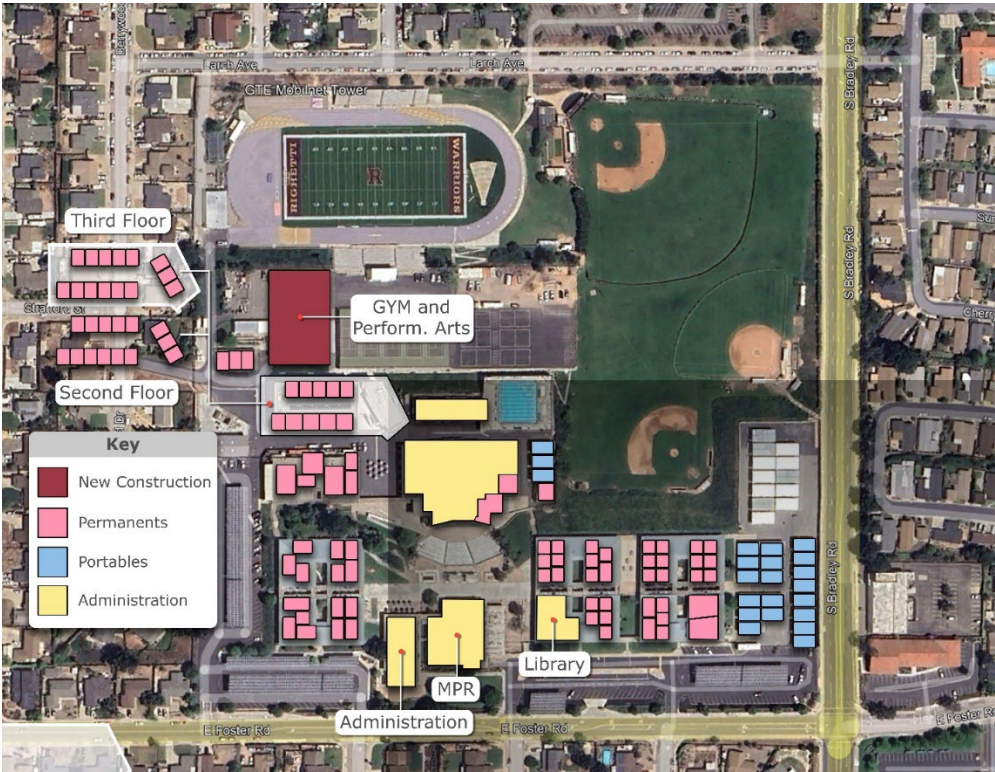
Twelve portable classrooms were removed from the site as part of the most recent upgrades to the site. The removal of the 12 portable classrooms has restored some of the site’s needed parking capacity by reclaiming that space as a parking lot. The 25 portable classrooms that remain have outlasted their useful life and are now becoming expensive and inefficient to maintain. They are proposed to be relocated or removed from the site.

4.2.2 PROPOSED RIGHETTI IMPROVMENTS

As indicated, Figure 4 identifies the proposed location of the proposed improvements to the north of the new 38-classroom building. This location was recommended by the Architect of Record assigned to the 38-classroom building. It provides pedestrian access to the facility from other related academic and athletic uses on the campus. It also provides district staff and emergency vehicle access to and around the perimeter of the proposed building as well as the location and availability of existing on-site utilities including water, electrical, sewer, and data.

Construction in this location will require the demolition of several portable classroom buildings, along with the existing 2,200 square foot weight room. The building is proposed to provide the new practice gym with performance space and a new replacement weight room area.

Figure 4: Righetti High Proposed Improvements



Summary of Planned Improvements

- Remove three portable classrooms and weight room
- Construct new practice gym to include a stage for performing arts and a weight room
- Remove remaining portable classrooms and reclaim parking

4.3 SANTA MARIA HIGH SCHOOL

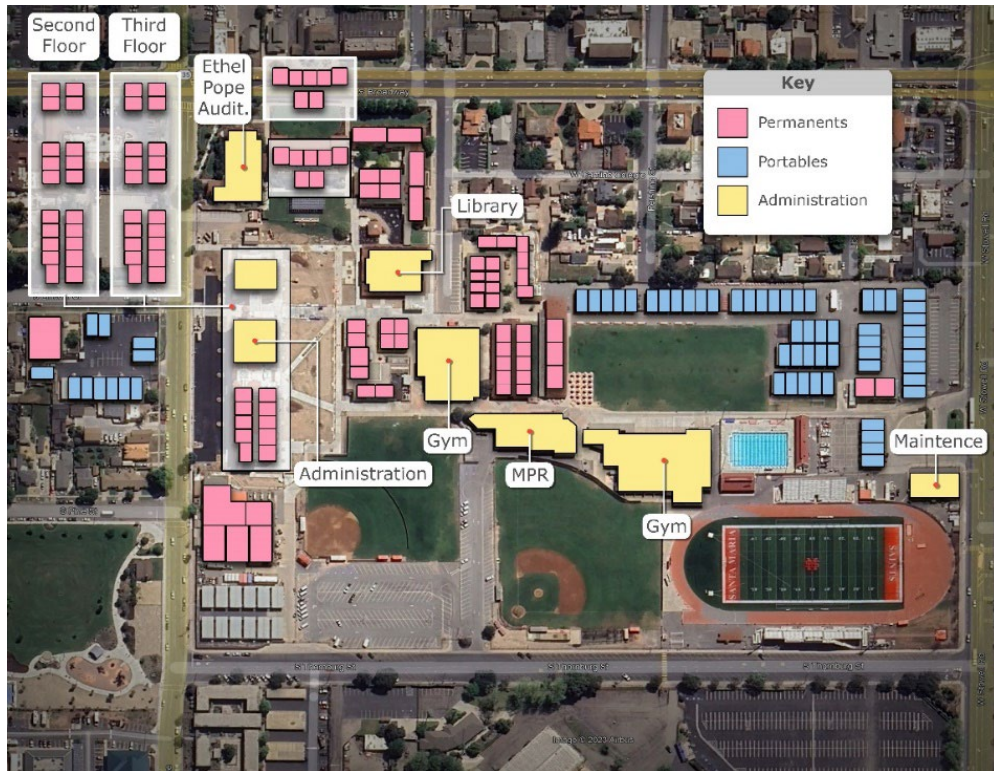
Santa Maria High School was the oldest high school in the District, founded in 1891, and developed in parallel with the nearby downtown of Santa Maria. The school presently enrolls nearly 3,200 pupils in grades 9 through 12 on a 36.4-acre site, drawing its student enrollment from the center of the Santa Maria Valley. The campus is bounded by Broadway to the east, Thornburg to the west, Stowell Road to the south, and Morrison Avenue to the north, with residential and retail uses occupying a portion of the eastern side of the campus, south of Camino Colegio and extending approximately 450 feet west of Broadway toward the campus interior.

4.3.1 EXISTING CONDITIONS

In August 2015 the school's "Broadway Classroom Building," a 26,000-square-foot, 12-classroom facility located next to the Ethel Pope Auditorium and the old administration building was opened. This building contains a band room, choir room, and 10 general-purpose classrooms. A new 50 classroom three story replacement building with new administration areas located off Morrison Avenue was opened in 2023 consistent with the updated 2016 Plan. This building replaced the oldest facilities on the site, some of which were built in 1920. The new building includes five science lab rooms along with five adjoining science classrooms to provide for general sciences (e.g., biology, chemistry, and physics). There is a culinary arts room on the first floor. The remaining general-purpose classrooms primarily house English and social studies classes. As part of the Plan, the existing Ag Welding and Ag Mechanics shops as well as the Auto shop are currently undergoing modernization upgrades to include updated electrical and ventilation systems as well as updated equipment to meet industry standards.

Design plans to reconfigure the old administration building into eight classrooms are currently in DSA for approval were also part of the 2016 update. It is anticipated that they will be available for occupancy in 2025 and will be used primarily by the visual arts, business, and communications departments. When the eight reconfigured classrooms are available, there will be a total of 112 permanent classrooms and 46 portable classrooms on the site.

Figure 5: Santa Maria Existing Conditions



All the planned improvements as outlined in the 2016 updated Plan have been completed or are underway with the exception of the modernization of the remaining 34 permanent classrooms in Buildings 200 and 300 and the modernization of Ethel Pope Auditorium. The Plan also called for the eventual removal of all portables to free up space for academic and athletic uses and reconfiguration of the existing campus to improve pedestrian circulation, support functions and interdepartmental collaboration activities required in a modern teaching and learning environment. Twelve portable classrooms have been removed to reclaim the parking lot on the northwest side of the campus. There are 46 portable classroom buildings remaining on the site, 16 of these are in use by the independent study program. They are proposed to be removed upon completion of the proposed program.

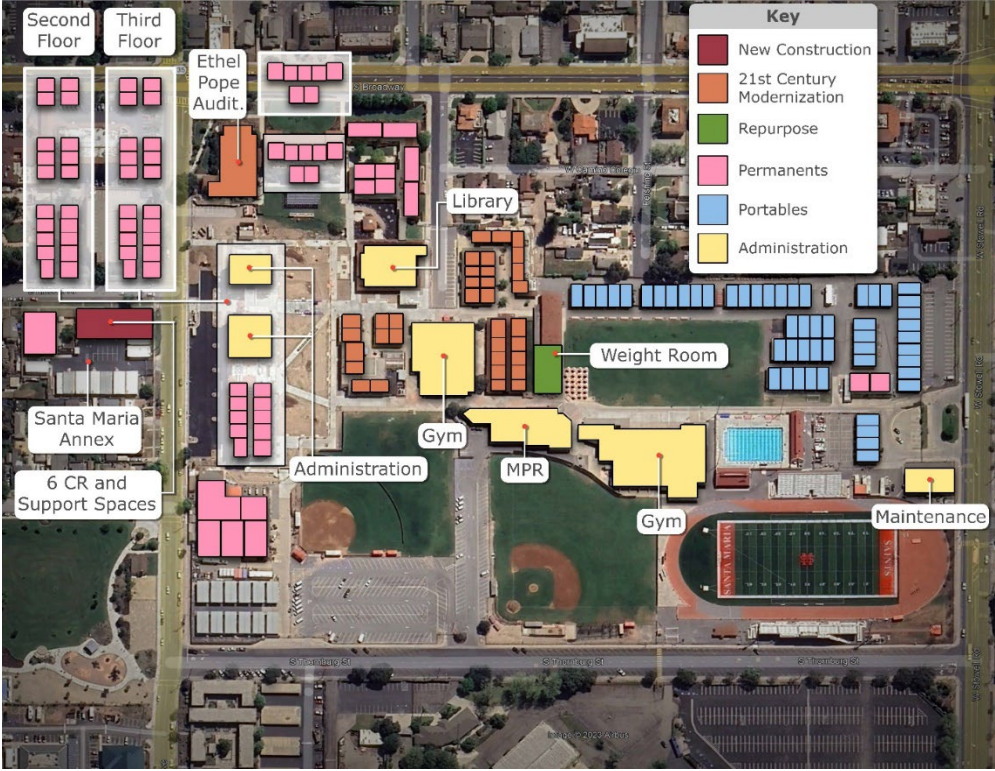
In addition, the weight room is currently located in a building under the bleachers at the stadium. Three old science labs will be reconfigured into a new weight room. Upon completion of the program, there will be a total of 110 permanent classrooms on the site.

4.3.2 PROPOSED SANTA MARIA IMPROVEMENTS

Planned improvements include the modernization of 34 permanent classrooms in Buildings 200 and 300 when they become eligible for modernization funds. Modernization will include 21st Century classroom amenities as noted in the 2014 Reconfiguration and Facilities Program report adopted by the Board to include new wall finishes, lighting (where needed), flooring, electrical upgrades, HVAC upgrades or

replacement (where needed), window upgrades (where needed), upgrades to electrical systems and plumbing systems. It also includes ADA upgrades to meet current code requirements. Three old science labs, Rooms 360-362, will be reconfigured into a weight room. The current weight room equipment would be used to furnish the reconfigured facility. In addition, Ethel Pope remains to be modernized. Upon completion of the proposed improvements, all portable classrooms are to be removed.

Figure 6: Santa Maria Proposed Improvements



Summary of proposed Improvements

- Modernize Ethel Pope Auditorium
- Modernize 34 remaining permanent classrooms
- Reconfigure science labs, Rooms 360-362, into a new weight room
- Remove all portables upon completion of the proposed improvements

4.3.3 SANTA MARIA HIGH SCHOOL ANNEX

Across Morrison Street from Santa Maria High School is a District owned parcel of land that is approximately 50,000 square feet. There is one modular facility with a courtyard on the site that occupies 11,000 square feet of space, 10 portable classrooms and a parking lot. This site houses the program for severely emotionally disturbed (TLC) students, the Special Education Transition program for students 18-21 years of age, the Teen Parenting Program for the District, the Independent Study program and offices

in support of these programs as well as for Migrant and Multi-lingual programs. The District desires to have a permanent structure for these programs. In addition, a Family Resource Center and a Districtwide Parent Meeting room are desired to further engage the community with the schools and meet some of the unmet needs of the families.

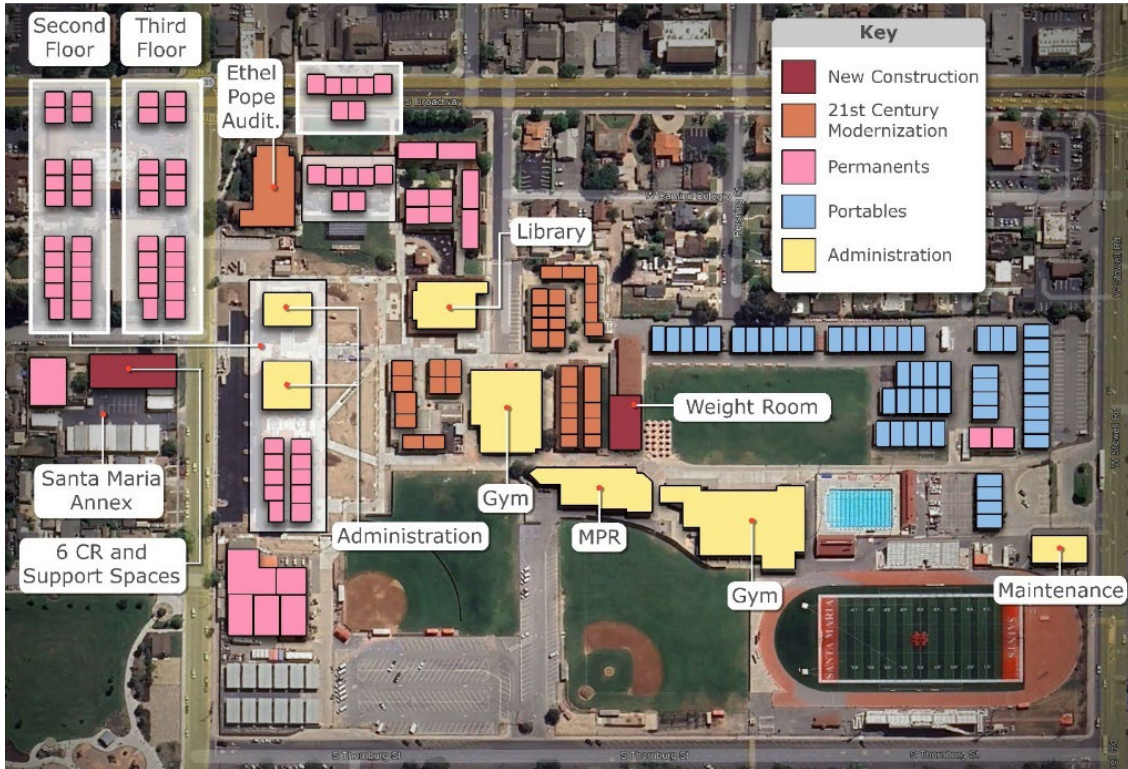
Figure 7: Existing Santa Maria High School Annex Existing Conditions



4.3.4 SANTA MARIA HIGH SCHOOL ANNEX PROPOSED IMPROVEMENTS

A new 11,610 square foot two story facility is proposed to be constructed. It includes two classrooms for the TLC program, two classrooms for the Special Education Transition Program, one classroom for the Teen Parenting Program, and one classroom for Independent Study. In addition, a 2,000 square foot Family Resource Center and a 2,500 square foot Parent Meeting room are also proposed to be constructed. In addition, 600 square feet of support office and restroom space is proposed. Upon completion, all the portable classrooms are proposed to have been removed. Parking will remain on the site as well as the existing modular building.

Figure 8: Santa Maria High School Annex Proposed Improvements



4.4 DELTA HIGH SCHOOL

Delta High School is located at 4893 Bethany Lane in Orcutt. The campus covers 3.2 acres on a rectangular property within an extensive residential neighborhood and is fenced around the perimeter. Delta is the alternative and continuation high school for the District with an approximate enrollment of 340 regular, independent study, and continuing education pupils in Grades 9 through 12, all of whom must be at least 16 years old.

4.4.1 OVERVIEW AND EXISTING CONDITIONS

Completed in 2010 from 2004 Measure “C” bond funds, the school is a compactly built facility with 10 classrooms in the south and west wings, an office, and administrative rooms in the east wing and one classroom and MPR on the north wing. The four wings enclose a courtyard used by students and teachers to move between classrooms. Delta High has 11 classrooms, a computer lab, a multipurpose room, a career center, a playfield, and a basketball court.

Figure 9: Delta High School Overview/Site Plan



The buildings and grounds of Delta High School are in good condition and have been well maintained. Classrooms can accommodate desks and chairs for up to 28 students. The site’s offices and workrooms are efficiently used. The registrar and support secretary share a compact space that also serves as a front office and waiting area for the high number of students accessing the academic advisor’s office. Despite the high utilization of facilities, all are in good condition. The multipurpose field on the north side of the building is used recreationally and for assemblies. The grounds on the south side of the building are less frequently used but are well maintained and irrigated. There are no new improvements recommended for Delta High School at this time.

4.5 MARK RICHARDSON CTE CENTER AND AGRICULTURAL FARM

The District acquired a 25.3-acre agricultural parcel on the east side of the city to develop a Career Technical Education (CTE) center and agricultural teaching farm. The CTE center was designed and built in 2021 and supports the following CTE pathway programs: Agriscience, Plant and Soil Science, Food Service and Hospitality (Culinary Arts), Networking and Cybersecurity, Systems Diagnostics, Service and Repair (Diesel Mechanics), Machining and Forming Technologies, and Residential and Commercial Construction.

Figure 10: CTE Center Existing Conditions



Four large shops were constructed to house the Diesel Mechanics, Machining and Forming Technologies, Residential and Commercial Construction, and Ag Mechanics (Ag Farming classes) pathways. A commercial kitchen was built to support the Culinary Arts program. In addition to the kitchen, two classrooms and an administration area were constructed. Students from any of the high schools in the District may take courses offered at the Mark Richardson CTE Center and Ag Farm site. The District applied for and received funding from the CTE Facilities grant program that reimbursed the cost of three of the shops and the commercial kitchen. In addition, the CTE Facilities grant program paid for most of the materials and equipment in three of the shops and the commercial kitchen. This is a new facility and meets the needs of the program. No new improvements are recommended at this time.

4.6 NEW HIGH SCHOOL CAMPUS

Pursuant to the adopted Plan and update, the Board has adopted a specification that all its schools should have no more than 2,000 students, as they believe smaller student populations lead to better educational outcomes. However, current high school enrollments greatly exceed this number. Righetti High School has approximately 2,400 students, with both Pioneer Valley and Santa Maria High School having approximately 3,100 students. These numbers are significantly higher than the Board's recommendation, leading to overcrowded schools and insufficient support spaces. The District has relied heavily on portable classrooms to meet the housing needs for the high schools. The substantial discrepancy between the

recommended and actual student enrollment underscores the urgent need for a new high school in the district to better accommodate the current student population. Given the substantial impact on District resources and the lack of sufficient state resources to offset the full cost of new high school facilities at this time, it is recommended that the Board modify its specification for the size of high school facilities to not exceed 2,500 students until such time as sufficient resources are once again available to meet this goal.

In response to the significant overcrowding in its current high schools, the Santa Maria Joint Union High School District is currently planning the construction of a proposed new high school of approximately 155,000 square feet of space. The new proposed high school is designed with a core capacity to serve 2,000 students and sufficient classrooms to accommodate an initial capacity of 1,500 students as shown in Table 3. The school is proposed to feature 47 general-purpose classrooms, dedicated to subjects such as English, social science, math, foreign language, and SDCs. In addition, the school is proposed to include specialized larger spaces such as an Art classroom, a Digital Arts Lab, six Science Labs, a Culinary Arts classroom, two Ag Science Labs, and three Pathway rooms (subject area to be determined) with each of these rooms occupying additional storage space. Additional spaces include a Wood Shop, Welding Shop, a Band Room, Choral Room and a Drama Room, based on the proposed specifications in Table 3.

Support facilities are proposed to be constructed to support a larger classroom capacity, if needed in the future. A gymnasium is proposed to include locker rooms, restrooms, a weight room, and Wrestling/Aerobics room with the main gymnasium capacity to support two floor playing areas. A new administration building is proposed to include a reception area, waiting area, conference rooms, a health office, a nurse's office with a dedicated restroom, faculty lounge, and principal office and six staff offices for administration and counselors. The school's library is proposed to accommodate a lobby, a career center, work room, student store, two offices, two restrooms, three breakout rooms, and additional spaces for storage and technology. The Multipurpose Room/Cafeteria (MPR) is suggested to be constructed with sufficient space for student dining, a cooking kitchen, an MPR area, and additional facilities including an equipment storage room, and dry and kitchen storage areas. In addition to the buildings, a football facility, baseball/softball fields, and tennis courts are proposed to be constructed with appropriately sized bleachers, track, and associated facilities. A maintenance shop is proposed for the site.

The proposed new high school is recommended to be built in one phase. The core facilities, administration building, gym, MPR and library are of sufficient size to accommodate up to 2,000 students. Additional classrooms, science labs and shops may be added in the future to accommodate the additional 500 students who could then be enrolled at the school.

Table 3: Educational Specifications for a New High School

Santa Maria JUHSD Proposed Specifications for a HS School Site with 1,500 Students

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.								
CLASSROOM AREAS				GYMNASIUM				LIBRARY MEDIA CENTER			
Art Classroom	1	1,200	1,200	ACCESS DOOR	1	137	137	Tech STORAGE	1	450	450
Art Classroom storage room	1	200	200	BOILER ROOM	2	75	150	CAREER CENTER	1	480	480
English General Purpose	18	960	17,280	BOYS LOCKER ROOM	1	1,350	1,350	CIRCULATION	1	800	800
Social Science General Purpose	10	960	9,600	BOYS RESTROOM locker room	1	250	250	CLERICAL	1	150	150
Math General Purpose	10	960	9,600	BOYS RESTROOM public	1	150	150	Breakout Room	3	120	360
Foreign Language General Purpose	5	960	4,800	BOYS SHOWER	1	360	360	ELECTRICAL	1	88	88
SDC	4	960	3,840	CIRCULATION	1	2,489	2,489	LIBRARIAN OFFICE	1	150	150
SDC SH	2	1,250	2,500	CONCESSION	1	150	150	LOBBY;READING, STACKING	1	1,500	1,500
SDC SH toilet	2	150	300	ELECTRICAL ROOM	1	200	200	OFFICE	2	150	300
RSP CLASSROOM	4	480	1,920	FACULTY TOILET	1	160	160	RESTROOM	2	150	300
Pathway Room TBD	3	1,200	3,600	FACULTY TOILET	1	128	128	STORAGE	1	180	180
Pathway Room Storage	3	100	300	GIRLS LOCKER ROOM	1	1,350	1,350	STUDENT STORE	1	500	500
CONTROL	1	189	189	GIRLS RESTROOM locker room	1	250	250	TEXT BOOK DISTRIBUTION	1	200	200
ELECTRICAL	3	83	250	GIRLS RESTROOM public	1	150	150	TEXT BOOK STORAGE	1	200	200
ELECTRICAL	1	291	291	GIRLS SHOWERS	1	360	360	WORK ROOM	1	200	200
EQUIPMENT	1	85	85	GYMNASIUM	2	5,880	11,760	Total		5,858	
Culinary Arts	1	1,500	1,500	JANITOR	2	150	300	CAFETERIA/MPR			
Digital Arts Lab	1	1,200	1,200	M / W RESTROOM	2	75	150	ADULT DINNING	1	842	842
Digital Arts Storage	1	200	200	Coach's OFFICE	2	250	500	Equipment storage ROOM	1	700	700
Staff TOILET	2	88	176	RESTROOM	2	75	150	CIRCULATION	1	321	321
Circulation	1	10,000	10,000	STORAGE ROOM	2	750	1,500	CONCESSION	1	145	145
JANITOR	3	83	250	STORAGE ROOM	2	150	300	DRY STORAGE	1	288	288
JANITOR	1	200	200	TEAM LOCKERS	2	750	1,500	ELECTRICAL	1	81	81
Total	53	Total	69,481	TICKET ROOM	1	147	147	JANITOR	1	95	95
CLASSROOMS/SHOPS				TRAINER ROOM	2	506	1,013	KITCHEN	1	2,554	2,554
Ag Mechanics Welding Shop	1	1,500	1,500	WEIGHT ROOM	1	2,002	2,002	MULTIPURPOSE ROOM	1	4,661	4,661
Ag Mechanics Welding Storage	1	300	300	WRESTLING / AEROBICS	1	3,134	3,134	OFFICE	1	80	80
Ag Construction Wood Shop	1	1,500	1,500	Total		30,088		RESTROOM	2	300	600
Ag Construction Wood Storage	1	300	300	ADMINISTRATIVE AREAS				SERVING	1	1,183	1,183
Total	2	Total	3,600	CIRCULATION	1	1,095	1,095	STORAGE	1	246	246
CLASSROOMS/SCIENCE LABS				Reception area & CLERICAL	1	450	450	Total		11,797	
CIRCULATION	1	7,600	7,600	CONFERENCE	1	436	436	LUNCH SHELTER			
ROOF ACCESS	1	20	20	CONFERENCE	1	210	210	Lunch Shelter	1	3,600	3,600
SCIENCE LAB	6	1,200	7,200	ELECTRICAL	1	250	250	Total		3,600	
SCIENCE LAB PREP/STORAGE	6	100	600	HEALTH OFFICE	1	200	200	BUILDING SUBTOTALS			
Ag SCIENCE LAB	2	1,200	2,400	JANITORIAL	1	88	88	Classroom Areas		69,481	
Ag SCIENCE LAB PREP/STORAGE	2	100	200	MAIL CENTER	1	242	242	Classrooms/Shops		3,600	
Staff TOILET	2	88	176	NURSE'S OFFICE	1	250	250	Classrooms/Science Labs		18,196	
Total	8	Total	18,196	Restroom Nurse's office	1	80	80	Band/Choral/Drama		6,458	
BAND/CHORAL/DRAMA				OFFICE	6	150	900	Gymnasium		30,088	
BAND ROOM	1	1,875	1,875	PRINCIPAL OFFICE	1	283	283	Administrative Areas		5,915	
CHORAL ROOM	1	1,500	1,500	RECORD STORAGE	1	250	250	Library Media Center		5,858	
DRAMA ROOM	1	1,500	1,500	RESTROOM	2	150	300	Cafeteria/MPR		11,797	
ELECTRICAL	1	93	93	SECURITY office	1	95	95	Lunch Shelter		3,600	
INSTRUMENT STORAGE	1	578	578	WAITING	1	286	286	Total AREA (SQ FT)		154,993	
MUSIC	1	140	140	WORK AREA and Teacher's lounge	1	500	500				
OFFICES	1	303	303	Total		5,915					
ROBE STORAGE	1	184	184								
UNIFORM STORAGE	1	285	285								
Total		Total	6,458								

4.7 SUMMARY OF PROPOSED IMPROVEMENTS

The estimated costs for the proposed improvements are estimated to be approximately \$161.7 million for a new high school, \$34.9 million for Pioneer Valley modernization and new construction projects, \$17.9 million for the new practice gym/performance space at Righetti High School, and \$33.9 million for the modernization of remaining permanent classrooms and new construction projects remaining at Santa Maria High. The total of all the proposed improvements is estimated to be approximately \$248.6 million, plus a 15 percent reserve for escalation in costs, unforeseen contingencies, or regulatory agency approval requests for a combined total of approximately \$285.9 million.

Table 4: Estimated Cost of Proposed Improvements

Project	Total
New High School	\$161,745,124
Pioneer Valley High	\$34,970,218
Righetti High	\$17,927,527
Santa Maria High	\$33,944,101
Total Projects	\$248,586,970
Program Reserve (15%)	\$37,288,045
Total Uses	\$285,875,015

SECTION 5

PROPOSED FUNDING & PHASING

In California, school facility improvements are generally funded by a combination of sources which need to be identified, integrated, and ultimately sequenced in order to maximize their use. In almost all cases, the need for improvements exceeds the general availability of funding at any one time, requiring the prioritizing, sequencing, and phasing of improvements. Successful outcomes often rely on establishing an educational vision and specification for desired facilities, assessing existing facilities through that lens, integrating those components with available identified sources of funding and curating those outcomes within a facilities improvement plan that is ultimately presented to the Board for adoption and implementation.

This section reviews the identified sources of funds for proposed improvements. An assessment of the District's eligibility for state grants under the School Facility Program (SFP) is provided, including an assessment of the amounts that may be received by school site over time and suggested methods to optimize and use such funding. These funds generally require a local match. An analysis of potential local funding sources available to the District to meet its match requirements is provided including a review of estimated local developer fees. In addition, the use of a local general obligation bond program is reviewed, including the District's assessed valuation, bonding limit, and projected rates by which funds may be made available over time to meet the District's match and facility improvement requirements.

In combination, a proposed phasing program of proposed improvements is presented. It takes into consideration the needs of the educational program, the status of existing school facilities, and proposed improvements. Further consideration is presented as to the required sequencing, and the ability to leverage projected State matching grants with local funds and proposed bond proceeds. A phased program is presented that takes into consideration the maximizing of benefits to the District yet minimizes the impact during construction to the sites and to the ongoing educational program. To assist, a proposed sources and uses of available funds is presented linked to a proposed phasing schedule that integrates the proposed improvements by school site, phase, and amount over time.

5.1 STATE AID AND ELIGIBILITY

Through the Office of Public School Construction (OPSC), the State of California (State) provides funding assistance to eligible school districts through the SFP. OPSC administers various programs pursuant to State law and provides projects to be considered by the State Allocation Board (SAB) for funding. Funding for OPSC programs is provided periodically by voter approved state-wide ballot measures and/or by direct

general fund appropriations as authorized by the legislature and approved by the governor. The disbursement of funds is allocated to school districts in the form of per-pupil grants, with supplemental grants for site development, site acquisition, and other project-specific costs. Individual pupil grant amounts are periodically reviewed for adjustment by the SAB. To receive State grants, a district is required to match the grant portion from available district funds. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement through a financial hardship review (Financial Hardship) and approval by the OPSC and the SAB, subject to additional constraints and requirements.

At this time, the OPSC has reported that all authorized funds for new construction and modernization applications under the SFP have been fully allocated. Received applications after September 12, 2018, for new construction and after March 1, 2019, for modernization are being placed on an “Applications Received Beyond Bond Authority” waiting list in the order of date received, which is presented to the SAB for acknowledgement, but not approval, and are slated for review once additional funds are made available to the program. To qualify for this waiting list for State funds, districts are required to adopt a Board resolution acknowledging the shortfall and the application’s inclusion under the “Applications Received Beyond Bond Authority List.”

In May 2022, Governor Newsom released the May Revision of the 2022-23 State of California (State) budget for K-12 education allocating additional funds to the SFP from the State General Fund. The State’s historic revenue surplus presented an opportunity for the State to further support K-12 education through one-time funding for programs and services. The May Revision included approximately \$4 billion in one-time General Fund monies for the SFP allocating \$2.2 billion in 2021-22, \$1.2 billion in 2023-24, and \$625 million in 2024-25 to support new construction and modernization projects. The May Revision also included approximately \$1.8 billion in one-time funds for deferred maintenance, HVAC, and energy improvements. In January 2024, due to the budget deficit, the Governor revised the projected budget for the SFP. The projected budget for 2024-25 has now been reduced to \$375 million. From previous budget surpluses, the OPSC is currently operating under a \$1.9 billion allotment to continue to process applications (“Workload List” and “Applications Received Beyond Bond Authority List”) that are currently in line for funding.

The following provides an overview of applicable State aid programs and estimated District eligibility for the modernization of existing facilities and the new construction of permanent classrooms under the SFP. Opportunities for special program grants are also presented. Jointly, they are used to project the total amount of grant funding available and any local match of district funds that may be required.

5.1.1 STATE AID MODERNIZATION

An analysis indicates the District may be eligible for grant funding under the State’s modernization program for existing school facilities. The SFP Modernization Program provides funds on a 60-40 State and local sharing basis for improvements that extend the life of existing school facilities. Eligible projects include but are not limited to modification or improvements such as HVAC, roofing, plumbing, lighting, and electrical systems. Applications are submitted to the OPSC in two stages:

- 1. Eligibility:** Modernization eligibility is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 27 per classroom for high school grades. Once established, site eligibility is not subject to annual review.
- 2. Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local match basis. The 2023 pupil grant amount is currently \$8,427 for high school grades. A higher per-pupil grant amount of \$11,705 is provided for high school classrooms that are in buildings 50 years or older. Eligible costs include design, construction, educational technology, testing, inspection, furniture, and equipment. Limited supplemental funding is available for excessive costs such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Modernization eligibility requires that the enrollment per site support the estimated number of students that may be housed in eligible classrooms for modernization. For example, if all classrooms at a school site are deemed eligible, the site would need to have a corresponding enrollment to support the use of all classrooms towards the eligibility assuming the State general classroom loading standard discussed above. If enrollment is less than the total State loading of all eligible classrooms, the total eligible enrollment grant amount would be reduced on a per-pupil basis to the number of students required to fill the eligible classrooms, resulting in less eligibility under this example. If enrollment is higher, the total State loading from all eligible classrooms would be used to fully fund the maximum number of eligible classrooms. Eligibility is evaluated annually and adjusted for changes in enrollment, the growing age of eligible classrooms, and the deduction for any pupil grants that have been applied to that school since it was last built or modernized under the program. Absent a finding of financial hardship as defined later in this report, a local match of district funds is required.

Table 5 presents an analysis of the estimated eligibility over the next ten years from permanent and portable classrooms based on enrollment, their age, and the projected pupil grants eligible pursuant to state loading standards less any pupil grants previously utilized towards prior OPSC approved modernization grants for those classrooms. Table 5 presents an estimated modernization eligibility of approximately \$39.3 million in total over successive periods beginning in 2025 through 2031, requiring \$26.4 million in District matching funds under the SFP. It includes an additional 5 percent adjustment for estimated supplemental grants above the base pupil grant for site development or other eligible improvements (e.g., fire sprinklers). The analysis assumes enrollment is updated annually but remains constant during the period as the District's existing classrooms continue to age annually until their next respective 20/25-year term of eligibility is reached. However, should enrollment significantly decrease, the amount of eligible grants receipts may be substantially reduced. Thus, each school site would need to have sufficient enrollment based on state loading standards to fill all the qualifying classrooms at the time of eligibility.

Table 5: Estimated Modernization Eligibility (2025 – 2031)

	FY2022-23	Pupil	2025	2026	2029	2031	Combined
			Total State	Total State	Total State	Total State	Total State
School	Enroll	Grant	Grant (60%)	Grant (60%)	Grant (60%)	Grant (60%)	Grant (60%)
1 Delta High	341	\$8,427	\$0	\$0	\$0	\$0	\$0
2 Ernest Righetti High	2494	\$8,427	\$0	\$12,369,993	\$0	\$0	\$12,369,993
3 Pioneer Valley High	3220	\$8,427	\$2,627,960	\$4,300,298	\$17,201,192	\$2,866,865	\$26,996,316
4 Santa Maria High	3196	\$8,427	\$0	\$10,715,157	\$0	\$0	\$10,715,157
Total	9,251		\$2,627,960	\$27,385,448	\$17,201,192	\$2,866,865	\$50,081,466

Notes:

1. If 2022/23 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils
2. Prior pupils used for OPSC funded applications less than 20/25 years

The above analysis includes an alternate method utilized by the District’s 2001 consultants for establishing modernization eligibility for Santa Maria High School. In 2001, the District utilized an alternative method to determining eligibility at Santa Maria High through a square footage calculation of eligible classrooms, referred to as “Option B” in the State’s eligibility Form 50-03. This option calculates modernization eligibility by determining the total square footage of portable and permanent classrooms that are over 20/25 years at a school site divided by the total square footage of the portable and permanent classrooms available at that time. That percentage is then multiplied by the current enrollment at the site to determine the pupil grant eligibility. Assuming a standard square footage of 960 square feet per classroom and 2022-23 enrollment, Table 6 provides an estimated update under Option B for Santa Maria High totaling approximately \$10.7 million in estimated modernization eligibility in 2026 with a consequent local estimated match requirement of \$7,143,438. An application for funding would require an updated review at the time of application based on then enrollment and on the actual square footages for each identified space.

Table 6: Estimated Santa Maria High Eligibility Based on Square Footage (2026)

Classrooms 20/25 Years+ (as of 2026)	Assumed Sq. Ft	Total Sq. Ft
Portables	36	34,560
Permanents	38	36,480
Total	74	71,040
Classrooms Less than 20/25 Years (as of 2026)	Assumed Sq. Ft	Total Sq. Ft
Portables	40	38,400
Permanents	72	69,120
Total	112	107,520
Total	186	178,560
Percentage	39.78%	
2022-23 Enroll	3,196	
Modernization Eligibility	1,272	
Per Pupil Grant	\$8,427	
	\$10,715,157	

There are some additional issues related to the funding of modernization applications to be considered. Under Senate Bill 50 (SB 50), the State provides the option of a “Like for Like” approach towards utilizing available modernization eligibility towards new construction. The “Like for Like” approach allows school districts to utilize modernization funding for new construction projects, if the new construction is

replacing a facility with a similar facility that requires modernization. These funds do not affect a district's new construction pupil grant eligibility and are in addition to any available new construction funding. Funds allocated under "Like for Like" would be based on the modernization grant eligibility on a site-by-site basis. Like for Like funding is proposed to be utilized where possible to fund proposed improvements.

Moreover, Prop. 51 funding of the SFP program sets a minimum limit of 101 pupil grants for each modernization application to be submitted for consideration. This may severely restrict applications to be submitted for districts that have designed their modernization projects and much smaller increments of improvement. This may also cause delays, if the required minimum threshold requires the delay of applications until enough smaller projects can perhaps be bundled together to meet the threshold requirement.

Under the SFP match program, the District must design the proposed project and receive Division of State Architect (DSA) and California Department of Education (CDE) project approval prior to the submittal of an application for modernization funding of a facility. This requires district to upfront all of the costs and risks associated with the design and ultimate approval of a project prior to its consideration for funding by the SAB. The only exception is for projects that can be qualified under the Financial Hardship program which is described later in this section. For those districts that can demonstrate by financial audit and program requirements that they do not have the ability to provide the local match, applications may be filed prior to receipt of DSA and CDE project approval if an application is requesting an advance of the funds required to design the project. Upon approval of such plans, the district may then apply separately for actual construction funding under this two-step approach to the construction of facilities.

5.1.2 STATE AID NEW CONSTRUCTION

The State's New Construction Program currently provides State funds on a 50/50 State and local sharing basis for eligible projects that add permanent classroom capacity to a school district. The goal is to add capacity to school districts to house students, including the construction of a new school or the addition of classrooms to an existing school. Applications are submitted to the OPSC in two stages:

1. **Eligibility:** Eligibility for new construction funding is not site specific and is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. Classroom capacity is based on State loading standards of 27 students per classroom for high school grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review of eligibility.
2. **Funding:** Once eligibility is approved, a district may apply for funding on a 50/50 State grant/local match basis. The 2023 pupil grant is currently \$21,509 for high school grades and

is counted based on each student found to exceed a district’s permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed and adjusted by the State.

The OPSC uses a formula that involves current and historical enrollment data to project enrollment five years or ten years into the future to determine eligibility for new construction funding. This is known as the “Cohort Survival Method” which allows Districts to use the most advantageous outcome of either the five-year or ten-year enrollment projection to assist in establishing eligibility. For the five year projection, however, the state also allows districts to take into consideration the number of approved, but not yet built residential units that have been recorded by the local planning agency within the boundaries of a school district regardless of grade level to augment enrollment eligibility. This can be quite beneficial in districts experiencing rapid residential development. As of the District’s February 2023 School Facilities Needs Analysis, 1,940 new residential units have been identified within the District’s boundaries that are anticipated to be built over the next five years.

Pursuant to this model and data, Table 7 provides a summary of the District’s estimated new construction eligibility based on a five year projection of enrollment and existing tract map information. As shown, the District may be eligible for approximately \$24.6 million in new construction funding or reimbursement for eligible facilities recently constructed without the use of state aid grants. The State requires an annual assessment of outstanding eligibility thus the District’s eligibility may vary annually, based on the rate of enrollment and anticipated residential development increase or decline. This requires continuous annual review of the District’s new construction eligibility and should thus be assessed accordingly.

Table 7: Estimated New Construction Eligibility by Capacity and 5 Year OPSC Enrollment Projection

Fifth Year Enrollment Projection (2027-28)								
	A	B	A - B	C	(A - B) - C			
Grade	Projected Fifth-Year Enroll ¹	Existing Facility Capacity ²	Eligibility	Pupils Used ³	Estimated Remaining Eligibility	2023 Pupil Grant	50% Est. Total Grant	50% Required Match
9-12	9,165	3,492	5,673	4,679	994	\$21,509	\$21,379,946	\$21,379,946
Total	9,165	3,492	5,673	4,679	994		\$21,379,946	\$21,379,946
<i>Estimated Site Development Grants (15%)</i>							\$3,206,992	\$3,206,992
Total Estimated New Construction Grants							\$24,586,938	\$24,586,938

Notes:

1. Projected Fifth-Year Enrollment as presented per the District’s February 2023 School Facilities Needs Analysis
2. Existing Facility Capacity as presented per the District’s February 2023 School Facilities Needs Analysis
3. New construction pupils as presented per the District’s February 2023 School Facilities Needs Analysis

In April 2023, a new construction application was submitted to the OPSC for reimbursement of the new classroom building recently constructed at Santa Maria High utilizing the equivalent of 783 pupil grants, which may result in approximately \$16.8 million in current base pupil grant amounts plus an additional \$2.5 million (15 percent) for supplemental site development grants totaling an estimated \$19.4 million.

This application is currently on the State’s “Applications Received Beyond Bond Authority List” awaiting review. Upon State review of the application, an update to the District’s new construction eligibility would be required.

5.1.3 CAREER TECHNICAL EDUCATION FACILITIES PROGRAM

An additional program offered by the State includes the Career Technical Education Facilities Program (CTEFP). The program provides grant funds to aid districts to reconfigure, construct, or modernize career technical education facilities, and/or purchase equipment for career technical education (CTE) programs. Funding for the program is currently exhausted.

Applications require a two-stage process, with applicants first submitting a grant application to CDE for a passing score of 105 or above. Upon receipt of a passing score, the applicant may submit a funding application to the OPSC. The CDE application process is highly competitive, and applicants must demonstrate strong pupil outcome measures in cooperation with local business and industry groups along with an active CTE Advisory Committee. The maximum grant for a new construction project is \$3 million per project, per school site, inclusive of equipment. The maximum grant for a modernization project is \$1.5 million per project, per school site, inclusive of equipment. A 50 percent District match is required for both new construction and modernization applications. The program does not require the use of modernization or new construction pupil grant eligibility for funding. However, any modernization or new construction grants previously utilized for a project would be deducted from the CTEFP grant, should a district wish to apply for CTEFP funds for the same facility. The District successfully received approximately \$7.1 million in CTEFP new construction and modernization grant funds in 2022 for improvements related to the CTE Center, Righetti High, and Santa Maria High.

5.1.4 FINANCIAL HARDSHIP FUNDING FOR MODERNIZATION OR NEW CONSTRUCTION

The State provides the Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction project based on their financial position. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee allowed by the State and have a bonded indebtedness of 60 percent or greater, or a total bonding capacity of less than \$5 million. Under the current Financial Hardship Program, a district must have exhausted all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in Financial Hardship will reduce the amount of the State’s grant in lieu of the District’s match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at “close out”, or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for Financial Hardship for site acquisition, planning and DSA submittals, and construction costs.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. Based on an analysis of the District’s General Obligation bond debt in Section 6.3.2 of this report, the District currently does meet the threshold requirements to qualify for Financial Hardship consideration. This assessment must be conducted every six-month period that a district participates in the Financial Hardship Program.

5.1.5 SUMMARY

The District has previously benefited from the State’s School Facility (SFP) Program from the receipt of prior modernization, new construction, and CTE grants. By 2031, the District may be eligible for up to \$50.1 million in modernization grant funds requiring \$33.4 million in a local match from the District, assuming enrollment remains constant and sufficient to support the eligibility requirements. Using the State eligibility projection for enrollment and capacity to house students, the District is projected to be eligible for approximately \$24.6 million in additional new construction eligibility. The latter may vary annually, based on the rate of enrollment and new residential increase or decline. The District was not found to be eligible for Financial Hardship funding based on an analysis of the District’s General Obligation debt.

Table 8 provides a summary of estimated State aid grants from the SFP program through 2031. Collectively, there is the potential for approximately \$132.6 million of District projects to be vetted, designed, and constructed at a cost of approximately \$74.7 million from the State and \$57.9 million in required local match dollars from the District. Should enrollment or residential development significantly decrease, the amount of eligible grants receipts may be substantially reduced. Moreover, some projects may also need to be constructed sooner than otherwise eligible to meet enrollment and capacity needs.

Table 8: Summary of Estimated State Aid Grants

Program	State Grant	District Match	Total
New Construction	\$24,586,938	\$24,586,938	\$49,173,876
Subtotal	\$24,586,938	\$24,586,938	\$49,173,876
2025-2031 Modernization	\$50,081,466	\$33,387,644	\$83,469,110
Subtotal	\$50,081,466	\$33,387,644	\$83,469,110
Total	\$74,668,404	\$57,974,582	\$132,642,986

5.2 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620 and may be used to meet a district’s match

requirement for eligible SFP projects. The purpose of these fees is to mitigate the student enrollment impact that would be generated by new development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The regulations also permit an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of developer fees that can be assessed:

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently \$4.79 per square foot of residential development and \$0.78 per square foot of commercial and industrial development
- **Level 2** fees constitute up to 50 percent of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50 percent of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50 percent share as well, but only when the State declares it is out of funds for new construction

A Developer Fee justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees.

A February 2023 School Facilities Needs Analysis, prepared by SchoolWorks, Inc. established the justification for the District to levy Level 2 fees of \$2.96 per square foot for new future residential units built within the District's boundaries. The study projected that the District could experience the construction of 1,940 new residential units over the next five years with a total of 3,301,850 square feet. Based on the estimated square footage of these 1,940 units, at the Level 2 fee of \$2.96 per square foot, the District could collect approximately \$9.8 million over a five-year period. This amount would mitigate under state law the pro-rata impact of new development on the demand for high school facilities. To maintain collection, the District is required to complete a biennial update to a Level 1 Study to continue collecting Level 1 fees for the next two years. Similarly, the District is also required to complete an annual update to continue to collect Level 2 fees.

5.3 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing local school facility improvements in California. More than 600 California school districts, including the Santa Maria Joint Union High School District and other K-14 educational districts in Santa Barbara County have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time. The District has used G.O. bonds

previously to fund school facility improvements and has been successful in making use of public financing options and garnering community support to improve school facilities.

5.3.1 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The District successfully passed local G.O. bond authorizations in 2000, 2004, and 2016. The 2000 authorization (Measure “C-2000”) was approved by voters and authorized the sale of \$30 million in G.O. bonds. To date, all \$30 million in bonds have been sold, leaving no remaining authorization from Measure “C-2000”. The 2000 Election was approved pursuant to Proposition 46 which required a 2/3 majority of voters to pass without a legal tax rate limit imposed for the purposes of issuing bonds from this authorization.

The 2004 authorization (Measure “C-2004”) was approved by voters and authorized the sale of \$79 million in G.O. bonds. To date, all bonds have been sold, leaving no remaining authorization from the measure. The 2004 Election was approved pursuant to Proposition 39 which set a maximum annual tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing any bond series from this authorization.

The 2016 authorization (Measure “H”) was approved by voters and authorized the sale of \$114 million in G.O. bonds. To date, all bonds have been sold, leaving no remaining authorization. The 2004 Election was approved also pursuant to Proposition 39 which set a maximum annual tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing any series of bonds from this authorization.

Subsequent to the initial sale of the above bonds, the District has issued five series refunding bonds between 2006 and 2021 to refinance outstanding G.O. bonds at lower interest rates, generating debt service savings for District taxpayers. Table 9 summarizes the District’s past G.O. bond issuances and provides data for each issuance’s sale date, original principal, current outstanding principal, original repayment ratio, and remaining term.

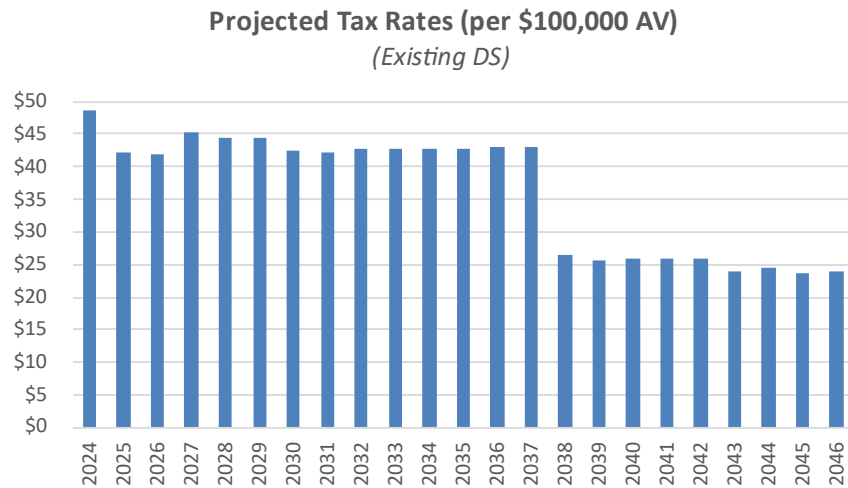
The District’s outstanding bonds account for approximately \$166 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2046-47. Assuming a 4 percent increase in annual assessed valuation, Figure 11 indicates that the tax rate required to pay the principal and interest on the District’s outstanding bonds is projected to remain stable until FY2036-37, decrease in FY2037-38, and then be eliminated in FY2045-46 following the final scheduled payment. The tax rate on the District’s outstanding bonds is projected to average approximately \$36 per \$100,000 AV until final maturity in FY2046-47 based on the above assumptions.

Table 9: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Date	Principal Amount	Principal Outstanding	Repayment Ratio ⁽¹⁾	Years Remaining	Comments
2000 Election Measure "C"			Authorization: \$30,000,000		Remaining Authorization: \$0		
New Money Issues							
2001	Tax-Exempt GO Bond	3/1/2001	\$18,000,000	\$0	1.87	0	
2003B	Tax-Exempt GO Bond	3/1/2003	\$12,000,000	\$810,000	1.91	1	
2023-24 Tax Rate: \$0.09			Subtotal \$30,000,000	\$810,000	1.89	1	
2004 Election Measure "C"			Authorization: \$79,000,000		Remaining Authorization: \$0		
New Money Issues							
2005	Tax-Exempt GO Bond	2/23/2005	\$34,998,222	\$3,678,222	1.93	7	
2013	Tax-Exempt GO Bond	4/23/2013	\$14,999,873	\$0	2.21	6	
2014	Tax-Exempt GO Bond	12/16/2014	\$2,660,000	\$340,000	1.77	1	
2023-24 Tax Rate: 25.57			Subtotal \$52,658,095	\$4,018,222	2.00	7	
2016 Election Measure "H"			Authorization: \$114,000,000		Remaining Authorization: \$0		
New Money Issues							
2017	Tax-Exempt GO Bond	8/22/2017	\$47,000,000	\$37,080,000	1.59	19	
2021	Tax-Exempt GO Bond	12/14/2021	\$67,000,000	\$67,000,000	1.56	23	
2023-24 Tax Rate: \$22.96			Subtotal \$114,000,000	\$104,080,000	1.57	23	
District Refunding Issues							
2006	Tax-Exempt GO Bond	5/17/2006	\$25,452,728	\$0	1.41	0	2001, 2003B
2013	Tax-Exempt GO Bond	4/23/2013	\$26,820,000	\$0	1.40	0	2001, 2003B, 2005
2015	Tax-Exempt GO Bond	12/1/2015	\$860,000	\$0	1.05	0	2006 Ref
2016	Tax-Exempt GO Bond	5/5/2016	\$10,065,000	\$0	1.05	0	2006 Ref
2021	Taxable GO Bond	12/14/2021	\$58,135,620	\$57,095,620	1.29	14	2013, 2013 Ref, 2014
			Subtotal \$121,333,348	\$57,095,620	1.32	14	
2023-24 Tax Rate: \$48.62			Total \$196,658,095	\$166,003,842	1.73	23	

*Repayment ratio upon issuance of Bonds
Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County

Figure 11: Projected Tax Rates per \$100,000 AV on Existing Debt Assuming 4.00% Annual AV Growth



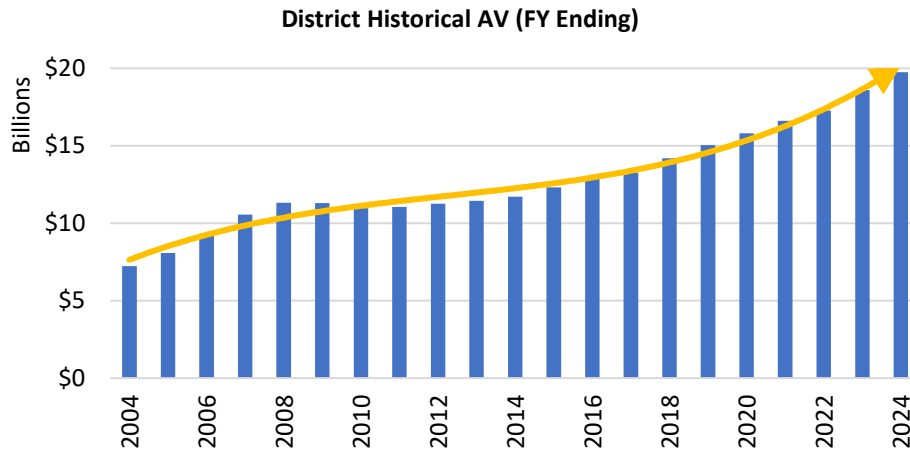
5.3.2 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 10 demonstrates the current assessed valuation for the District and the historical pattern of growth since 2004. The District experienced substantial annual increases in assessed valuation (AV) between 2004 and 2008 with an average annual AV growth of approximately 12 percent during that period. The District’s AV then experienced slight declines in 2009 and 2010 attributable to the Great Recession and has since stabilized with an average annual growth of 5.37 percent over the last ten years. The District has averaged 5.15 percent annual growth over the 20-year period since 2004. County data shows the District’s assessed valuation increased by approximately \$1.17 billion in fiscal year 2023-24, a 6.31 percent increase from the prior year.

Table 10: Historic District Total Assessed Valuation

Historical Assessed Valuation		
FYE	Total	% Change
2004	\$7,232,731,738	9.26%
2005	\$8,083,327,238	11.76%
2006	\$9,322,627,058	15.33%
2007	\$10,549,246,604	13.16%
2008	\$11,327,913,388	7.38%
2009	\$11,301,842,676	-0.23%
2010	\$10,971,708,827	-2.92%
2011	\$11,055,236,700	0.76%
2012	\$11,257,304,344	1.83%
2013	\$11,453,441,156	1.74%
2014	\$11,713,432,612	2.27%
2015	\$12,309,305,008	5.09%
2016	\$12,949,471,442	5.20%
2017	\$13,270,719,001	2.48%
2018	\$14,202,475,396	7.02%
2019	\$15,044,234,794	5.93%
2020	\$15,795,477,337	4.99%
2021	\$16,615,730,716	5.19%
2022	\$17,279,946,241	4.00%
2023	\$18,587,270,467	7.57%
2024	\$19,759,903,120	6.31%
5-Year Annualized Average		5.60%
10-Year Annualized Average		5.37%
20-Year Annualized Average		5.15%

Figure 12: Historic District Total Assessed Valuation Since 2004



Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For a high school district, bonded indebtedness cannot exceed 1.25 percent of the District’s total assessed valuation at the time bonds are to be sold. This is known as a district’s Statutory Debt Limit. As calculated in Table 11, using the District’s current total assessed value and Statutory Debt Limit, the District has a gross bonding capacity of approximately \$247 million. Table 11 indicates that the District has approximately \$166 million in total outstanding G.O. bonded indebtedness as of November 2024, and the net bonding capacity of approximately \$81 million. This net bonding capacity is anticipated to increase to approximately \$95 million during FY 2024-25, due to increases in assessed value and paying down of outstanding debt. However, a future potential G.O. bond authorization may exceed the District’s statutory bonding capacity and may therefore have to obtain an Education Code Section 15102 debt limit waiver from the State Board of Education to issue additional bonds from a new authorization.

Table 11: District’s Bonding Capacity

BONDING CAPACITY ANALYSIS	
Fiscal Year 2023-24	
ASSESSED VALUATION	
Secured Assessed Valuation	\$18,682,304,816
Unsecured Assessed Valuation	\$1,077,598,304
DEBT LIMITATION	
Total Assessed Valuation	\$19,759,903,120
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	\$246,998,789
Outstanding Bonded Indebtedness	\$166,003,842
NET BONDING CAPACITY	\$80,994,947
% of Capacity Currently Used	67.2%

In order to qualify for Financial Hardship status with regards to the local match requirement to receive State funding from the SFP, the District must be utilizing more than 60 percent of its statutory bonding capacity. As of 2023-24, the District’s indebtedness is above the 60 percent threshold. The District’s bonding capacity utilization may increase with additional debt or a decrease in assessed valuation. For purposes of Financial Hardship eligibility, this calculation is performed at the time of an application’s review.

Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment of the scheduled outstanding principal on bonds. For example, Table 12 demonstrates the scheduled repayment of outstanding principal for the District’s G.O. bonds and the effect of principal repayment and assessed valuation growth on the percent of projected bonding capacity available over time, assuming no future bond issuances. When no assessed valuation growth is modeled, the District’s bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0 percent is modeled, the District’s bonding capacity is projected to accelerate over time. Alternatively, the District’s bonding capacity could be increased at any time through a formal request for an additional waiver of the District’s bonding capacity by the State Board of Education, which is reviewed and granted on a case-by-case basis

Table 12: Remaining G.O. Bond Principal Outstanding Over Time

FYE	Outstanding Principal	Assuming No (0.0%) Annual AV Growth		Assuming 4.0% Annual AV Growth	
		Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2024	\$166,003,842	\$19,759,903,120	67.21%	\$19,759,903,120	67.21%
2025	\$161,823,842	\$19,759,903,120	65.52%	\$20,550,299,245	63.00%
2026	\$157,713,842	\$19,759,903,120	63.85%	\$21,372,311,215	59.03%
2027	\$153,238,842	\$19,759,903,120	62.04%	\$22,227,203,663	55.15%
2028	\$151,039,804	\$19,759,903,120	61.15%	\$23,116,291,810	52.27%
2029	\$148,731,790	\$19,759,903,120	60.22%	\$24,040,943,482	49.49%
2030	\$146,287,389	\$19,759,903,120	59.23%	\$25,002,581,221	46.81%
2031	\$142,295,000	\$19,759,903,120	57.61%	\$26,002,684,470	43.78%
2032	\$135,480,000	\$19,759,903,120	54.85%	\$27,042,791,849	40.08%
2033	\$127,910,000	\$19,759,903,120	51.79%	\$28,124,503,523	36.38%
2034	\$119,640,000	\$19,759,903,120	48.44%	\$29,249,483,664	32.72%
2035	\$110,650,000	\$19,759,903,120	44.80%	\$30,419,463,010	29.10%
2036	\$100,890,000	\$19,759,903,120	40.85%	\$31,636,241,531	25.51%
2037	\$90,305,000	\$19,759,903,120	36.56%	\$32,901,691,192	21.96%
2038	\$78,855,000	\$19,759,903,120	31.93%	\$34,217,758,840	18.44%
2039	\$72,095,000	\$19,759,903,120	29.19%	\$35,586,469,193	16.21%
2040	\$65,040,000	\$19,759,903,120	26.33%	\$37,009,927,961	14.06%
2041	\$57,350,000	\$19,759,903,120	23.22%	\$38,490,325,080	11.92%
2042	\$49,015,000	\$19,759,903,120	19.84%	\$40,029,938,083	9.80%
2043	\$40,000,000	\$19,759,903,120	16.19%	\$41,631,135,606	7.69%
2044	\$31,000,000	\$19,759,903,120	12.55%	\$43,296,381,030	5.73%
2045	\$21,150,000	\$19,759,903,120	8.56%	\$45,028,236,272	3.76%
2046	\$11,000,000	\$19,759,903,120	4.45%	\$46,829,365,722	1.88%
2047	\$0	\$19,759,903,120	0.00%	\$48,702,540,351	0.00%

5.3.3 ADDITIONAL G.O. BOND SALES

The District has sold the combined amount of its previous bond authorizations, so there is no remaining authorization for the issuance of new bonds. A new election would be required to approve additional authorization in order to issue additional G.O. bonded indebtedness.

5.3.4 ADDITIONAL G.O. BOND AUTHORITY

Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the electorate in a regularly scheduled election. For a high school district, the maximum tax rate at the time bonds are sold must not be estimated to exceed \$30 per \$100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including an established project list, an independent citizens' oversight committee, and annual performance and financial audits. The District has previously conducted Proposition 39 elections and has issued bonds consistent with these requirements.

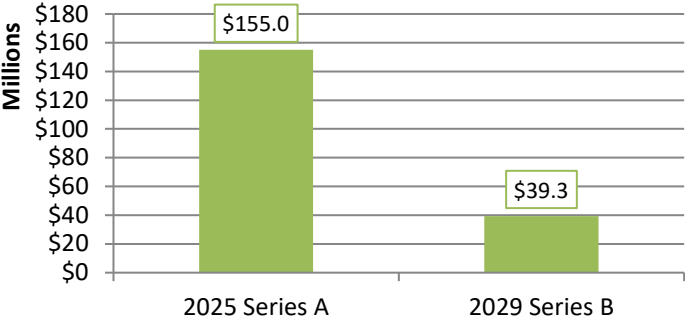
A new Proposition 39 general obligation bond program is proposed to be structured at a projected tax rate of \$30 per \$100,000 of AV to serve as the primary source of funding for the construction of a new high school campus and to provide the match for the District's existing and anticipated modernization and new construction funding applications that may be eligible to be submitted to the State. It is estimated that the program would require approximately \$194.3 million in bond proceeds over time to fund identified projects for District consideration. The proposed program consists of two bond series issued four years apart with a first series consisting of approximately \$155 million and a second series of approximately \$39.4 million. The program assumes an average annual AV growth rate of 4.0 percent over the life of the bonds and an average interest rate of 4.42 percent for these bonds. The 4.42 percent interest rate represents the average yield for 30 year term, AA rated general obligation bonds as computed by the Municipal Market Data yield curve since 1992. The District's general obligation bonds are currently rated AA and it is assumed that the District would maintain its rating at the time of each bond sale. The actual rate of interest may vary depending on the actual market conditions at the time of sale for each bond series.

The bond series are structured to allow projected assessed valuation growth between bond issuances so the projected tax rates for bonds stay within the estimated Proposition 39 rate of \$30 per \$100,000 of assessed valuation. Recognizing that prevailing law and market conditions may change over time, the actual timing and sizing of the bond sales may be tailored to meet the District's needs. Additional bond proceeds can be generated by including additional series of bonds in the authorization, if desired. Once approved by voters, a general obligation bond authorization does not expire. It is also assumed that the District maintains its current general obligation bond rating of AA.

The next anticipated opportunity to call a Proposition 39 election will be in either March 2024 or November 2024. Figure 13 illustrates a possible Proposition 39 bond program over time, assuming the

District’s assessed valuation continues to grow at an annual average of 4.0 percent. In this example, the tax levied for the new bond program would begin in FY2024-25.

Figure 13: Estimated Timing and Sizing of New Election Bond Issuances



5.4 PROPOSED SOURCES & USES

A proposed sources and uses statement for facilities improvements has been developed and is presented in Tables 13 and 14 based on the estimated cost of identified projects and sources of projected revenues available. A total of \$285.9 million in project improvements is proposed to be implemented over two phases which includes a fifteen percent reserve fund for each project. The program reserve can be used to address potential regulatory code compliance issues or unanticipated conditions that arise during design and construction as well as provide contingency for inflation in future construction costs.

Table 13 summarizes the estimated sources of funding that are projected to be available based on the analysis conducted above. Approximately \$47.2 million is estimated in State aid modernization funding along with \$24.6 million in State aid new construction. The lesser estimated amount for State aid modernization grants is based on the need for some projects to be constructed sooner than otherwise eligible to meet pending enrollment and capacity needs.

Total Developer Fee collections are projected to total \$9.8 million over the next 5 years along with the use of \$10 million of existing District capital funds. A new \$194.3 million General Obligation (G.O.) bond authorization is proposed to fund the balance of the proposed cost of improvements and provide the local match required to match SFP grants from the State. The actual amount of bond proceeds may vary depending on factors including timing, structure, and prevailing interest rates at the time of the actual bond approval consideration by voters and subsequent sale of bonds. In total, approximately \$285.9 million is projected to be available through 2029, the expected projected term for implementation of the of the program.

Table 13: Estimated Sources of Funding

Sources	Total
Projected GO Bond Proceeds	
Series A	\$155,000,000
Series B	\$39,300,000
	Subtotal \$194,300,000
Available District Funds	\$10,000,000
	Subtotal \$10,000,000
Projected State Aid Modernization Grants	
Pioneer Valley High	\$24,129,450
Righetti High	\$12,369,993
Santa Maria High	\$10,715,157
	Subtotal \$47,214,601
Estimated State Aid New Construction Grants	
Santa Maria HS Reimbursement	\$19,367,779
Estimated New Construction Eligibility	\$5,219,159
	Subtotal \$24,586,938
Projected Developer Fees	\$9,773,476
	Subtotal \$9,773,476
Total Sources	\$285,875,015

Table 14 presents an estimated use of projected funding for proposed projects based on their estimated costs summarized in this report and more detailed in Appendix “A”. In total, approximately \$285.9 million in proposed projects are proposed to be needed to construct a new high school, and provide the local match to modernize and provide new facilities at Pioneer Valley High, and complete remaining improvements needed at Righetti High and Santa Maria High. It is based on an assessment of the general condition of facilities, their capacity to accommodate the current and envisioned educational program, and the need for improvements to be made to house and educate district students.

In preparation, the proposed improvements have taken into consideration the district’s educational program, State and local requirements for housing its students, and a set of proposed educational specifications by which to evaluate existing facilities and plan for future improvements. It represents a concerted effort to meet the District’s desire to accommodate as many teaching stations as possible in dedicated permanent school facilities and to provide 21st Century Learning Environments throughout the District, where feasible.

Table 14: Estimated Uses of Funds

Uses	Total
Estimated New High School Expense	\$161,745,124
Subtotal	\$161,745,124
Proposed Pioneer Valley High Improvements	
Classroom & Shop Modernizations	\$13,602,842
23 New Classrooms, New Restroom, Sports Medicine, Shops	\$21,367,377
Subtotal	\$34,970,218
Remaining Righetti High Improvements	
New Gymnasium/Performance Area	\$17,927,527
Subtotal	\$17,927,527
Projected Santa Maria High Modernization and Remaining Improvements	
Modernize 34 Classrooms	\$11,118,426
Modernize Pope Auditorium	\$8,579,868
Construct Weight Room and Girls Locker Room	\$3,741,785
Construct 6 Classroom/Community Services Building	\$10,504,021
Subtotal	\$33,944,101
Total Projects	\$248,586,970
Program Reserve (15%)	\$37,288,045
Total Uses	\$285,875,015

5.5 PROPOSED PHASING

Table 15 summarizes the estimated sources of funding that are projected to be available by phase. Phase 1 includes \$186 million in estimated funding sources. Approximately \$155 million is estimated from the first issuance of GO bonds, \$10 million from existing District capital funds, and the receipt of an estimated \$19.4 million in SFP new construction grant reimbursement funds for previously completed improvements at Santa Maria High School. In addition, \$2.4 million in developer fees is projected to be available during Phase 1.

Phase 2 concludes the program with \$99.9 million in estimated funding sources. Phase 2 includes \$804,254 in projected ending balances from Phase 1, the second GO bond issuance of \$39.4 million, \$47.2 million in State aid modernization grants, \$5.2 million in estimated new SFP construction grant eligibility, and \$7.3 million in projected developer fees. In total, \$285.9 million is projected over time, consisting of \$248.6 million in anticipated project costs and a program reserve of \$37.3 million.

As further presented in Table 15, the proposed improvements are suggested to be implemented over two funding phases beginning in FY2024-25. The projected phasing has taken into consideration the amount of existing funds, projected SFP grant funding, projected future G.O. bonds that may become available, and the required District matching funds for receiving SFP grants. Phase 1 provides the completion of the new high school. Commencing in Phase 2 modernizes and provides new facilities at Pioneer Valley High, and completes remaining improvements at Righetti High and Santa Maria High.

Table 15: Proposed Phasing of Improvements

Sources	Total	Phase 1 (2025)	Phase 2 (2029)
Beginning Balance		\$0	\$804,256
Projected GO Bond Proceeds			
Series A	\$155,000,000	\$155,000,000	
Series B	\$39,300,000		\$39,300,000
	Subtotal		
	\$194,300,000		
Available District Funds	\$10,000,000	\$10,000,000	
	Subtotal		
	\$10,000,000		
Projected State Aid Modernization Grants			
Pioneer Valley High	\$24,129,450		\$24,129,450
Righetti High	\$12,369,993		\$12,369,993
Santa Maria High	\$10,715,157		\$10,715,157
	Subtotal		
	\$47,214,601		
Estimated State Aid New Construction Grants			
Santa Maria HS Reimbursement	\$19,367,779	\$19,367,779	
Estimated New Construction Eligibility	\$5,219,159		\$5,219,159
	Subtotal		
	\$24,586,938		
Projected Developer Fees	\$9,773,476	\$2,443,369	\$7,330,107
	Subtotal		
	\$9,773,476		
Total Sources	\$285,875,015	\$186,811,148	\$99,868,122
Uses	Total	Phase 1 (2025)	Phase 2 (2029)
Estimated New High School Expense	\$161,745,124	\$161,745,124	
	Subtotal		
	\$161,745,124		
Proposed Pioneer Valley High Improvements			
Classroom & Shop Modernizations	\$13,602,842		\$13,602,842
23 New Classrooms, New Restroom, Sports Medicine, Shops	\$21,367,377		\$21,367,377
	Subtotal		
	\$34,970,218		
Remaining Righetti High Improvements			
New Gymnasium/Performance Area	\$17,927,527		\$17,927,527
	Subtotal		
	\$17,927,527		
Projected Santa Maria High Modernization and Remaining Improvements			
Modernize 34 Classrooms	\$11,118,426		\$11,118,426
Modernize Pope Auditorium	\$8,579,868		\$8,579,868
Construct Weight Room and Girls Locker Room	\$3,741,785		\$3,741,785
Construct 6 Classroom/Community Services Building	\$10,504,021		\$10,504,021
	Subtotal		
	\$33,944,101		
Total Projects	\$248,586,970	\$161,745,124	\$86,841,846
Program Reserve (15%)	\$37,288,045	\$24,261,769	\$13,026,277
Total Uses	\$285,875,015	\$186,006,892	\$99,868,122

RECOMMENDATIONS

6.1 CONCLUSION & RECOMMENDATIONS

It is proposed that the Governing Board of the Santa Maria Joint Union High School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State when eligible
- Undertake necessary steps to further consider the implementation of the plan

APPENDIX A – COST ESTIMATES



Project:

Santa Maria Joint Union High School District

Program Budget

**Budget
Cost Estimate**

Estimate Date:

November 21, 2023

Prepared for:

Caldwell Flores Winters, Inc.
2163 Harbor Bay Parkway
Alameda, CA 94502

Prepared by:

Stone Creek Engineering, Inc.
1187 Vanderbilt Circle, Unit 6
Manteca, CA 95337

408-489-8853
jeff.threet@stonecreekengineering.com

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Program Budgets for Implementation Plan

Location: Santa Maria, CA

Designed by: N/A

Program Cost Summary

Date: November 21, 2023

School Name	Pope Auditorium	Classroom Modernizations	New Buildings	New Community Building	Total
High Schools					
Santa Maria High School	\$8,579,868	\$11,118,426	\$3,741,785	\$10,504,021	\$33,944,101
Pioneer Valley High School	\$0	\$13,602,842	\$21,367,377	\$0	\$34,970,218
Righetti High School	\$0	\$0	\$17,927,527	\$0	\$17,927,527
New High School	\$0	\$0	\$161,745,124		\$161,745,124
Project Subtotal:	\$8,579,868	\$24,721,268	\$204,781,812	\$10,504,021	\$248,586,970
Program Reserve (15%)	\$1,286,980	\$3,708,190	\$30,717,272	\$1,575,603	\$37,288,045
Project Total:	\$9,866,848	\$28,429,458	\$235,499,084	\$12,079,624	\$285,875,015

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM Project Cost Summary

Date: November 21, 2023

Santa Maria High School					
Description	Pope Auditorium	Classroom Modernizations	SM New Buildings	SM New Community Building	Total
Construction Cost (See next page for detail)	\$6,425,455	\$7,499,515	\$2,832,375	\$7,966,555	\$24,723,900
Soft Costs:					
Architect/Designer (AOR)	\$706,800	\$674,956	\$254,914	\$716,990	\$2,353,660
Surveying	\$0	\$0	\$14,162	\$39,833	\$53,995
CEQA Consultant	\$0	\$0	\$0	\$0	\$0
Geotechnical Engineer (Design Phase)	\$0	\$0	\$16,994	\$47,799	\$64,794
Geotechnical Engineer (Construction Phase)	\$0	\$0	\$16,994	\$47,799	\$64,794
Preconstruction Services	\$96,382	\$112,493	\$42,486	\$119,498	\$370,858
Construction Manager	\$433,718	\$506,217	\$191,185	\$537,742	\$1,668,863
DSA Plan Check Fees	\$64,255	\$74,995	\$28,324	\$79,666	\$247,239
CDE Plan Check Fees	\$16,064	\$18,749	\$7,081	\$19,916	\$61,810
Construction Inspection (IOR)	\$77,105	\$89,994	\$33,988	\$130,936	\$332,024
Special Testing and Inspection	\$12,851	\$14,999	\$5,665	\$15,933	\$49,448
State Aid Fee	\$195,816	\$224,798	\$86,104	\$243,067	\$749,785
Program Management Implementation Fee	\$401,422	\$460,836	\$176,514	\$498,287	\$1,537,058
Furniture, Furnishings, and Equipment (FF&E)	\$150,000	\$1,440,874	\$35,000	\$40,000	\$1,665,874
Total PROJECT Cost	\$8,579,868	\$11,118,426	\$3,741,785	\$10,504,021	\$33,944,101
Program Reserve (15%)	\$1,286,980	\$1,667,764	\$561,268	\$1,575,603	\$5,091,615
Total PROGRAM Cost	\$9,866,848	\$12,786,190	\$4,303,053	\$12,079,624	\$39,035,716

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM Construction Cost Summary

Date: November 21, 2023

CSI	Description	Tab Name:	SM Pope Auditorium	SM Classroom Modernizations	SM New Buildings	SM New Community Building	Total
		New Construction:	0 sf	0 sf	4,110 sf	11,610 sf	15,720 sf
		Renovation:	0 sf	32,640 sf	0 sf	0 sf	32,640 sf
		Total GSF:	0 sf	32,640 sf	4,110 sf	11,610 sf	48,360 sf
2	Existing Conditions		\$197,678	\$346,894	\$0	\$0	\$544,572
3	Concrete		\$197,678	\$69,379	\$0	\$0	\$267,057
4	Masonry		\$0	\$0	\$0	\$0	\$0
5	Metals		\$82,366	\$0	\$0	\$0	\$82,366
6	Wood, Plastics & Composites		\$850,230	\$353,398	\$0	\$0	\$1,203,628
7	Thermal & Moisture Protection		\$213,946	\$225,047	\$0	\$0	\$438,993
8	Openings		\$107,129	\$742,613	\$0	\$0	\$849,742
9	Finishes		\$525,495	\$656,410	\$0	\$0	\$1,181,905
10	Specialties		\$515,683	\$829,329	\$0	\$0	\$1,345,012
11	Equipment		\$200,000	\$0	\$0	\$0	\$200,000
12	Furnishings		\$0	\$0	\$0	\$0	\$0
13	Building Construction		\$0	\$0	\$1,512,840	\$3,708,815	\$5,221,654
14	Conveying Systems		\$0	\$0	\$0	\$0	\$0
21	Fire Suppression		\$156,495	\$0	\$0	\$0	\$156,495
22	Plumbing		\$296,518	\$86,723	\$0	\$0	\$383,241
23	HVAC		\$741,294	\$816,000	\$0	\$0	\$1,557,294
26	Electrical		\$774,241	\$901,924	\$0	\$0	\$1,676,164
27	Communications		\$19,855	\$642,693	\$0	\$0	\$662,548
28	Electronic Safety and Security		\$65,893	\$100,599	\$0	\$0	\$166,492
31	Substructure and Earthwork		\$0	\$0	\$0	\$0	\$0
32	Exterior Improvements		\$0	\$0	\$666,722	\$2,421,590	\$3,088,312
33	Infrastructure		\$0	\$0	\$0	\$0	\$0
34	Other		\$0	\$0	\$0	\$0	\$0
	Subtotal		\$4,944,501	\$5,771,009	\$2,179,562	\$6,130,405	\$19,025,477
Mark-ups	General Conditions	9.00%	\$445,005	\$519,391	\$196,161	\$551,736	\$1,712,293
	General Contractor Markup	5.50%	\$296,423	\$345,972	\$130,665	\$367,518	\$1,140,578
	General Contractor Bond & Insurance	2.50%	\$142,148	\$165,909	\$62,660	\$176,241	\$546,958
	Design Contingency	5.00%	\$291,404	\$340,114	\$128,452	\$361,295	\$1,121,265
	GC's Construction Contingency and E&O	5.00%	\$305,974	\$357,120	\$134,875	\$379,360	\$1,177,329
	Construction Cost -- November 2023		\$6,425,455	\$7,499,515	\$2,832,375	\$7,966,555	\$24,723,900

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM Pope Auditorium

Date: November 21, 2023

Design Level: Budget

Total: 15,500 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
02 41 00	SITE DEMOLITION				
02 41 00	Interior Demolition	15,500	sf	\$8.50	\$131,786
02 41 00					
02 41 00	SITE DEMOLITION			\$8.50	\$131,786
02 70 00	FACILITY REMEDIATION				
02 70 00	Hazardous Materials Demoliton (Building)	15,500	sf	\$4.25	\$65,893
02 70 00					
02 70 00	FACILITY REMEDIATION				\$65,893
03 30 00	FOUNDATION CONCRETE				
03 30 00	Foundation Upgrades	15,500	sf	\$10.63	\$164,732
03 30 00					
03 30 00	FOUNDATION CONCRETE			\$10.63	\$164,732
03 30 00	SLAB ON GRADE CONCRETE				
03 30 00	Repair (E) Concrete	15,500	sf	\$2.13	\$32,946
03 30 00					
03 30 00	SLAB ON GRADE CONCRETE			\$2.13	\$32,946
05 50 00	MISC. METALS				
05 50 00	Miscellaneous Connectors, Brackets and Buckets	15,500	sf	\$5.31	\$82,366
05 50 00					
05 50 00	MISC. METALS			\$5.31	\$82,366
06 10 00	ROUGH CARPENTRY				
06 10 00	Rough Carpentry - Structural Upgrades	15,500	sf	\$53.14	\$823,660
06 10 00					
06 10 00	ROUGH CARPENTRY			\$53.14	\$823,660
06 41 00	CASEWORK				
06 41 00	Casework		1 ea	\$26,569.68	\$26,570
06 41 00					
06 41 00	CASEWORK			\$1.71	\$26,570
07 21 00	INSULATION - INTERIOR				
07 21 00	Interior Wall Insulation	7,750	sf	\$1.49	\$11,531
07 21 00					
07 21 00	INSULATION - INTERIOR			\$0.74	\$11,531
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION				
07 24 00	Exterior Wall Insulation	13,175	sf	\$1.86	\$24,504
07 24 00	Roof Insulation	15,500	sf	\$2.66	\$41,183
07 24 00					
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION			\$4.24	\$65,687
07 31 00	ROOFING AND SHEET METAL				
07 31 00	Roofing Repairs	15,500		\$8.50	\$131,786
07 31 00					
07 31 00	ROOFING AND SHEET METAL			\$8.50	\$131,786
07 92 00	SEALANTS				
07 92 00	Sealants	15,500	sf	\$0.32	\$4,942
07 92 00					
07 92 00	SEALANTS			\$0.32	\$4,942
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR				
08 12 00	Exterior Doors		8 ea	\$3,028.94	\$24,232
08 12 00					
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR			\$1.56	\$24,232
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR				
08 51 13	Upgrade (E) Windows	600	sf	\$138.16	\$82,897
08 51 13					
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR			\$5.35	\$82,897
09 20 00	LATH & PLASTER - EXTERIOR				
09 20 00	Exterior Cement Plaster Repairs	13,175	sf	\$4.25	\$56,009
09 20 00					
09 20 00	LATH & PLASTER - EXTERIOR			\$3.61	\$56,009
09 20 00	DRYWALL				
09 20 00	Drywall Repairs	11,625	sf	\$8.50	\$98,839

09 20 00					
09 20 00	DRYWALL			\$6.38	\$98,839
09 51 00	ACOUSTICAL SYSTEMS				
09 51 00	Acoustic Ceiling System - Repairs	15,500 sf		\$8.50	\$131,786
09 51 00					
09 51 00	ACOUSTICAL SYSTEMS			\$8.50	\$131,786
09 64 00	FLOORING AND BASE				
09 64 00	Flooring	15,500 sf		\$9.57	\$148,259
09 64 00					
09 64 00	FLOORING AND BASE			\$9.57	\$148,259
09 90 00	PAINTING AND WALLCOVERING				
09 90 00	Interior Painting	19,375 sf		\$2.13	\$41,183
09 90 00	Exterior Painting	15,500 sf		\$3.19	\$49,420
09 90 00					
09 90 00	PAINTING AND WALLCOVERING			\$5.85	\$90,603
10 20 00	INTERIOR SPECIALTIES				
10 20 00	Theater Specialties	1 ea		\$150,000.00	\$150,000
10 20 00	Theater Seating	812 ea		\$375.00	\$304,500
10 20 00	Building Specialties	15,500 ea		\$2.66	\$41,183
10 20 00	Exterior Signage	1 ea		\$20,000.00	\$20,000
10 20 00					
10 20 00	INTERIOR SPECIALTIES			\$33.27	\$515,683
11 50 00	EQUIPMENT				
11 50 00	Theater Equipment	1 ls		\$200,000.00	\$200,000
11 50 00					
11 50 00	EQUIPMENT			\$12.90	\$200,000
21 10 00	FIRE SUPPRESSION SYSTEMS				
21 10 00	Fire Suppression System - Complete	15,500 sf		\$10.10	\$156,495
21 10 00					
21 10 00	FIRE SUPPRESSION SYSTEMS			\$10.10	\$156,495
22 10 00	PLUMBING				
22 10 00	Plumbing System	15,500 sf		\$19.13	\$296,518
22 10 00					
22 10 00	PLUMBING			\$19.13	\$296,518
23 30 00	HVAC				
23 30 00	HVAC System - Replacement	15,500 sf		\$47.83	\$741,294
23 30 00					
23 30 00	HVAC			\$47.83	\$741,294
26 00 00	BUILDING POWER				
26 00 00	Building Power Modifications	15,500 sf		\$26.57	\$411,830
26 00 00					
26 00 00	BUILDING POWER			\$26.57	\$411,830
26 50 00	LIGHTING & LIGHTING DISTRIBUTION				
26 50 00	Light Fixtures	15,500 sf		\$23.38	\$362,410
26 50 00					
26 50 00	LIGHTING & LIGHTING DISTRIBUTION			\$23.38	\$362,410
27 30 00	VOICE AND DATA COMMUNICATIONS				
27 30 00	Data/Communications System - Modifications	15,500 sf		\$0.80	\$12,355
27 30 00					
27 30 00	VOICE AND DATA COMMUNICATIONS			\$0.80	\$12,355
27 40 00	AUDIO-VIDEO COMMUNICATIONS				
27 40 00	A/V System - Raceways and Boxes Only (Cabling and Equipment are included in Soft Costs)	1 ea		\$7,500.00	\$7,500
27 40 00					
27 40 00	AUDIO-VIDEO COMMUNICATIONS			\$0.48	\$7,500
28 30 00	FIRE ALARM SYSTEM				
28 30 00	Fire Alarm System - Modifications	15,500 sf		\$4.25	\$65,893
28 30 00					
28 00 00	FIRE ALARM SYSTEM			\$4.25	\$65,893
Total	Subtotal subcontractor cost			\$319.00	\$4,944,501
	General Conditions	9.00%		\$28.71	\$445,005
	General Contractor Markup	5.50%		\$19.12	\$296,423
	General Contractor Bond & Insurance	2.50%		\$9.17	\$142,148
	Design Contingency	5.00%		\$18.80	\$291,404
	GC's Construction Contingency and E&O	5.00%		\$19.74	\$305,974
	Current Construction Cost			\$414.55	\$6,425,455

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM Classroom Modernizations

Date: November 21, 2023

Design Level: Budget

Total: 32,640 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
02 41 00	SITE DEMOLITION				
02 41 00	Interior Demolition	32,640	sf	\$10.63	\$346,894
02 41 00					
02 41 00	SITE DEMOLITION			\$10.63	\$346,894
03 30 00	SLAB ON GRADE CONCRETE				
03 30 00	Repair (E) Concrete	32,640	sf	\$2.13	\$69,379
03 30 00					
03 30 00	SLAB ON GRADE CONCRETE			\$2.13	\$69,379
06 10 00	ROUGH CARPENTRY				
06 10 00	Rough Carpentry	32,640	sf	\$5.85	\$190,792
06 10 00					
06 10 00	ROUGH CARPENTRY			\$5.85	\$190,792
06 41 00	CASEWORK				
06 41 00	Casework	34	ea	\$4,782.54	\$162,606
06 41 00					
06 41 00	CASEWORK			\$4.98	\$162,606
07 21 00	INSULATION - INTERIOR				
07 21 00	Interior Wall Insulation	16,320	sf	\$1.49	\$24,283
07 21 00					
07 21 00	INSULATION - INTERIOR			\$0.74	\$24,283
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION				
07 24 00	Exterior Wall Insulation	27,744	sf	\$1.86	\$51,600
07 24 00	Roof Insulation	32,640	sf	\$2.66	\$86,723
07 24 00					
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION			\$4.24	\$138,324
07 31 00	ROOFING AND SHEET METAL				
07 31 00	Roofing Repairs	32,640	sf	\$1.59	\$52,034
07 31 00					
07 31 00	ROOFING AND SHEET METAL			\$1.59	\$52,034
07 92 00	SEALANTS				
07 92 00	Sealants	32,640	sf	\$0.32	\$10,407
07 92 00					
07 92 00	SEALANTS			\$0.32	\$10,407
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR				
08 12 00	Exterior Doors	68	ea	\$3,028.94	\$205,968
08 12 00					
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR			\$6.31	\$205,968
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR				
08 51 13	Upgrade (E) Windows	3,884	sf	\$138.16	\$536,645
08 51 13					
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR			\$16.44	\$536,645
09 20 00	LATH & PLASTER - EXTERIOR				
09 20 00	Exterior Cement Plaster Repairs (see Sitewide Projects)	27,744	sf	\$1.33	\$36,857
09 20 00					
09 20 00	LATH & PLASTER - EXTERIOR			\$1.13	\$36,857
09 20 00	DRYWALL				
09 20 00	Drywall Repairs	35,251	sf	\$4.78	\$168,590
09 20 00					
09 20 00	DRYWALL			\$5.17	\$168,590
09 51 00	ACOUSTICAL SYSTEMS				
09 51 00	2x4 Acoustic Ceiling System - Repairs	32,640	sf	\$3.19	\$104,068
09 51 00					
09 51 00	ACOUSTICAL SYSTEMS			\$3.19	\$104,068
09 64 00	FLOORING AND BASE				
09 64 00	Flooring	32,640	sf	\$7.97	\$260,170
09 64 00					
09 64 00	FLOORING AND BASE			\$7.97	\$260,170
09 90 00	PAINTING AND WALLCOVERING				
09 90 00	Interior Painting	40,800	sf	\$2.13	\$86,723

09 90 00					
09 90 00	PAINTING AND WALLCOVERING			\$2.66	\$86,723
10 20 00	INTERIOR SPECIALTIES				
10 20 00	White Boards - Wall Mounted	102 ea	\$3,719.76		\$379,415
10 20 00	White Boards - Sliding	32 ea	\$13,284.84		\$429,100
10 20 00	Interior Specialties	32,640 sf	\$0.64		\$20,814
10 20 00					
10 20 00	INTERIOR SPECIALTIES			\$25.41	\$829,329
22 10 00	PLUMBING				
22 10 00	Plumbing Modifications	32,640 sf	\$2.66		\$86,723
22 10 00					
22 10 00	PLUMBING			\$2.66	\$86,723
23 30 00	HVAC				
23 30 00	HVAC - Equipment Repairs	32,640 sf	\$25.00		\$816,000
23 30 00					
23 30 00	HVAC			\$25.00	\$816,000
26 00 00	BUILDING POWER				
26 00 00	Building Power Modifications	32,640 sf	\$8.50		\$277,515
26 00 00					
26 00 00	BUILDING POWER			\$8.50	\$277,515
26 50 00	LIGHTING & LIGHTING DISTRIBUTION				
26 50 00	Light Fixtures	32,640 sf	\$19.13		\$624,409
26 50 00					
26 50 00	LIGHTING & LIGHTING DISTRIBUTION			\$19.13	\$624,409
27 30 00	VOICE AND DATA COMMUNICATIONS				
27 30 00	Data/Communications System - Modifications	32,640 sf	\$1.70		\$55,503
27 30 00					
27 30 00	VOICE AND DATA COMMUNICATIONS			\$1.70	\$55,503
27 40 00	AUDIO-VIDEO COMMUNICATIONS				
27 40 00	A/V System - Raceways and Boxes Only (Cabling and Equipment are included in Soft Costs)	34 ea	\$2,656.97		\$90,337
27 40 00	A/V System - Monitors/Brackets	85 ea	\$5,845.33		\$496,853
27 40 00					
27 40 00	AUDIO-VIDEO COMMUNICATIONS			\$17.99	\$587,190
28 30 00	FIRE ALARM SYSTEM				
28 30 00	Fire Alarm System - Modifications	32,640 sf	\$3.08		\$100,599
28 30 00					
28 00 00	FIRE ALARM SYSTEM			\$3.08	\$100,599
Total	Subtotal subcontractor cost			\$176.81	\$5,771,009
	General Conditions	9.00%	\$15.91		\$519,391
	General Contractor Markup	5.50%	\$10.60		\$345,972
	General Contractor Bond & Insurance	2.50%	\$5.08		\$165,909
	Design Contingency	5.00%	\$10.42		\$340,114
	GC's Construction Contingency and E&O	5.00%	\$10.94		\$357,120
	Current Construction Cost			\$229.76	\$7,499,515

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM New Buildings

Date: November 21, 2023

Design Level: Budget

Total: 4,110 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
13 30 00	BUILDING CONSTRUCTION				
13 30 00	Construct (N) Modular Weight Room	2,000	sf	\$315.00	\$630,000
13 30 00	Construction (N) Modular Girls' Locker Room	2,110	sf	\$400.00	\$844,000
13 30 00	Modular Design & Engineering Costs	4,110	sf	\$9.45	\$38,840
13 30 00					
13 30 00	BUILDING CONSTRUCTION				\$1,512,840
32 00 00	GENERAL SITE IMPROVEMENTS				
32 00 00	Demolish Existing Building	10,800	sf	\$15.00	\$162,000
32 00 00	Demolish Existing Site Paving	1,620	sf	\$6.00	\$9,720
32 00 00	Rough Grade Site	12,420	sf	\$1.10	\$13,662
32 00 00	Site Paving (Concrete Walkways)	2,055	sf	\$35.00	\$71,925
32 00 00	Domestic and Fire Water	1	ea	\$25,000.00	\$25,000
32 00 00	Storm System Modifications	1	ea	\$20,000.00	\$20,000
32 00 00	Sanitary Sewer System	1	ea	\$20,000.00	\$20,000
32 00 00	Electrical and Communications System	1	ea	\$30,000.00	\$30,000
32 00 00	Modular Foundation System	4,110	sf	\$40.00	\$164,400
32 00 00	Modular C/B/PA and Fire Alarm	4,110	sf	\$15.00	\$61,650
32 00 00	Fire Suppression	4,110	sf	\$4.50	\$18,495
32 00 00	Renewable Energy Requirements	4,110	sf	\$17.00	\$69,870
32 00 00					
32 00 00	GENERAL SITE IMPROVEMENTS				\$666,722
Total	Subtotal Subcontractor Cost				\$2,179,562
	General Conditions	9.00%			\$196,161
	General Contractor Markup	5.50%			\$130,665
	General Contractor Bond & Insurance	2.50%			\$62,660
	Design Contingency	5.00%			\$128,452
	GC's Construction Contingency and E&O	5.00%			\$134,875
	Current Construction Cost				\$2,832,375

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Design Level: Budget

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: SM New Community Building

Total: 11,610 sf

Date: November 21, 2023

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
13 30 00	BUILDING CONSTRUCTION				
13 30 00	Construct (N) Modular 2-Story Classroom/Community Services Building	11,610	sf	\$310.00	\$3,599,100
13 30 00	Modular Design & Engineering Costs	11,610	sf	\$9.45	\$109,715
13 30 00					
13 30 00	BUILDING CONSTRUCTION				\$3,708,815
32 00 00	GENERAL SITE IMPROVEMENTS				
32 00 00	Demolish Existing Building	0	sf	\$0.00	\$0
32 00 00	Demolish Existing Site Paving	36,000	sf	\$6.00	\$216,000
32 00 00	Rough Grade Site	36,000	sf	\$1.10	\$39,600
32 00 00	Site Paving (Concrete Walkways)	27,795	sf	\$35.00	\$972,825
32 00 00	Fencing/Gates	1	ls	\$50,000.00	\$50,000
32 00 00	Domestic and Fire Water	1	ea	\$75,000.00	\$75,000
32 00 00	Storm System Modifications	1	ea	\$130,000.00	\$130,000
32 00 00	Sanitary Sewer System	1	ea	\$20,000.00	\$20,000
32 00 00	Electrical and Communications System	1	ea	\$30,000.00	\$30,000
32 00 00	Modular Foundation System	11,610	sf	\$40.00	\$464,400
32 00 00	Modular C/B/PA and Fire Alarm	11,610	sf	\$15.00	\$174,150
32 00 00	Fire Suppression	11,610	sf	\$4.50	\$52,245
32 00 00	Renewable Energy Requirements	11,610	sf	\$17.00	\$197,370
32 00 00					
32 00 00	GENERAL SITE IMPROVEMENTS				\$2,421,590
Total	Subtotal Subcontractor Cost				\$6,130,405
	General Conditions	9.00%			\$551,736
	General Contractor Markup	5.50%			\$367,518
	General Contractor Bond & Insurance	2.50%			\$176,241
	Design Contingency	5.00%			\$361,295
	GC's Construction Contingency and E&O	5.00%			\$379,360
	Current Construction Cost				\$7,966,555

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Santa Maria Joint Union High School District
 Project: Program Budget
 Tab Name: PV Project Cost Summary
 Date: November 21, 2023

Pioneer Valley High School				
Description	PV Classroom Modernizations	PV Shop Modernizations	PV New Buildings	Total
Construction Cost (See next page for detail)	\$6,273,856	\$1,554,961	\$15,575,498	\$23,404,315
Soft Costs:				
Architect/Designer (AOR)	\$564,647	\$139,947	\$1,401,795	\$2,106,388
Surveying	\$0	\$0	\$62,302	\$62,302
CEQA Consultant	\$0	\$0	\$25,000	\$25,000
Geotechnical Engineer (Design Phase)	\$0	\$0	\$54,514	\$54,514
Geotechnical Engineer (Construction Phase)	\$0	\$0	\$54,514	\$54,514
Preconstruction Services	\$94,108	\$23,324	\$233,632	\$351,065
Construction Manager	\$423,485	\$104,960	\$1,054,236	\$1,582,681
DSA Plan Check Fees	\$62,739	\$15,550	\$155,755	\$234,043
CDE Plan Check Fees	\$15,685	\$3,887	\$38,939	\$58,511
Construction Inspection (IOR)	\$75,286	\$18,660	\$186,906	\$280,852
Special Testing and Inspection	\$12,548	\$3,110	\$31,151	\$46,809
State Aid Fee	\$188,059	\$46,610	\$471,856	\$706,525
Program Management Implementation Fee	\$385,521	\$95,550	\$967,305	\$1,448,376
Furniture, Furnishings, and Equipment (FF&E)	\$3,334,338	\$166,012	\$1,053,973	\$4,554,324
Total PROJECT Cost	\$11,430,271	\$2,172,571	\$21,367,377	\$34,970,218
Program Reserve (15%)	\$1,714,541	\$325,886	\$3,205,106	\$5,245,533
Total PROGRAM Cost	\$13,144,811	\$2,498,457	\$24,572,483	\$40,215,751

Stone Creek Engineering, Inc.
 Prepared for: Caldwell Flores Winters, Inc.
 Project Owner: Santa Maria Joint Union High School District
 Project: Program Budget
 Tab Name: PV Constr Cost Summary
 Date: November 21, 2023

CSI	Pioneer Valley High School	Tab Name:	PV Classroom Modernizations	PV Shop Modernizations	PV New Buildings	Total
		New Construction:	0 sf	0 sf	0 sf	0 sf
		Renovation:	79,680 sf	6,600 sf	27,960 sf	114,240 sf
		Total GSF:	79,680 sf	6,600 sf	27,960 sf	114,240 sf
2	Existing Conditions		\$169,366	\$105,216	\$0	\$274,582
3	Concrete		\$0	\$10,522	\$0	\$10,522
4	Masonry		\$0	\$0	\$0	\$0
5	Metals		\$0	\$0	\$0	\$0
6	Wood, Plastics & Composites		\$435,764	\$116,375	\$0	\$552,139
7	Thermal & Moisture Protection		\$25,405	\$50,328	\$0	\$75,733
8	Openings		\$0	\$272,286	\$0	\$272,286
9	Finishes		\$880,914	\$204,708	\$0	\$1,085,622
10	Specialties		\$2,079,671	\$35,072	\$0	\$2,114,743
11	Equipment		\$0	\$0	\$0	\$0
12	Furnishings		\$0	\$0	\$0	\$0
13	Building Construction		\$0	\$0	\$9,284,160	\$9,284,160
14	Conveying Systems		\$0	\$0	\$0	\$0
21	Fire Suppression		\$0	\$0	\$0	\$0
22	Plumbing		\$0	\$17,536	\$0	\$17,536
23	HVAC		\$423,414	\$105,216	\$0	\$528,630
26	Electrical		\$254,049	\$210,432	\$0	\$464,481
27	Communications		\$559,260	\$60,111	\$0	\$619,371
28	Electronic Safety and Security		\$0	\$8,768	\$0	\$8,768
31	Substructure and Earthwork		\$0	\$0	\$0	\$0
32	Exterior Improvements		\$0	\$0	\$2,701,460	\$2,701,460
33	Infrastructure		\$0	\$0	\$0	\$0
34	Other		\$0	\$0	\$0	\$0
Subtotal			\$4,827,843	\$1,196,570	\$11,985,620	\$18,010,033
Mark-ups	General Conditions	9.00%	\$434,506	\$107,691	\$1,078,706	\$1,620,903
	General Contractor Markup	5.50%	\$289,429	\$71,734	\$718,538	\$1,079,701
	General Contractor Bond & Insurance	2.50%	\$138,794	\$34,400	\$344,572	\$517,766
	Design Contingency	5.00%	\$284,529	\$70,520	\$706,372	\$1,061,421
	GC's Construction Contingency and E&O	5.00%	\$298,755	\$74,046	\$741,690	\$1,114,491
Construction Cost -- November 2023			\$6,273,856	\$1,554,961	\$15,575,498	\$23,404,315

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: PV Classroom Modernizations

Date: November 21, 2023

Design Level: Budget

Total: 79,680 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
02 41 00	SITE DEMOLITION				
02 41 00	Interior Demolition	79,680	sf	\$2.13	\$169,366
02 41 00					
02 41 00	SITE DEMOLITION			\$2.13	\$169,366
06 10 00	ROUGH CARPENTRY				
06 10 00	Rough Carpentry	79,680	sf	\$1.59	\$127,024
06 10 00					
06 10 00	ROUGH CARPENTRY			\$1.59	\$127,024
06 41 00	CASEWORK				
06 41 00	Casework	83	ea	\$3,719.76	\$308,740
06 41 00					
06 41 00	CASEWORK			\$3.87	\$308,740
07 92 00	SEALANTS				
07 92 00	Sealants	79,680	sf	\$0.32	\$25,405
07 92 00					
07 92 00	SEALANTS			\$0.32	\$25,405
09 20 00	DRYWALL				
09 20 00	Drywall Repairs	99,600	sf	\$1.33	\$132,317
09 20 00					
09 20 00	DRYWALL			\$1.66	\$132,317
09 64 00	FLOORING AND BASE				
09 64 00	Flooring	79,680	sf	\$7.44	\$592,780
09 64 00					
09 64 00	FLOORING AND BASE			\$7.44	\$592,780
09 90 00	PAINTING AND WALLCOVERING				
09 90 00	Painting - Interior	91,632	sf	\$1.70	\$155,817
09 90 00					
09 90 00	PAINTING AND WALLCOVERING			\$1.96	\$155,817
10 20 00	INTERIOR SPECIALTIES				
10 20 00	White Boards - Wall Mounted	249	ea	\$3,719.76	\$926,219
10 20 00	White Boards - Sliding	83	ea	\$13,284.84	\$1,102,642
10 20 00	Interior Specialties	79,680	sf	\$0.64	\$50,810
10 20 00					
10 20 00	INTERIOR SPECIALTIES			\$26.10	\$2,079,671
23 30 00	HVAC				
23 30 00	HVAC - Repairs	79,680	sf	\$5.31	\$423,414
23 30 00					
23 30 00	HVAC			\$5.31	\$423,414
26 00 00	BUILDING POWER				
26 00 00	Building Power Repairs	79,680	sf	\$2.13	\$169,366
26 00 00					
26 00 00	BUILDING POWER			\$2.13	\$169,366
26 50 00	LIGHTING & LIGHTING DISTRIBUTION				
26 50 00	Light Fixtures - Repair	79,680	sf	\$1.06	\$84,683
26 50 00					
26 50 00	LIGHTING & LIGHTING DISTRIBUTION			\$1.06	\$84,683
27 30 00	VOICE AND DATA COMMUNICATIONS				
27 30 00	Data/Communications System - Modifications	79,680	sf	\$0.27	\$21,171
27 30 00					
27 30 00	VOICE AND DATA COMMUNICATIONS			\$0.27	\$21,171
27 40 00	AUDIO-VIDEO COMMUNICATIONS				
27 40 00	A/V System - Raceways and Boxes Only (Cabling and Equipment are included in Soft Costs)	83	ea	\$2,656.97	\$220,528
27 40 00	A/V System - Monitor Brackets	249	ea	\$1,275.34	\$317,561
27 40 00					
27 40 00	AUDIO-VIDEO COMMUNICATIONS			\$6.75	\$538,089
Total	Subtotal subcontractor cost			\$60.59	\$4,827,843
	General Conditions		9.00%	\$5.45	\$434,506
	General Contractor Markup		5.50%	\$3.63	\$289,429

General Contractor Bond & Insurance	2.50%	\$1.74	\$138,794
Design Contingency	5.00%	\$3.57	\$284,529
GC's Construction Contingency and E&O	5.00%	\$3.75	\$298,755
Current Construction Cost		\$78.74	\$6,273,856

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: PV Shop Modernizations

Date: November 21, 2023

Design Level: Budget

Total: 6,600 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
02 41 00	SITE DEMOLITION				
02 41 00	Interior Demolition	6,600	sf	\$15.94	\$105,216
02 41 00					
02 41 00	SITE DEMOLITION			\$15.94	\$105,216
03 30 00	SLAB ON GRADE CONCRETE				
03 30 00	Repair (E) Concrete	6,600	sf	\$1.59	\$10,522
03 30 00					
03 30 00	SLAB ON GRADE CONCRETE			\$1.59	\$10,522
06 10 00	ROUGH CARPENTRY				
06 10 00	Rough Carpentry	6,600	sf	\$7.97	\$52,608
06 10 00					
06 10 00	ROUGH CARPENTRY			\$7.97	\$52,608
06 41 00	CASEWORK				
06 41 00	Casework	4	ea	\$15,941.81	\$63,767
06 41 00					
06 41 00	CASEWORK			\$9.66	\$63,767
07 21 00	INSULATION - INTERIOR				
07 21 00	Interior Wall Insulation	3,300	sf	\$1.59	\$5,261
07 21 00					
07 21 00	INSULATION - INTERIOR			\$0.80	\$5,261
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION				
07 24 00	Exterior Wall Insulation	8,250	sf	\$2.66	\$21,920
07 24 00	Roof Insulation	6,600	sf	\$3.19	\$21,043
07 24 00					
07 24 00	EXTERIOR WALL SYSTEMS AND INSULATION			\$6.51	\$42,963
07 92 00	SEALANTS				
07 92 00	Sealants	6,600	sf	\$0.32	\$2,104
07 92 00					
07 92 00	SEALANTS			\$0.32	\$2,104
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR				
08 12 00	Exterior Doors	12	ea	\$5,154.52	\$61,854
08 12 00					
08 12 00	DOORS / FRAMES / HRDWR - EXTERIOR			\$9.37	\$61,854
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR				
08 51 13	Upgrade (E) Windows	1,238	sf	\$170.05	\$210,432
08 51 13					
08 51 13	WINDOW SYSTEMS, GLASS & GLAZING - EXTERIOR			\$31.88	\$210,432
09 20 00	LATH & PLASTER - EXTERIOR				
09 20 00	Exterior Cement Plaster Repairs	5,808	sf	\$1.65	\$9,568
09 20 00					
09 20 00	LATH & PLASTER - EXTERIOR			\$1.45	\$9,568
09 20 00	DRYWALL				
09 20 00	Drywall Repairs	8,250	sf	\$12.75	\$105,216
09 20 00					
09 20 00	DRYWALL			\$15.94	\$105,216
09 64 00	FLOORING AND BASE				
09 64 00	Flooring	6,600	sf	\$9.57	\$63,130
09 64 00					
09 64 00	FLOORING AND BASE			\$9.57	\$63,130
09 90 00	PAINTING AND WALLCOVERING				
09 90 00	Painting - Interior	7,590	sf	\$1.70	\$12,906
09 90 00	Painting - Exterior	5,808	sf	\$2.39	\$13,889
09 90 00					
09 90 00	PAINTING AND WALLCOVERING			\$4.06	\$26,795
10 20 00	INTERIOR SPECIALTIES				
10 20 00	Interior Specialties - Shop	6,600	sf	\$5.31	\$35,072
10 20 00					
10 20 00	INTERIOR SPECIALTIES			\$5.31	\$35,072
22 10 00	PLUMBING				

22 10 00	Plumbing Modifications		6,600 sf	\$2.66	\$17,536
22 10 00					
22 10 00	PLUMBING			\$2.66	\$17,536
23 30 00	HVAC				
23 30 00	HVAC - Repairs		6,600 sf	\$15.94	\$105,216
23 30 00					
23 30 00	HVAC			\$15.94	\$105,216
26 00 00	BUILDING POWER				
26 00 00	Building Power Repairs		6,600 sf	\$12.75	\$84,173
26 00 00					
26 00 00	BUILDING POWER			\$12.75	\$84,173
26 50 00	LIGHTING & LIGHTING DISTRIBUTION				
26 50 00	Light Fixtures		6,600 sf	\$19.13	\$126,259
26 50 00					
26 50 00	LIGHTING & LIGHTING DISTRIBUTION			\$19.13	\$126,259
27 30 00	VOICE AND DATA COMMUNICATIONS				
27 30 00	Data/Communications System - Modifications		6,600 sf	\$1.70	\$11,223
27 30 00					
27 30 00	VOICE AND DATA COMMUNICATIONS			\$1.70	\$11,223
27 40 00	AUDIO-VIDEO COMMUNICATIONS				
27 40 00	A/V System - Raceways and Boxes Only (Cabling and Equipment are included in Soft Costs)		4 ea	\$2,656.97	\$10,628
27 40 00	A/V System - Monitor Brackets		12 ea	\$3,188.36	\$38,260
27 40 00					
27 40 00	AUDIO-VIDEO COMMUNICATIONS			\$7.41	\$48,888
28 30 00	FIRE ALARM SYSTEM				
28 30 00	Fire Alarm System - Repairs		6,600 sf	\$1.33	\$8,768
28 30 00					
28 00 00	FIRE ALARM SYSTEM			\$1.33	\$8,768
Total	Subtotal subcontractor cost			\$181.30	\$1,196,570
	General Conditions		9.00%	\$16.32	\$107,691
	General Contractor Markup		5.50%	\$10.87	\$71,734
	General Contractor Bond & Insurance		2.50%	\$5.21	\$34,400
	Design Contingency		5.00%	\$10.68	\$70,520
	GC's Construction Contingency and E&O		5.00%	\$11.22	\$74,046
	Current Construction Cost			\$235.60	\$1,554,961

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Design Level: Budget

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: PV New Buildings

Total: 27,960 sf

Date: November 21, 2023

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
13 30 00	BUILDING CONSTRUCTION				
13 30 00	Construct (23) New Modular Classrooms	22,080	sf	\$290.00	\$6,403,200
13 30 00	Construct (1) New Modular Restroom Building	480	sf	\$620.00	\$297,600
13 30 00	Construct (1) New Modular Sports Medicine Building	2,400	sf	\$325.00	\$780,000
13 30 00	Construct (2) New Site Built Shop Classrooms (Welding & Wood)	3,000	sf	\$520.00	\$1,560,000
13 30 00	Modular Design & Engineering Costs	24,960	sf	\$9.75	\$243,360
13 30 00					
13 30 00	BUILDING CONSTRUCTION				\$9,284,160
32 00 00	GENERAL SITE IMPROVEMENTS				
32 00 00	Demolish Existing Site Paving	31,200	sf	\$6.00	\$187,200
32 00 00	Rough Grade Site	31,200	sf	\$1.10	\$34,320
32 00 00	Site Paving (Concrete Walkways)	6,240	sf	\$25.00	\$156,000
32 00 00	Fencing/Gates	1	ls	\$40,000.00	\$40,000
32 00 00	Domestic and Fire Water	2	ea	\$25,000.00	\$50,000
32 00 00	Storm System Modifications	2	ea	\$50,000.00	\$100,000
32 00 00	Sanitary Sewer System	2	ea	\$35,000.00	\$70,000
32 00 00	Electrical and Communications System	2	ea	\$45,000.00	\$90,000
32 00 00	Modular Foundation System	24,960	sf	\$40.00	\$998,400
32 00 00	Modular C/B/PA and Fire Alarm	24,960	sf	\$15.00	\$374,400
32 00 00	Fire Suppression	27,960	sf	\$4.50	\$125,820
32 00 00	Renewable Energy Requirements	27,960	sf	\$17.00	\$475,320
32 00 00					
32 00 00	GENERAL SITE IMPROVEMENTS				\$2,701,460
Total	Subtotal Subcontractor Cost				\$11,985,620
	General Conditions	9.00%			\$1,078,706
	General Contractor Markup	5.50%			\$718,538
	General Contractor Bond & Insurance	2.50%			\$344,572
	Design Contingency	5.00%			\$706,372
	GC's Construction Contingency and E&O	5.00%			\$741,690
	Current Construction Cost				\$15,575,498

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

#REF!

Date: November 21, 2023

	Righetti High School	
Description	RHS New Buildings	Total
Construction Cost (See next page for detail)	\$13,555,180	\$13,555,180
<u>Soft Costs:</u>		
Architect/Designer (AOR)	\$1,219,966	\$1,219,966
Surveying	\$67,776	\$67,776
CEQA Consultant	\$0	\$0
Geotechnical Engineer (Design Phase)	\$81,331	\$81,331
Geotechnical Engineer (Construction Phase)	\$81,331	\$81,331
Preconstruction Services	\$203,328	\$203,328
Construction Manager	\$949,903	\$949,903
DSA Plan Check Fees	\$135,552	\$135,552
CDE Plan Check Fees	\$33,888	\$33,888
Construction Inspection (IOR)	\$162,662	\$162,662
Special Testing and Inspection	\$27,110	\$27,110
State Aid Fee	\$412,951	\$412,951
Program Management Implementation Fee	\$846,549	\$846,549
Furniture, Furnishings, and Equipment (FF&E)	\$150,000	\$150,000
Total PROJECT Cost	\$17,927,527	\$17,927,527
Program Reserve (15%)	\$2,689,129	\$2,689,129
Total PROGRAM Cost	\$20,616,656	\$20,616,656

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: RHS Constr Cost Summary

Date: November 21, 2023

CSI	Description	Tab Name:	RHS New Buildings	Total
		New Construction:	14,000 sf	14,000 sf
		Renovation:	0 sf	0 sf
		Total GSF:	14,000 sf	14,000 sf
2	Existing Conditions		\$0	\$0
3	Concrete		\$0	\$0
4	Masonry		\$0	\$0
5	Metals		\$0	\$0
6	Wood, Plastics & Composites		\$0	\$0
7	Thermal & Moisture Protection		\$0	\$0
8	Openings		\$0	\$0
9	Finishes		\$0	\$0
10	Specialties		\$0	\$0
11	Equipment		\$0	\$0
12	Furnishings		\$0	\$0
13	Building Construction		\$9,100,000	\$9,100,000
14	Conveying Systems		\$0	\$0
21	Fire Suppression		\$0	\$0
22	Plumbing		\$0	\$0
23	HVAC		\$0	\$0
26	Electrical		\$0	\$0
27	Communications		\$0	\$0
28	Electronic Safety and Security		\$0	\$0
31	Substructure and Earthwork		\$0	\$0
32	Exterior Improvements		\$1,330,950	\$1,330,950
33	Infrastructure		\$0	\$0
34	Other		\$0	\$0
Subtotal			\$10,430,950	\$10,430,950
Mark-ups	General Conditions	9.00%	\$938,786	\$938,786
	General Contractor Markup	5.50%	\$625,335	\$625,335
	General Contractor Bond & Insurance	2.50%	\$299,877	\$299,877
	Design Contingency	5.00%	\$614,747	\$614,747
	GC's Construction Contingency and E&O	5.00%	\$645,485	\$645,485
Construction Cost -- November 2023			\$13,555,180	\$13,555,180

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: RHS New Buildings

Date: November 21, 2023

Design Level: Budget

Total: 14,000 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
13 30 00	BUILDING CONSTRUCTION				
13 30 00	Construct New Site Built Multipurpose Building/Practice Gym	14,000	sf	\$650.00	\$9,100,000
13 30 00					
13 30 00	BUILDING CONSTRUCTION				\$9,100,000
32 00 00	GENERAL SITE IMPROVEMENTS				
32 00 00	Demolish Existing Site Paving/Landscaping	24,500	sf	\$6.00	\$147,000
32 00 00	Rough Grade Site	24,500	sf	\$1.10	\$26,950
32 00 00	Site Paving (Concrete Walkways)	10,500	sf	\$40.00	\$420,000
32 00 00	Fencing/Gates	1	ls	\$100,000.00	\$100,000
32 00 00	Domestic and Fire Water	1	ea	\$60,000.00	\$60,000
32 00 00	Storm System Modifications	1	ea	\$150,000.00	\$150,000
32 00 00	Sanitary Sewer System	1	ea	\$25,000.00	\$25,000
32 00 00	Electrical and Communications System	1	ea	\$150,000.00	\$150,000
32 00 00	Renewable Energy Requirements	14,000	sf	\$18.00	\$252,000
32 00 00					
32 00 00	GENERAL SITE IMPROVEMENTS				\$1,330,950
Total	Subtotal Subcontractor Cost				\$10,430,950
	General Conditions	9.00%			\$938,786
	General Contractor Markup	5.50%			\$625,335
	General Contractor Bond & Insurance	2.50%			\$299,877
	Design Contingency	5.00%			\$614,747
	GC's Construction Contingency and E&O	5.00%			\$645,485
	Current Construction Cost				\$13,555,180

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

#REF!

Date: November 21, 2023

Description	New High School	
	HS New Buildings	Total
Construction Cost (See next page for detail)	\$129,193,277	\$129,193,277
Soft Costs:		
Architect/Designer (AOR)		\$11,627,395
Surveying		\$60,000
CEQA Consultant		\$25,000
Geotechnical Engineer (Design Phase)		\$75,000
Geotechnical Engineer (Construction Phase)		\$150,000
Preconstruction Services		\$250,000
Construction Manager		\$4,564,321
DSA Plan Check Fees		\$752,817
CDE Plan Check Fees		\$150,563
Construction Inspection (IOR)		\$500,000
Special Testing and Inspection		\$150,000
State Aid Fee		\$3,687,459
Program Management Implementation Fee		\$7,559,292
Furniture, Furnishings, and Equipment (FF&E)		\$3,000,000
Total PROJECT Cost		\$161,745,124
Program Reserve (15%)		\$24,261,769
Total PROGRAM Cost		\$186,006,892

Stone Creek Engineering, Inc.

Prepared for: **Caldwell Flores Winters, Inc.**

Project Owner: **Santa Maria Joint Union High School District**

Project: **Program Budget**

Tab Name: **HS Constr Cost Summary**

Date: **November 21, 2023**

CSI	Description	Tab Name:	HS New Buildings	Total
		New Construction:	149,810 sf	149,810 sf
		Renovation:	0 sf	0 sf
		Total GSF:	149,810 sf	149,810 sf
2	Existing Conditions		\$0	\$0
3	Concrete		\$0	\$0
4	Masonry		\$0	\$0
5	Metals		\$0	\$0
6	Wood, Plastics & Composites		\$0	\$0
7	Thermal & Moisture Protection		\$0	\$0
8	Openings		\$0	\$0
9	Finishes		\$0	\$0
10	Specialties		\$0	\$0
11	Equipment		\$0	\$0
12	Furnishings		\$0	\$0
13	Building Construction		\$88,799,520	\$88,799,520
14	Conveying Systems		\$0	\$0
21	Fire Suppression		\$0	\$0
22	Plumbing		\$0	\$0
23	HVAC		\$0	\$0
26	Electrical		\$0	\$0
27	Communications		\$0	\$0
28	Electronic Safety and Security		\$0	\$0
31	Substructure and Earthwork		\$0	\$0
32	Exterior Improvements		\$18,750,000	\$18,750,000
33	Infrastructure		\$0	\$0
34	Other		\$0	\$0
Subtotal			\$107,549,520	\$107,549,520
Mark-ups	General Conditions	7.00%	\$7,528,466	\$7,528,466
	General Contractor Markup	4.25%	\$4,890,814	\$4,890,814
	General Contractor Bond & Insurance	2.50%	\$2,999,220	\$2,999,220
	Design Contingency	2.50%	\$3,074,201	\$3,074,201
	GC's Construction Contingency and E&O	2.50%	\$3,151,056	\$3,151,056
Construction Cost -- November 2023			\$129,193,277	\$129,193,277

Stone Creek Engineering, Inc.

Prepared for: Caldwell Flores Winters, Inc.

Project Owner: Santa Maria Joint Union High School District

Project: Program Budget

Tab Name: HS New Buildings

Date: November 21, 2023

Design Level: Budget

Total: 149,810 sf

TRADE	DESCRIPTION	QTY	UNIT	UNIT COST	TOTAL COST - SUB
13 30 00	BUILDING CONSTRUCTION				
13 30 00	Construct (N) Building - General Purpose Classrooms	69,481	sf	\$560.00	\$38,909,360
13 30 00	Construct (N) Building - CTE (Wood Shop and Welding Shop)	3,600	sf	\$520.00	\$1,872,000
13 30 00	Construct (N) Building - Band Classroom	1,875	sf	\$565.00	\$1,059,375
13 30 00	Construct (N) Building - Drama Classroom	1,500	sf	\$565.00	\$847,500
13 30 00	Construct (N) Building - Choral Classroom	1,500	sf	\$565.00	\$847,500
13 30 00	Construct (N) Building - Science Lab Classrooms	18,196	sf	\$600.00	\$10,917,600
13 30 00	Construct (N) Building - Gymnasium	30,088	sf	\$605.00	\$18,203,240
13 30 00	Construct (N) Building - Administration	5,915	sf	\$560.00	\$3,312,400
13 30 00	Construct (N) Building - Library	5,858	sf	\$560.00	\$3,280,480
13 30 00	Construct (N) Building - Cafeteria/MPR	11,797	sf	\$600.00	\$7,078,200
13 30 00	Photo Voltaic Panels	375	kW	\$3,500.00	\$1,310,838
13 30 00	Inverters (Micro or String)	375	kW	\$750.00	\$280,894
13 30 00	Racking System	375	kW	\$400.00	\$149,810
13 30 00	Energy Storage Devices (Battery Array or Equivalent)	487	kWh	\$1,500.00	\$730,324
13 30 00					
13 30 00	BUILDING CONSTRUCTION				\$88,799,520
32 00 00	GENERAL SITE IMPROVEMENTS				
32 00 00	Demolition	1	ls	\$100,000	\$100,000
32 00 00	Earthwork	1	ls	\$500,000	\$500,000
32 00 00	Paving	1	ls	\$5,000,000	\$5,000,000
32 00 00	Fencing/Gates	1	ls	\$600,000	\$600,000
32 00 00	Baseball/Softball	1	ls	\$2,000,000	\$2,000,000
32 00 00	Tennis Courts	1	ls	\$1,250,000	\$1,250,000
32 00 00	Football Field	1	ls	\$7,050,000	\$7,050,000
32 00 00	Site Furnishings	1	ls	\$250,000	\$250,000
32 00 00	Electrical and Communications System	1	ls	\$30,000	\$30,000
32 00 00	Miscellaneous Site Requirements	1	ls	\$250,000	\$250,000
32 00 00					
32 00 00	GENERAL SITE IMPROVEMENTS				\$18,750,000
Total	Subtotal Subcontractor Cost				\$107,549,520
	General Conditions	7.00%			\$7,528,466
	General Contractor Markup	4.25%			\$4,890,814
	General Contractor Bond & Insurance	2.50%			\$2,999,220
	Design Contingency	2.50%			\$3,074,201
	GC's Construction Contingency and E&O	2.50%			\$3,151,056
	Current Construction Cost				\$129,193,277

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

School Facilities Implementation Plan 2024
February 2024

Overview

- At the August 1, 2023 Meeting, the Santa Maria Joint Union High School District (District) Board meeting, a background of the previous bond programs, school facilities construction, and modernization program updates were presented to the Board
- At the same meeting, the District commissioned CFW to prepare a new Facilities Implementation Plan (Plan) to review its educational initiatives, establish educational specifications for facilities and to assess school sites
- The Plan proposes facility improvements with estimated costs and a plan of finance to fund the program
- To establish a basis of understanding, CFW has met periodically with District administrators and staff to discuss the status of its efforts and to review the District's educational program, its objectives, and current educational initiatives underway to improve student achievement
- In addition, CFW conducted a walk and digital record of selected school sites and specialty classrooms in October to assess the condition and function of facilities and to create an inventory of teaching stations, support spaces, administrative offices, and other specialized facilities at each school
- Tonight, CFW will present a proposed outcome of the planning efforts, including a summary of proposed improvements, the estimated cost, and sources of funding by phase for Board consideration

Goals for Proposed Facilities Improvements

- One of the primary goal of the planning process was establish a facilities program that would reduce overcrowding at the District's existing schools
- There is also a need to continue the modernization of Santa Maria High and Pioneer Valley, and to construct additional support facilities at Righetti and Pioneer Valley High to achieve the District's desire to house every student in modern 21st Century Learning Environments, to continue to support a high-quality educational program and experience to all learners
- Further, the District wishes to continue expanding its academic pathway programs and specialized facilities to prepare students to be career and college ready upon graduation
- To achieve these goals, the Plan identifies sources of funding that include State aid grants, developer fees, and proposes a new local bond program
- All these funding sources have been previously utilized by the District to successfully complete school construction and modernization projects

Permanent Classroom Need

- The District has a current enrollment of 8,985 students
- Schools have been built over three major generations with different designed capacities
- The District’s specification for high school enrollment of 2,000 students with an interim goal of 2,500 students
- When taking teacher preparation periods into account, the District needs 449 total classrooms for the enrollment of the existing comprehensive high schools
- The District has 299 permanent classrooms at the three comprehensive high schools, and would therefore need 150 additional permanent classrooms to house all students in permanent facilities
- To meet this shortfall in permanent classrooms, the District currently relies heavily on portable classrooms, many of which have exceeded their life expectancy of twenty years
- A new school will reduce the overcrowding at existing schools and the reliance on portable classrooms; however, the projected funding sources are insufficient to build all additional classrooms needed, and the District will continue to rely on portable classrooms until additional funding is available

	School	2023-24 Enrollment ¹	Site Acreage	Year Built ²	Last Modernized ³
1	Delta High	338	3.2	2008	
2	Ernest Righetti High	2,424	37.7	1961, 2008, 2016	2001, 2022
3	Pioneer Valley High	3,112	53	2002, 2004, 2014	
4	Santa Maria High	3,111	36.4	1988, 1999, 2002, 2004, 2005, 2013, 2020	2001, 2022

Total Grade 9-12 8,985

Notes:

1. 2023-24 enrollment is not certified
2. Includes Division of State Architect approval dates
3. Includes dates of when last SFP + CTE modernization funding received from the State

Proposed New High School Campus

- The plan proposes the construction of a new high school of approximately 155,000 square feet to accommodate 1,500 students with 47 general-purpose classrooms, specialized labs for Digital Arts, six Science Labs, a Culinary Arts classroom, two Ag Science Labs, and three Pathway classrooms
- Additional spaces include a Wood Shop, Welding Shop, Band Room, Choral Room and a Drama Room, pursuant to the specifications are also proposed
- The gymnasium would include locker rooms, restrooms, a weight room, and Wrestling/Aerobics room with the main gymnasium supporting two floor playing areas
- An administration building is proposed with a reception area, waiting area, conference rooms, health office, nurse's office with a dedicated restroom, faculty lounge, and principal, staff and counselor offices
- The school's library is proposed to accommodate a lobby, career center, work room, student store, two offices, two restrooms, three breakout rooms, and additional spaces for storage and technology
- The Multipurpose Room/Cafeteria (MPR) is suggested to be constructed with sufficient space for student dining, a cooking kitchen, an MPR area, and additional facilities for an equipment and dry storage areas
- A football facility, baseball/softball fields and tennis courts are proposed to be constructed with bleachers, track and a maintenance shop; these projects may need to be phased in over time

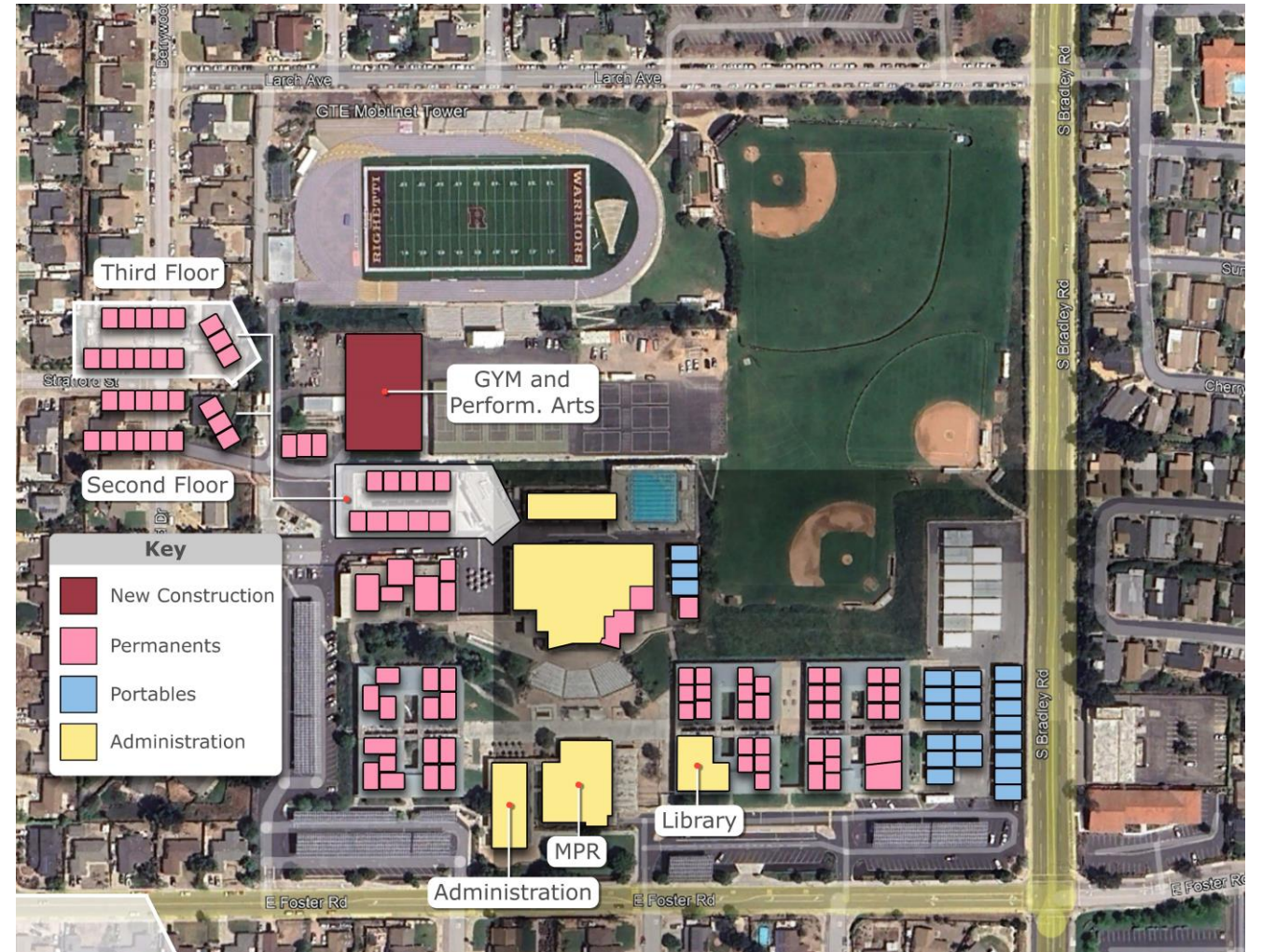
Proposed Improvements: Pioneer Valley High

- Modernization and 21st Century upgrades to 86 permanent classrooms and labs specified in the original and updated Plan
- Update existing welding and wood shops with electrical and ventilation systems
- Twenty-three new classrooms are proposed to be constructed to replace the remaining older and aging portable interim classrooms and a Sports Medicine classroom.
- Remove portable classrooms on the southwest side of the campus to create space for the permanent classrooms



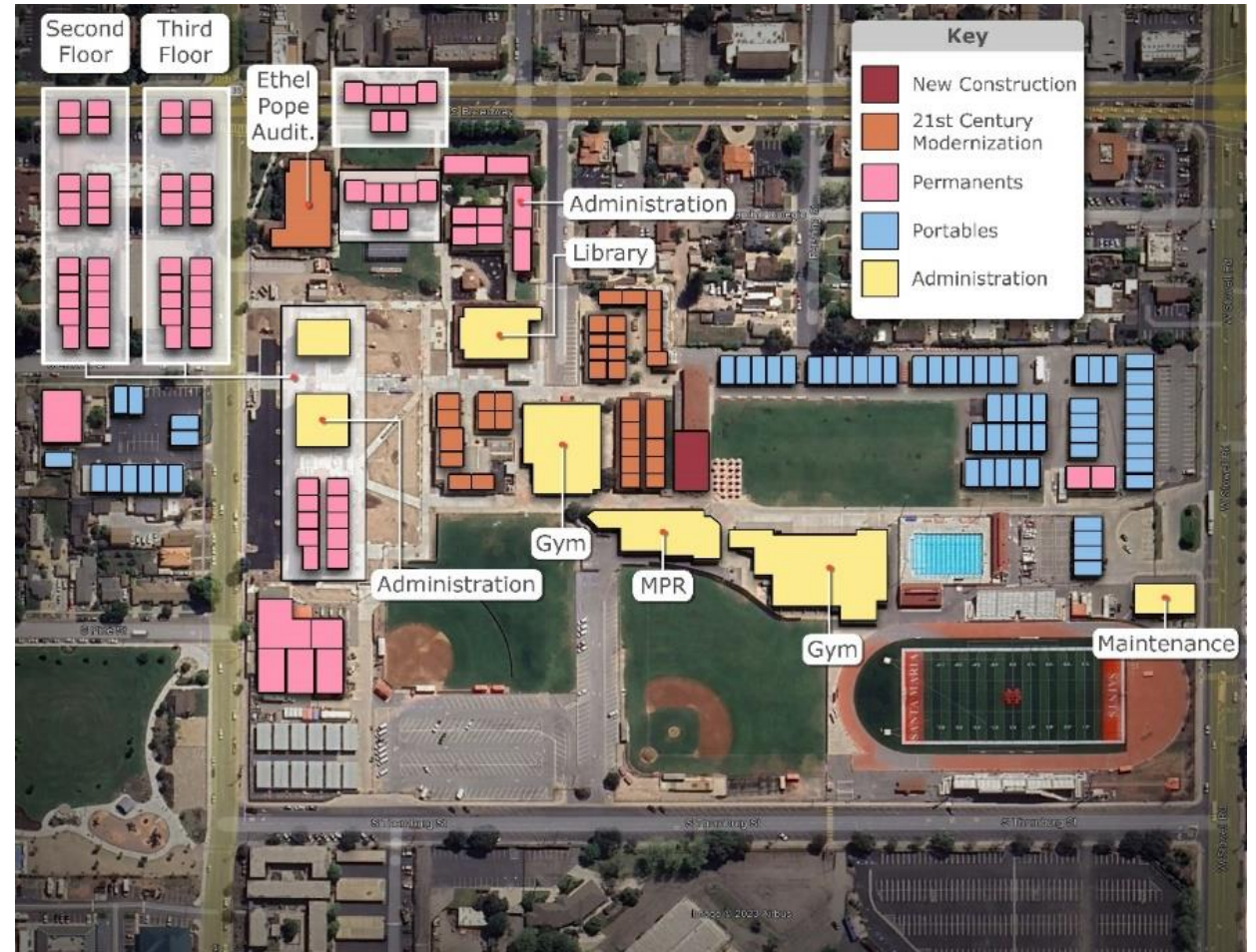
Proposed Improvements: Righetti High

- New practice gym with performance space and a new replacement weight room area to be located near the existing gym, and provide complimentary support space, team rooms, and locker facilities for both boys and girls athletic programs
- Remove portable classrooms and add/reclaim parking



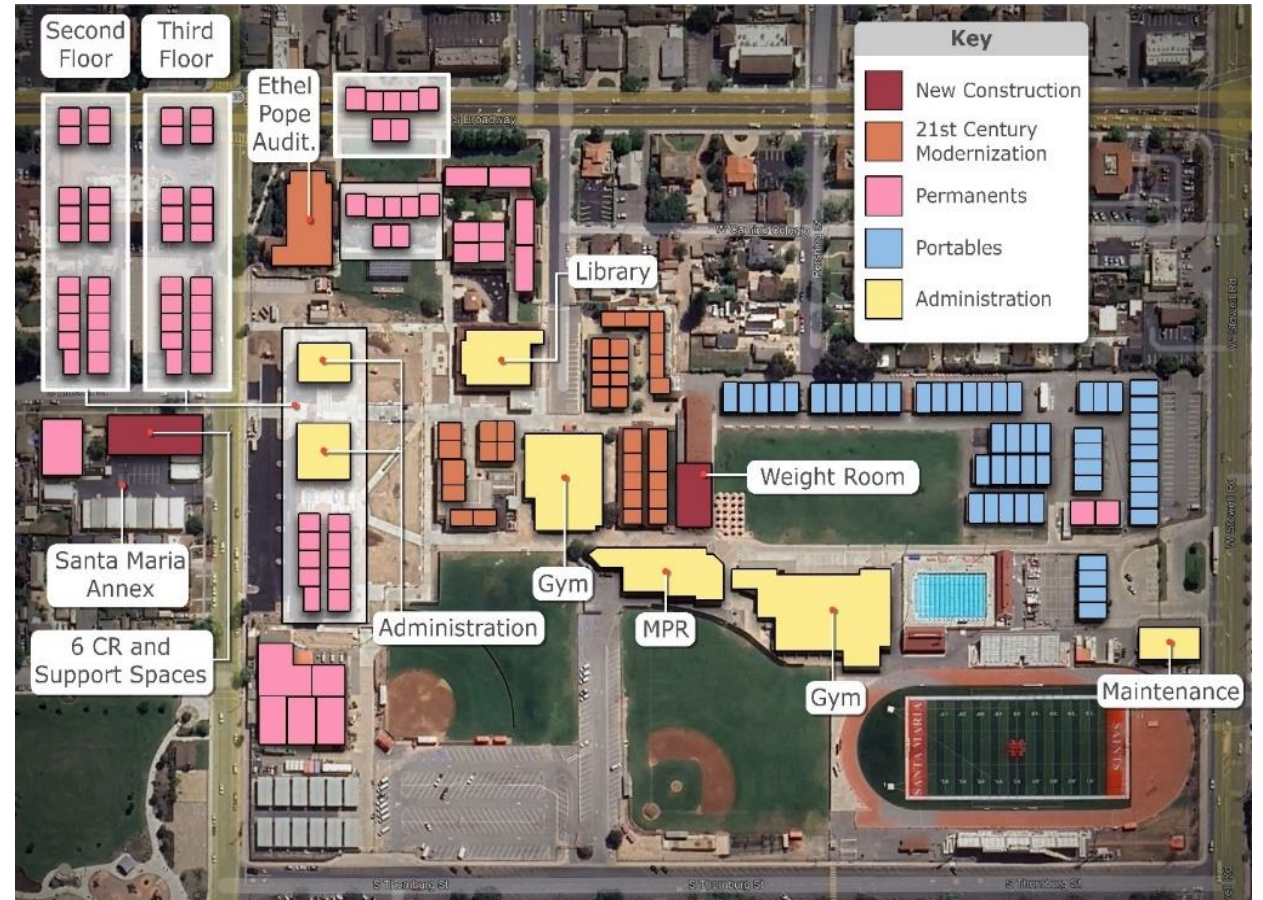
Proposed Improvements: Santa Maria High

- Modernize Ethel Pope Auditorium
- Modernize 34 remaining permanent classrooms, including wall finishes, lighting/electrical upgrades, HVAC and ADA upgrades to meet current code requirements.
- Repurpose Rooms 360-362 into a new weight room
- Remove all portable classrooms upon completion of the proposed improvements



Proposed Improvements: Santa Maria High Annex

- A new 11,610 square foot two story facility is proposed to be constructed
- A 2,000 square foot Family Resource Center and a 2,500 square foot Parent Meeting room are also proposed to be constructed
- In addition, 600 square feet of support office and restroom space is recommended
- Upon completion, the removal of all portable classrooms is proposed



Proposed Sources, Uses, and Phasing of Funds

Proposed Sources	Total	Phase 1 (2025)	Phase 2 (2029)
Proj. GO Bond Proceeds			
Series A	\$155,000,000	\$155,000,000	
Series B	\$39,300,000		\$39,300,000
	Subtotal	\$194,300,000	
Available District Funds	\$10,000,000	\$10,000,000	
	Subtotal	\$10,000,000	
Proj. State Aid Modernization Grants			
Pioneer Valley High	\$24,129,450		\$24,129,450
Righetti High	\$12,369,993		\$12,369,993
Santa Maria High	\$10,715,157		\$10,715,157
	Subtotal	\$47,214,601	
Proj. State Aid New Construction Grants			
Santa Maria HS Reimbursement	\$19,367,779	\$19,367,779	
Est. New Construction Eligibility	\$5,219,159		\$5,219,159
	Subtotal	\$24,586,938	
Proj. Developer Fees	\$9,773,476	\$1,639,113	\$8,134,363
	Subtotal	\$9,773,476	
Total Sources	\$285,875,015	\$186,006,892	\$99,868,123

Proposed Uses	Total	Phase 1 (2025)	Phase 2 (2029)
Proj. New High School Expense	\$161,745,124	\$161,745,124	
	Subtotal	\$161,745,124	
Proposed Pioneer Valley High Improvements			
Classroom & Shop Modernizations	\$13,602,842		\$13,602,842
23 New Classrooms, New Restroom, Sports Medicine, Shops	\$21,367,377		\$21,367,377
	Subtotal	\$34,970,218	
Righetti High Improvements			
New Gymnasium/Performance Area	\$17,927,527		\$17,927,527
	Subtotal	\$17,927,527	
Proj. Santa Maria High Modernization and Improvements			
Modernize 34 Classrooms	\$11,118,426		\$11,118,426
Modernize Pope Auditorium	\$8,579,868		\$8,579,868
Construct Weight Room and Girls Locker Room	\$3,741,785		\$3,741,785
Construct 6 Classroom/Community Services Building	\$10,504,021		\$10,504,021
	Subtotal	\$33,944,101	
Total Projects	\$248,586,970	\$161,745,124	\$86,841,846
Program Reserve (15%)	\$37,288,045	\$24,261,769	\$13,026,277
Total Uses	\$285,875,015	\$186,006,892	\$99,868,122

- Approximately \$286 million is projected to be available from a combination of a proposed new bond program, local funds, state aid grants, and developer fees to fund projects
- However, the proposed improvements are heavily dependent on State aid grants for which the timing and amount are uncertain; this may require projects to be delayed or eliminated

Projected Funding: State Aid and Local Proceeds

Projected Modernization Grants

			2025	2026	2029	Combined
		Pupil	Total State	Total State	Total State	Total State
School	Grant	Grant (60%)	Grant (60%)	Grant (60%)	Grant (60%)	Grant (60%)
1 Delta High	\$8,427	\$0	\$0	\$0	\$0	\$0
2 Ernest Righetti High	\$8,427	\$0	\$12,369,993	\$0	\$12,369,993	\$12,369,993
3 Pioneer Valley High	\$8,427	\$2,627,960	\$4,300,298	\$17,201,192	\$24,129,450	\$24,129,450
4 Santa Maria High	\$8,427	\$0	\$10,715,157	\$0	\$10,715,157	\$10,715,157
Total			\$2,627,960	\$27,385,448	\$17,201,192	\$47,214,601

Projected New Construction Grants

	A	B	A - B	C	(A - B) - C			
Grade	Projected Fifth-Year Enroll ¹	Existing Facility Capacity ²	Eligibility	Pupils Used ³	Estimated Remaining Eligibility	2023 Pupil Grant	50% Est. Total Grant	50% Required Match
9-12	9,165	3,492	5,673	4,679	994	\$21,509	\$21,379,946	\$21,379,946
Total	9,165	3,492	5,673	4,679	994		\$21,379,946	\$21,379,946
<i>Estimated Site Development Grants (15%)</i>							\$3,206,992	\$3,206,992
Total Estimated New Construction Grants							\$24,586,938	\$24,586,938

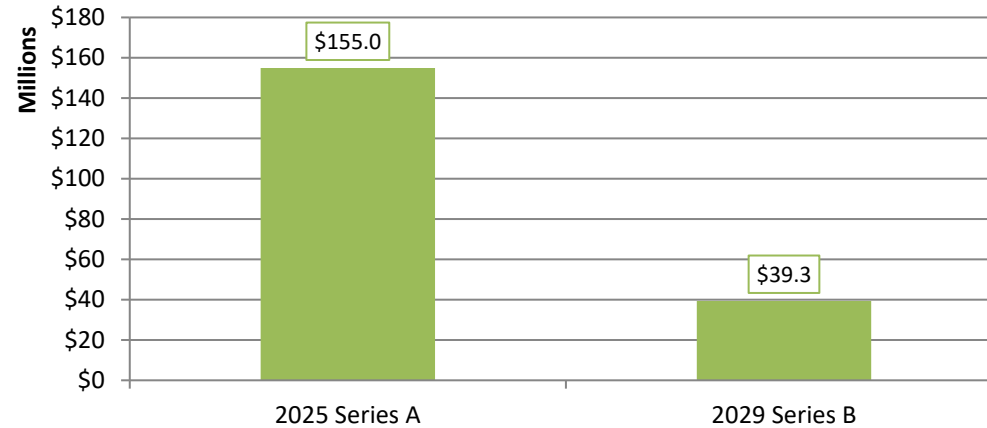
Projected Local Proceeds

Sources	Total
Available District Est. Capital Funds	\$10,000,000
Projected Developer Fees	\$9,773,476
Total Est. Local Proceeds	\$19,773,476

Notes:

1. Projected Fifth-Year Enrollment as presented per the District's February 2023 School Facilities Needs Analysis
2. Existing Facility Capacity as presented per the District's February 2023 School Facilities Needs Analysis
3. New construction pupils as presented per the District's February 2023 School Facilities Needs Analysis

Projected Funding: Proposed Bond Election



- General Obligation Bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district pursuant to Prop. 13 as determined by the County
- The proposed General Obligation (G.O) bond program consists of two series of bonds issued over a 4-year period generating approximately \$194.3 million
- The structure relies on the district’s assessed valuation growing at an annual average rate of 4 percent and an estimated maximum tax rate of \$30 per \$100,000 of assessed value
- The next opportunity to conduct a Bond election is Tuesday, November 5, 2024

Note: Preliminary, and subject to change

Proposed 2024 Bond Program Overview

- The District is currently rated “Aa2” by Moody’s; the historical average interest rate for similar bonds is 4.4 percent, and the analyses incorporates this rate
- The term of the bonds is anticipated to be between 30 and 32 years
- Assessed value is estimated to grow at an average rate of 4.0 percent per year
- It is anticipated that two series of bonds will be issued, with proceeds of the first series dedicated to the construction of the new school
- The District must reasonably allocate at least 85% of the bond proceeds to expenditures within three years of the issuance date, and therefore the initial series of bonds may be bifurcated into two separate series to meet the spend down timeline requirements determined by the bond counsel and the projected fund draws at the time of the issuance
- The District is currently limited to issuing bonds up to 1.25% of AV pursuant to Education Code Section 15102, and may need to obtain a debt limit waiver from the State in the future to exceed this level based on the amount of bonds to be sold, outstanding debt, and the AV at the time of the bond sale
- The bonds may include both current interest and capital appreciation bonds based on market conditions at the time of sale

Note: Preliminary, and subject to change

U.S. PUBLIC FINANCE

MOODY'S
INVESTORS SERVICE

CREDIT OPINION
24 November 2021

✓ Rate this Research

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Japan	81-3-5408-4100
EMEA	44-20-7772-5454

Santa Maria Joint Union High School District, CA
Update to credit analysis following upgrade

Summary
[Santa Maria Joint Union High School District, CA](#) (Aa3 issuer rating; Aa2 GOULT) benefits from a growing economy in coastal southern California supported by ongoing housing development and a low cost of living. The district's improved and healthy financial position is supported by conservative budgeting practices and increasing enrollment. The district's overall leverage is slightly elevated, and pension obligations, in common with other California school districts, will remain a financial pressure.

Credit strengths

- » Strengthened and healthy financial position
- » Large, growing local economy
- » Increasing enrollment

Credit challenges

- » Below-average resident income levels
- » Elevated total leverage, driven by a growing pension liability

Rating outlook
Outlooks are usually not assigned to local government credits with this amount of debt outstanding.

Factors that could lead to an upgrade

- » Significant growth in resident income level
- » Material reduction of long-term liabilities

Factors that could lead to a downgrade

- » Deterioration of financial performance and reserves
- » Sustained enrollment declines that pressure financial performance

Key Steps to Establish a New Bond Program

- ✓ Prepare a Facilities Plan to establish needed projects and a plan of finance (completed)
- ✓ Conduct voter opinion survey to determine attitudes towards a new bond election, and implement a public information campaign
- ✓ Board establishes final project list, bond amount, and considers resolution calling an election
- ✓ Independent campaign committee is created to engage a consultant and execute campaign strategy (no District resources may be used)
- ✓ County conducts the election via mail ballots and polling places
- ✓ Upon a successful election, bonds are issued



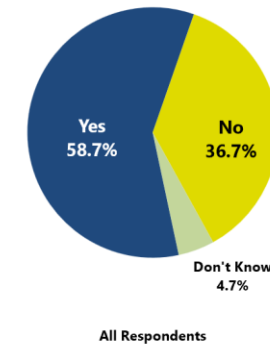
Voter Opinion Survey Overview

- A voter opinion survey enables a District to evaluate the feasibility of successfully implementing a local general obligation bond program
- The purpose is to gauge overall voter attitudes towards:
 - ✓ The District
 - ✓ Proposed improvement projects
 - ✓ Sample bond measure language
 - ✓ Tax rates
- Input from a sample of approximately 400 registered voters is sought, resulting in a margin of error of approximately +/-5.0% at a 95% confidence interval
- The survey will be conducted via phone calls or online questionnaires, taking approximately 15 minutes each
- A summary of results will be prepared and presented to the Board to guide the decision to call an election and determine which projects are a priority

Pre-Benchmark Ballot Question

To rebuild Santa Maria High, improve student safety, renovate classrooms and support facilities at Righetti, Pioneer Valley and Delta high schools into 21st century learning environments, increase modern classroom technology and infrastructure, replace portable classrooms, construct permanent facilities, and increase vocational/career and college pathways programs to improve student achievement, shall Santa Maria Joint Union High School District be authorized to issue up to \$105,000,000 in bonds at legal interest rates, with an independent Citizens' Oversight Committee and annual audits?

If the election were held today, would you vote YES in favor of the measure or NO to oppose the measure?



Sample From 2015 Survey

Bond Public Information Program and Campaign

- The District may engage a public information consultant to disseminate factual information about the proposed bond program, and may wish to engage a consultant to provide the services
- In addition, a committee of local volunteers to promote the bond measure may be formed and would raise funds via donations, and may engage a professional campaign consultant to guide their efforts which may include:
 - ✓ Providing information regarding proposed improvements to voters
 - ✓ Reinforcing voter support via endorsements
 - ✓ Contacting voters via mail, neighborhood walks, phone and text messages
 - ✓ Encouraging voters to cast their ballots either via mail or at the polls
- Providing information to voters will be a key part of the election strategy



Sample Timeline for November 2024 Election

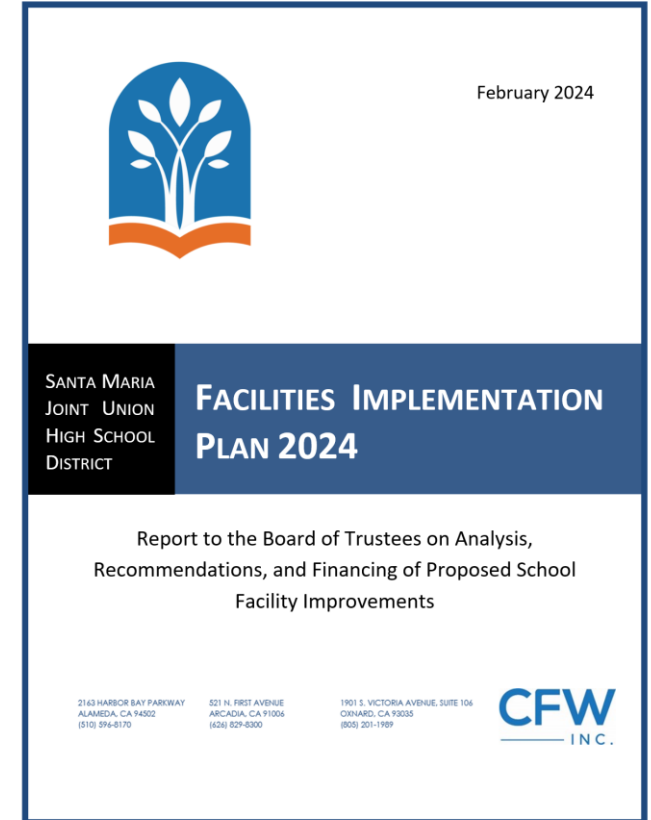
- Sep – Feb 2024: Prepare Facilities Plan and identify projects and funding
- Feb – Mar 2024: Conduct survey and implement public information program
- Mar – May 2024: Finalize project list and establish bond program parameters
- Jun 2024: Board considers resolution calling bond election
- Jul – Nov 2024: Campaign Committee conducts voter outreach efforts
- Nov 2024: County conducts election
- Jan 2025: Upon successful election, issue bonds and implement school construction and modernization projects



Recommendations

It is proposed that the Board of the Santa Maria Joint Union High School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Undertake necessary steps to evaluate establishing a new bond program
- Continue the preparation of State grant funding applications for submission to the State as eligible



REGULAR MEETING
February 13, 2024

APPENDIX H
RESOLUTION 9-2023-2024
Chiado-Spargo Scholarship Fund,
Santa Maria High School

REGULAR MEETING
February 13, 2024

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 9-2023-2024**

CHIADO-SPARGO SCHOLARSHIP FUND, SANTA MARIA HIGH SCHOOL

WHEREAS, the Chiado Trust wishes to establish a scholarship fund; and

WHEREAS, The Chiado Trust wishes to name the fund the "Chiado-Spargo Scholarship Fund, Santa Maria High School;" and

WHEREAS, The Chiado Trust wishes the selection and amount of each scholarship to be determined as outlined in the attached Endowment Record Sheet, dated February 2, 2024; and

WHEREAS, the Santa Maria Joint Union High School District wishes to accept this gracious scholarship from the Chiado Trust, and

NOW THEREFORE BE IT RESOLVED, that the Chiado-Spargo Scholarship Fund, Santa Maria High School is hereby adopted and will be established within the Santa Maria Joint Union High School District, and

BE IT FURTHER RESOLVED that the Santa Maria Joint Union High School District will accept the conveyance of all monies as outlined in the attached Endowment Record Sheet dated February 2, 2024, and the proceeds shall be deposited in a financial institution whose accounts are insured by the Federal Deposit Insurance Corporation; and

BE IT FURTHER RESOLVED that the Santa Maria Joint Union High School District agrees to abide by the terms of the attached Endowment Record Sheet dated February 2, 2024.

PASSED AND ADOPTED this 13th of February 2024 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

ENDOWMENT RECORD SHEET

Full Name: Chiado-Spargo Scholarship Fund, Santa Maria High School

Donor: Chiado Trust

Date Established: February 2, 2024

Date Accepted by the
Board of Trustees: _____

Remaining Corpus: \$24,359.15

New Corpus: \$455,102.64 equivalent to Twenty shares of the rest and remainder of the share to be distributed to the beneficiaries of Phyllis S. Chiado.

Compromised of
Cash, Checks & Wire: \$479,461.79

Background: The Chiado-Spargo Scholarship Fund, Santa Maria High School is in memory of Phyllis Chiado, a mathematics and physics teacher at SMHS and her parents, Alfred and Ruby Spargo. The scholarship is intended to fund scholarships into the future by approximately 20 years.

Terms: A \$2,500 scholarship will be awarded to 1-2 students per year.

Each annual \$2,500 scholarship will be awarded to students enrolled in an accredited four-year college or university who demonstrate the following:

- An academic interest in science, technology, engineering, mathematics, or education as a career.
- Unweighted overall GPA (9-12) of at least 3.5.

To apply for the Chiado-Spargo Scholarship, students must:

- Submit a 300 word essay describing their career goals, community service activities and hours, and school involvement.
- Submit a copy of their transcripts.

If a scholarship is awarded, the recipient may renew their \$2,500 scholarship annually by providing 1) confirmation of enrollment for the next academic year 2) copy of transcripts of completed full-time enrollment from the prior academic year with a GPA of at least 3.0 3) continued academic interest in science, technology, engineering, mathematics, or education. No more than four years (\$10,000) will be awarded. The renewal form with proof of enrollment will go to the career/scholarship technician or the business officer at Santa Maria High School by September 15th of that school year.

As trustee of the Chiado Trust, I approve of the following for the Chiado-Spargo Scholarship Fund at SMHS:

- Transfer the current balance of the Chiado-Spargo Scholarship account into a new account (interest-bearing) and merge both monies (Current balance and future money). Funding of scholarships will be out of an established interest-bearing account of donated funds until all funds have been depleted.

- Use the current money in the Chiado-Spargo Scholarship account to issue scholarship awards this year (2024 seniors) using the new scholarship criteria.
- Form a committee of 3-4 teachers, Math Science, English, Business/Technology. These teachers will review the written essay's, transcripts and select between 1-2 recipients.
- If willing and able Gaylen Clark will participate in the selection process for the Chiado-Spargo Scholarship Fund. If at anytime she elects not to participate then Robin Aijian, nephew of Phyllis Chiado, will participate in the selection process if willing and able.
- Preference may be given to applicants with financial need, at the discretion of the scholarship committee, using financial information accessible to SMHS.
- Trustee of the Chiado Trust is to be provided with an annual accounting of scholarship recipients.

John E. Bruce
Trustee Chiado Trust
2/2/2024

REGULAR MEETING
February 13, 2024

APPENDIX I

Board Policy Revision: BP 6146.1
Deletion: AR 6146.1

Santa Maria Joint Union High School District
Policy 6146.1: High School Graduation Requirements

HIGH SCHOOL GRADUATION REQUIREMENTS

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

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," district students shall also complete other course requirements adopted by the Board. Students exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 5126 - Awards for Achievement)

(cf. 6146.11 - Alternative Credits Toward Graduation) (cf. 6145.6 - International Exchange) (cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

Course Requirements

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

1. Four courses in English (Education Code 51225.3)
 - English Learners may earn a maximum of 20 English credits from English Language Development (ELD) course. The remaining English credits must be earned from grade-level English courses.
2. Two courses in mathematics (Education Code 51225.3)

For the graduating class of 2028 and beyond, three courses in mathematics.

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Integrated Mathematics I. Students may complete such coursework prior to grade 9 if they also complete two mathematics courses in grades 9-12 (three courses for the graduating class of 2028 and beyond). (Education Code 51224.5)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States history, world history, a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
5. One course in visual or performing arts, world language, or career technical education (CTE).

For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language (Education Code 51225.3) To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year. No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.

7. Beginning with the 2024-25 graduation class, one-semester course in ethnic studies (SMJUHSD Resolution Number 01-2020- 21; Education Code 51225.3)

Beginning in the 2023-24 school year, Health will no longer be a graduation requirement. Mandated units of Health instruction (Comprehensive Sexual Health, HIV Prevention and LBGTQ Inclusiveness) will be provided in the 9th grade Physical Education course.

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

Exemptions from District-Adopted Graduation Requirements

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, a student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

If a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)

Continuation High School and Alternative Education Differential Graduation Course Requirements

Beginning with the Class of 2011, students attending the continuation high school or other district alternative education programs must earn a minimum of 205 credits in the subjects listed below. Students earn five credits for each semester class passed with a grade "D" or better.

1. English (Four years) - 40 Credits

- English Learners may earn a maximum of 20 English credits from English Language Development (ELD) course. The remaining English credits must be earned from grade-level English courses.

2. Math (Two years) - 20 Credits

For the graduating class of 2028 and beyond, three years (30 credits) in mathematics.

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Integrated Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12 (three courses for the graduating class of 2028 and beyond). (Education Code 51224.5)

3. Science (Two years) - 20 Credits

10 credits of Physical Science and 10 Credits Biological Science

4. Social Studies (Three years) - 30 Credits

10 credits Modern World History, 10 Credits US History, 5 Credits Government and 5 Credits Economics

5. Visual and Performing Arts, World Language, CTE, or American Sign Language (One year) - 10 Credits

6. Physical Education (2 years in grades 9-10) - 20 Credits

5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year. No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.

7. Ethnic/Gender Studies

- Beginning with the graduating class of 2025, all students will be required to complete an approved course in Ethnic/Gender Studies for graduation.

8. Electives - 65 Credits for the class of 2024

60 credits for the class of 2025-2027

50 credits for the class of 2028 and beyond

Beginning in the 2023-24 school year, Health will no longer be a graduation requirement. Mandated units of Health instruction

(Comprehensive Sexual Health, HIV Prevention and LGBTQ Inclusiveness) will be provided in the 9th grade Physical Education course.
Starting with the Class of 2012, a maximum of 10 credits of any combination of teacher aide/student clerk may be applied towards completion of graduation requirement.

Total Minimum Credits Required - 205

Retroactive Diplomas

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

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

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

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

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

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

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

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school.
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis..

Honorary Diplomas

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

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

2. A student who is terminally ill

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

2023-24 and 2024-25 Graduation Requirement Amendment

The following amendment applies to the Continuation High School and Alternative Education Differential Graduation Course Requirements for the 2023-24 and 2024-25 school year for certain students experiencing personal hardship:

- 12th-grade students enrolled in alternative education at continuation high school who have met State graduation requirements, but who are unable to complete the full number of elective credits required by Board Policy 6146.1 as a result of personal hardship as specifically determined by the Superintendent or designee, shall be deemed to have satisfied graduation requirements of the District if they have completed the minimum standards required by the Education Code.

The Board hereby authorizes the Superintendent or designee to determine, on a case-by-case basis, and on the recommendation of school site administration, which continuation high school students satisfy the specific conditions set forth and therefore qualify for graduation in 2024 or 2025 based on a reduced elective credit requirement.

Summary of Required Courses and Credits

	Class of 2024	Class of 2025-27	Class of 2028
English	40 credits	40 credits	40 credits

Mathematics	20 credits	20 credits	30 credits
Science	20 credits	20 credits	20 credits
Social Studies	30 credits	30 credits	30 credits
Visual or Performing Arts; or Foreign Language; or CTE	10 credits	10 credits	10 credits
Physical Education*	20 credits	20 credits	20 credits
Ethnic Studies**		5 credits	5 credits
Additional Elective Courses needed to fulfill graduation requirement of 220 credits	80 credits	75 credits	65 credits

*Note: A maximum of 10 credits can be applied towards P.E. 2 requirement for athletes and marching band members.

**Note: Ethnic Studies requirement can be fulfilled through the successful completion of a qualifying course that meets the district's ethnic studies specifications.

Regulation 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 12/10/2014 | **Last Revised Date:** 02/14/2023 | **Last Reviewed Date:** 02/14/2023

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 5126 - Awards for Achievement)

(cf. 6146.11 - Alternative Credits Toward Graduation) (cf. 6145.6 - International Exchange)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

Comprehensive High School Graduation Course Requirements

Beginning with the 2012-13 school year, students who have not completed the Foreign Language or Visual and Performing Arts requirement of 10 credits for graduation, will have the option of fulfilling this requirement by taking an approved Career-Technical Education course.

1. English (Four Years) - 40 Credits*

- English 4 or other senior English course must be taken in the senior year.
- English Requirement for English Learners: Effective with the Class of 2009, English Learners may earn a maximum of 30 English credits from English Language Development (ELD) and remediation courses. The remaining
- English credits must be earned from L2 or mainstream English courses.
- Students taking intervention classes may earn a maximum of 20 credits in district approved intervention courses and must earn an additional 20 credits in Regular English classes.

2. Math (Two years) - 20 Credits**

- Must include 10 credits of Algebra or 20 credits of 2-year Algebra
- At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Students may satisfy the Algebra I course requirement prior to grade 9.

3. Science (Two Years) - 20 Credits

- 10 Credits of Physical Science and 10 Credits Biological Science

4. Social Studies (Three years) 30 Credits

- 10 Credits Modern World History
- 10 Credits US History
- 5 Credits Government and 5 Credits Economics

5. Visual and Performing Arts, World Language, CTE, or American Sign Language (one year) - 10 Credits

6. Physical Education (Two years in grades 9-10) - 20 Credits

- 5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year. No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.

7. Ethnic/Gender Studies

- Beginning with the graduating class of 2025, all students will be required to complete an approved course in Ethnic/Gender Studies for graduation.

8. Electives - 75 Credits

- Beginning in the 2023-24 school year, Health will no longer be a graduation requirement. Mandated units of Health instruction (Comprehensive Sexual Health, HIV Prevention and LGBTQ Inclusiveness) will be provided in the 9th grade Physical Education course.
- Starting with the Class of 2012, a maximum of 10 credits of any combination of teacher aide/student clerk may be applied towards completion of graduation requirements.

9. Total Minimum Credits Required - 220 Credits

Ninth, 10th, and 11th grade comprehensive high school students must be enrolled in a minimum of 60 credits (Six periods). Twelfth grade students in good academic standing and not credit deficient may be approved to take a reduced class schedule of a minimum of 40 credits (four periods) per school year.

Continuation High School and Alternative Education Differential Graduation Course Requirements

Beginning with the Class of 2011, students attending the continuation high school or other district alternative education programs must earn a minimum of 205 credits in the subjects listed below. Students earn five credits for each semester class passed with a grade "D" or better.

1. English (Four years) - 40 Credits

- English 4 or other senior English course must be taken in the senior year.
- English Requirement for English Learners: Effective with the Class of 2009, English Learners may earn a maximum of 30 English credits from English Language Development (ELD) and remediation courses. The remaining English credits must be earned from L2 or mainstream English courses.
- Students taking intervention classes may earn a maximum of 20 credits in district approved intervention courses and must earn an additional 20 credits in Regular English classes.

2. Math (Two years) - 20 Credits

- Must include 10 credits of Algebra or 20 credits of 2-year Algebra
- At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Students may satisfy the Algebra I course requirement prior to grade 9.

3. Science (Two years) - 20 Credits

- 10 credits of Physical Science and 10 Credits Biological Science

4. Social Studies (Three years) - 30 Credits

- 10 Credits Modern World History
- 10 Credits US History
- 5 Credits Government and 5 Credits Economics

5. Visual and Performing Arts, World Language, CTE, or American Sign Language (One year) - 10 Credits

6. Physical Education (2 years in grades 9-10) - 20 Credits

- 5 credits of PE 2 may be waived for any student athlete who participates in a full season of extracurricular athletics during the 9th grade year. A student athlete who participates in an additional full season of extracurricular athletics during their 10th grade year may waive the remaining 5 credits towards PE 2. This waiver process also includes students who participate in Marching Band during the 9th and 10th grade year. No more than 10 credits may be earned in non-physical education classes and applied toward the 20-unit physical education requirement. Non-physical education courses approved by the site in excess of the five credits will earn elective credit.

7. Ethnic/Gender Studies

- Beginning with the graduating class of 2025, all students will be required to complete an approved course in Ethnic/Gender Studies for graduation.

8. Electives - 60 Credits

- Beginning in the 2023-24 school year, Health will no longer be a graduation requirement. Mandated units of Health instruction (Comprehensive Sexual Health, HIV Prevention and LBGTQ Inclusiveness) will be provided in the 9th grade Physical Education course.
- Starting with the Class of 2012, a maximum of 10 credits of any combination of teacher aide/student clerk may be applied towards completion of graduation requirement.

9. Total Minimum Credits Required - 205 Credits

Senior English Approved Courses

The following courses have been approved to fulfill the Senior English requirement in lieu of the student taking English 4. These courses must be taken in the student's senior year:

1. Agriculture Leadership & Communication
2. Communication Technology
3. Developmental Psychology of Children
4. Fashion Design
5. Introduction to Education
6. Music History
7. Theatre History
8. Technology Concepts for Communication
9. Professional Business Communication cd

Non-Graduating Seniors from the Class of 2010

The above revised diploma requirements do not apply to the non-graduating seniors from the Class of 2010. These students will still be required to fulfill the Class of 2010 course and diploma requirements. With administrative approval, these non-graduating seniors from the Class of 2010 may be permitted to continue for an additional senior year provided that they maintain continuous enrollment, minimum course loads of 40 credits (four periods) per school year, and satisfactory attendance.

Upon satisfactory progress and continuous enrollment throughout the first semester of this additional senior year, these students will be reclassified beginning with the start of the second semester of the 2010-2011 as students under the guidelines of the Class of 2011. These students will then be considered members of the Class of 2011 and therefore the Class of 2011 course and diploma requirements will apply.

2020-21 Graduation Requirement Amendment

As a direct result of the COVID-19 pandemic, Resolution 15-2020-21 temporarily amends the District's graduation requirements during the 2020-21 school year for certain students.

- 12th grade students of the District who have met State graduation requirements, but who are unable to complete the full number of credits required by Board Policy 6146.1 as a direct result of hardship created by the COVID-19 emergency, as specifically determined by the Superintendent or designee, shall be deemed to have satisfied graduation requirements of the District if they have completed the minimum standards required by the Education Code.
- The Board hereby authorizes the Superintendent or designee to determine, on a case-by-case basis, and on recommendation of school site administration, which District students satisfy the specific conditions set forth and therefore qualify for graduation in 2021 based on a modified credit requirement and on recommendation of school site administration, which District students satisfy the specific conditions set forth and therefore qualify for graduation in 2021 based on a modified credit requirement.
- Modified Credit Requirement for 2020-21 School Year- 180 Total Credits

English – 30 Credits
 World History – 10 Credits
 US History – 10 Credits
 Government – 5 Credits

Economics - 5 Credits
Mathematics - 20 Credits
Physical Science - 10 Credits
Life Science - 10 Credits
Physical Education - 20 Credits
VPA Art/World Lang/CTE - 10 Credits
Health - 5 Credits
Electives - 45 Credits

REGULAR MEETING
February 13, 2024

APPENDIX J

Draft of Minutes

Regular Board Meeting: January 16, 2024

**REGULAR MEETING OF THE
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on January 16, 2024 with a closed session scheduled at 5:15 p.m. and an open session immediately following.

Members present: Perez, Aguilar, Baskett, Hernandez, Garvin

OPEN SESSION

Call to Order

Ms. Perez called the meeting to order at 5:15 p.m.

CLOSED SESSION PUBLIC COMMENTS

No public comments were submitted.

The meeting was adjourned to a closed session.

RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS

Ms. Perez called the meeting to order at 6:32 p.m. Ms. Hernandez led the Flag Salute.

Mr. Garcia announced the closed session actions. The Board unanimously approved Personnel Actions for Certificated and Classified staff along with one Student Matter as presented.

REPORTS

Student Reports

Perla Delgado-Paniagua/SMHS: ASB Officers are currently preparing for an upcoming conference while also planning Heritage Month activities. FFA is working on a national chapter award application amongst various meetings. FBLA also has a conference next month and Seniors are filling out scholarship applications and the FAFSA.

Teya Nastaskin/ERHS: AG Woodshop and Welding classes have received their new equipment and are ready for use. Financial aid and scholarship workshops are underway with counselors also connecting with incoming freshman by visiting the junior highs. Righetti FFA students are busy with events such as citrus judging, fruit tree pruning, and FFA scholarships. Winter sports are in full swing with many having success early. The Wellness Center has a busy month of lunchtime activities planned for January. ASB is preparing for the spring semester by brainstorming and planning new events to have around campus.

Camila Uribe-Quezada/PVHS: FFA has been busy with their Citrus A and B Teams attending various competitions. ASB has also kept occupied planning upcoming rallies, the February Rose Ball dance, and Senior Night.

Superintendent’s Report

Mr. Garcia attended a Martin Luther King Jr. celebration this weekend. The sermon presented by Dr. McDuffie was amazing. Our district offered a winter intercession during the winter break that allowed many students to be better prepared for their English and math courses this upcoming second semester. Professional development and trainings took place at all school sites and the District Office before students came back from Winter Break. Sessions were led by staff from Orenda, the County Office of Education, and our own district staff.

Board Member Reports

Diana Perez: She acknowledged Dr. Herrera’s feature on the Tech & Learning Magazine and is looking forward to this new year.

Mr. Aguilar: He is impressed with the work Mr. Garcia outlined that has taken place to invest in this last part of the school year and looks forward to continuing to work with the district.

Mr. Baskett: He hopes to see progress in the aviation sector with students that are interested in learning how to fly or work on the different components of an airplane.

Ms. Hernandez: During the break, she enjoyed attending sports activities with her kids that included a Righetti High basketball game.

Dr. Garvin: He congratulated Ms. Ortiz and the Business Department on an outstanding audit and plans to visit the school sites this semester.

REPORTS FROM EMPLOYEE ORGANIZATIONS

No reports submitted.

OPEN SESSION PUBLIC COMMENTS

Name	Topic
Maureen Atterbury	National Human Trafficking Awareness Month

ITEMS SCHEDULED FOR ACTION

INSTRUCTION

Proclamation Declaring February 5-9, 2024 as National School Counseling and Guidance Week - Resolution Number 8-2023-2024

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Jose Pereyra, Director of Wellness Services

National School Counseling and Guidance Week will be celebrated February 5-9, 2024, to focus public attention on the unique contributions of professional school counseling and guidance staff members in our schools across the country. The National School Counseling and Guidance Week, sponsored by the American School Counseling Association (ASCA), highlights the tremendous impact school counselors and guidance staff can have in helping students achieve school success and plan for a career.

A motion was made by Dr. Garvin and seconded by Mr. Aguilar to adopt Resolution 8-2023-2024 to declare February 5-9, 2024, as National School Counseling and Guidance Week. The motion passed with a roll call vote 5-0.

Roll Call Vote:

Ms. Perez	Yes
Mr. Aguilar	Yes
Mr. Baskett	Yes
Ms. Hernandez	Yes
Dr. Garvin	Yes

Santa Maria Joint Union High School District
Resolution Number 8-2023-2024

Proclamation
National School Counseling and Guidance Week
February 5-9, 2024

WHEREAS, counseling and guidance staff members are employed in our schools to help students reach their full potential; and

WHEREAS, counseling and guidance staff members are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, counseling and guidance staff members help parents focus on ways to further the educational, personal, and social growth of their children; and

WHEREAS, counseling and guidance staff members work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, counseling and guidance staff members seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, comprehensive developmental school counseling and guidance programs are considered an integral part of the educational process that enables all students to achieve success in school; Therefore, the Board of Education of the Santa Maria Joint Union High School District do hereby proclaim February 5-9, 2024, as National School Counseling and Guidance Week.

Roll Call:

- Ayes:
- Noes:
- Absent:
- Abstain:

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

Quarterly Report on Williams Uniform Complaints

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report submitted in December 2023 on the Williams Uniform Complaints for the months of October 2023 -December 2023. Each school site has reported that there have been no complaints in the general subject areas of Text-books 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 Mr. Aguilar and seconded by Dr. Garvin to approve the Quarterly Report as submitted. The motion passed with a roll call vote 5-0.

Roll Call Vote:

Ms. Perez	Yes
Mr. Aguilar	Yes
Mr. Baskett	Yes
Ms. Hernandez	Yes
Dr. Garvin	Yes

BUSINESS

Fiscal Year 2022-2023 Audit Report and Plan of Corrective Action – Appendix C

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Michelle Coffin, Director of Fiscal Services

As required by Education Code §41010, the District retained the services of the auditing firm, Christy White Accountancy Corporation, to audit the books and accounts of the District. In accordance with Education Code §41020, the audit report for the year ended June 30, 2023 is hereby submitted to the Board of Education for review at this public meeting. The full audit report can be found on the District’s website under Business Services – www.smjuhsd.org/businessservices

A motion was made by Mr. Baskett and seconded by Dr. Garvin to Education to accept the submission of the audit report for the year ended June 30, 2023 and approve filing it with the County Superintendent of Schools as required by Education Code §41020. The motion passed with a roll call vote 5-0.

Roll Call Vote:

Ms. Perez	Yes
Mr. Aguilar	Yes
Mr. Baskett	Yes
Ms. Hernandez	Yes
Dr. Garvin	Yes

CONSENT ITEMS

A motion was made by Dr. Garvin and seconded by Mr. Aguilar to approve the consent items as presented. The motion passed with a roll call vote 5-0.

Roll Call Vote:

Ms. Perez	Yes
Mr. Aguilar	Yes
Mr. Baskett	Yes
Ms. Hernandez	Yes
Dr. Garvin	Yes

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

Regular Board Meeting – December 12, 2023

B. Approval of Warrants for the Month of December 2023:

Payroll	\$ 11,459,792.22
Warrants	\$ 3,862,370.61
Total	\$ 15,322,162.83

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, was available to answer questions regarding the fourth and fifth month of the 2023-24 monthly attendance report.

- D. Facility Report – **Appendix B**
- E. Student Matters - Education Code Sections §35146 & §48918

Administrative Recommendation to order expulsion: 370139

- F. Discard or Sell Obsolete Textbooks

The following textbooks were submitted for discard by Pioneer Valley High School:

Textbook Title	ISBN #	# of Copies
Entrepreneurship 2 nd Edition	1-63126-635-7	36
Clinical Kinesiology and Anatomy 5 th Edition	0-806-2363-1	60

- G. Student Accountability Report Card (SARC)

The following school sites submitted their Student Accountability Report Card for Board approval:

- Righetti High School
- Delta High School
- Pioneer Valley High School
- Santa Maria High School

Since November 1988, state law has required all public schools receiving state funding, to prepare and distribute a School Accountability Report Card (SARC) by February 1st. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. SARC reports are available to view in each school’s individual web-sites, district website, or a hard copy is available upon request.

After a SARC has been finalized and made public, an LEA may revise and re-publish it. You may access the latest version at: www.smjuhsd.org/publicnotices

- H. Authorization to Piggyback on Arvin Union School District for School Furnishings, Office Furniture and Accessories District-Wide for the Length of the Contract through October 17, 2024

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.

Arvin Union School District has awarded their furnishings bid to Sierra School Equipment - Piggyback Bid #2023-24-012, through October 17, 2024. The district recommends that the board find and determines that it is in the best interest of the district to authorize purchasing of furniture and accessories under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC20118.

- I. Approval of Amendment No. 3 with Huckabee - Rachlin Partners for Architectural and Engineering Services at Santa Maria High School (SMHS) to Include Extension of Pre and Post Construction and Enhanced Construction Administration Services for Project #21-390 CTE Renovations at SMHS.

The initial Rachlin Partners (RP) Architectural and Engineering Services (A&ES) agreement in the amount of \$622,521.70 included traditional pre-design, programming, schematic design, construction documentation, Division of State Architect (DSA) coordination, bidding, limited construction administration, and project closeout services. Amendment No. 1, in the credit amount of \$69,713.50, included a negotiated cost reduction. Amendment No. 2, in the amount of \$78,810.00, included 12 months of site pre and post construction planning and enhanced construction administration services. Amendment No. 3, in the amount of \$103,620.00, provides an additional 6 months of planning and enhanced construction administration services including daily on-site observation and management support of budgets, schedules, change orders, and site construction closeout. The additional services are required due to construction delays related to unforeseen conditions, equipment acquisition backlogs, and construction change orders. Amendment #3 increases the total A&ES agreement to \$735,238.20.

- J. Approval of Amendment No. 3 with Huckabee - Rachlin Partners for Architectural and Engineering Services at Ernest Righetti High School (ERHS) Include Extension of Pre and Post Construction and Enhanced Construction Administration Services for Project #21-391 CTE Renovations at ERHS.

The initial Rachlin Partners (RP) Architectural and Engineering Services (A&ES) agreement in the amount of \$532,690.60 included traditional pre-design, programming, schematic design, construction documentation, Division of State Architect (DSA) coordination, bidding, limited construction administration, and project closeout services. Amendment No. 1, in the credit amount of \$55,769.30, included a negotiated cost reduction. Amendment No. 2, in the amount of \$78,810.00, included 12 months of site pre and post construction planning and enhanced construction administration services. Amendment No. 3, in the amount

of \$86,570.00, provides an additional 6 months of planning and enhanced construction administration services including daily on-site observation and management support of budgets, schedules, change orders, and site construction close-out. The additional services are required due to construction delays related to unforeseen conditions, equipment acquisition backlogs, and construction change orders. Amendment #3 increases the total A&ES agreement to \$642,301.30.

- K. Authorization to Utilize NASPOVP for District-wide Purchases of Extreme Networks, Inc. of Computer Equipment, Peripherals & Related Services for the length of the Contract through September 30, 2024

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the Public Contract Code, “school districts may, without competitive bidding, utilize contracts, master agreements, 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 computer equipment, peripherals and related services be made utilizing the provisions of the Public Contract Code that allow purchasing from a NASPOVP – National Association of State Procurement Officials Value Point – Addendum Number 7-20-70-47-03 from Master Agreement Number AR3230, utilizing Extreme Networks, Inc., the servicing vendor, through September 30, 2024.

- L. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO24-01005 Change Order # 1	SAAVAS Learning Company, LLC	\$23,798.43	Additional cost envision Math Integrated I Textbooks / General Fund Lottery
PO24-01051	Snap-on Industrial	\$228,375.00	Lincoln Power Wave 300C (12) / General Fund LCAP 3.3 & Fund 26 H2016

- M. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Gerry Starowicz Revocable Trust	Jazz/Concert Choir	\$100.00
Coast Hill Community Foundation	Boys' Basketball	\$500.00
Melani Teixeira & Joseph Mederos	Panther Woodworks	\$300.00
Yvonne Duran	Center Stage	\$100.00
Total Pioneer Valley High School		<u>\$1,000.00</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>

REGULAR MEETING January 16, 2024

Allied Universal	Warrior Goat Program	\$762.38
Santa Barbara Bowl Foundation	Marimba/Ballet Folklorico	\$4,000.00
The Kiwanis Club of Guadalupe	Marimba/Ballet Folklorico	\$500.00
Farmares Mutual Hail Ins. Co. of Iowa	FFA	\$500.00
Landmark Event Staffing Services, Inc	Warrior Goat Program	\$1,309.00
Elks Recreation Inc	ASB Donation	\$1,000.00
Total Righetti High School		<u>\$8,071.38</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Pamela A Rowan DBA Coffee a La Cart	Athletics General	\$150.00
Santa Maria Lodge No 1538	FFA – Rabbits	\$500.00
Dr. Art Olguin – In Honor of Mr. Peter Rojas	Phyllis Chiado Scholarship	\$500.00
Dr. Art Olguin – In Honor of Eleanor Rosario Rojas	Eleanor Rosario Rojas Memorial Scholarship	\$500.00
Total Santa Maria High School		<u>\$1,650.00</u>

FUTURE BOARD MEETINGS FOR 2024

Unless otherwise announced, the next regular meeting of the Board of Education will be held on February 13, 2024. Closed session is scheduled to begin at 5:15 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 2024:

- | | | |
|-----------------|--------------------|-------------------|
| March 12, 2024 | June 12, 2024* | October 8, 2024 |
| April 16, 2024* | July 9, 2024 | November 12, 2024 |
| May 14, 2024 | August 6, 2024* | December 10, 2024 |
| June 4, 2024 * | September 10, 2024 | |

**Not on the second Tuesday of the month*

ADJOURN

The meeting was adjourned at 7:04 p.m.