

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

**Regular Meeting
September 8, 2020**

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

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

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

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

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

This meeting is being conducted pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Consistent with these orders the Board room will not be open to the public for this meeting. Any or all Board members may attend the meeting by phone or videoconference platform. Archives of meetings are available on the District’s website at www.smjuhsd.k12.ca.us.

The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Tammy Rhine at (805) 922-4573, extension 4202 by 5:00 p.m. on September 7, 2020.

If you would like to address the SMJUHS Board of Education at the September 8, 2020 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on September 7, 2020. The email address is SMJUHS-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on September 7, 2020. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

I. OPEN SESSION

A. Call to Order

II. 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. 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.
 - B. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
 - C. Conference with Labor Negotiators** – The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
 - D. Conference with Legal Counsel regarding Anticipated Litigation** – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): one matter.
 - E. Potential Threat to Public Services or Facilities Pursuant to Government Code § 54957(a)** – Consultation with District legal counsel
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III. RECONVENE IN OPEN SESSION

A. Call to Order

IV. ANNOUNCE CLOSED SESSION ACTIONS – Mr. Garcia, Superintendent

V. PRESENTATIONS

A. One Community Action

John Davis, Asst. Superintendent of Curriculum; Pete Flores, Director of Student Services; Patty Cantu, Board Member/One Community Action; Michael Fuentes, POR VIDA Program Manager; Josie Suarez, POR VIDA Case Manager

B. Facilities Update

Yolanda Ortiz, Asst. Superintendent of Business Services; Gary Wuitschick, Director of Support Services

VI. REPORTS

A. Superintendent's Report

B. Student Reports – Jneyri Antonio/SMHS; Karlee Cullen/ERHS; Ashley Fuerte/Delta; Carlos Rivas/PVHS

C. Board Member Reports

VII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

**1. Approval of the Amended 2020 Conflict of Interest Code –
*Resolution Number 02-2020-2021 - Appendix C***

Resource Person: Kevin Platt, Asst. Superintendent of Human Resources

The Political Reform Act (Gov. Code §81000-§91015) provides that “no public official at any level of state or local government shall make, participate in making, or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest.” In addition, the Act requires every public official to disclose all his or her economic interests that could foreseeably be affected by the exercise of the official’s duties (§87200-§87313).

The Political Reform Act requires every local agency with a Conflict of Interest Code to review such code beginning July 1 of even-numbered years and submit a notice to the code reviewing body that specifies if the code is accurate, or alternatively, that the code must be amended. The County of Santa Barbara Clerk of the Board of Supervisors, as our code reviewing body, must receive this notice no later than October 1, 2020.

An amended Conflict of Interest Code is attached as Appendix C.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 02-2020-2021 and the amended Conflict of Interest Code for the district as presented in Appendix C.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

RESOLUTION NUMBER 02-2020-2021

**ADOPTION OF SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
CONFLICT OF INTEREST CODE**

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code;

WHEREAS, the Governing Board of the Santa Maria Joint School District ("District") has previously adopted a local conflict of interest code;

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the District's conflict of interest code;

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306;

WHEREAS, the District has recently reviewed its positions, and the duties of each position, and determined that changes to the prior conflict of interest code were necessary;

WHEREAS, District staff developed the attached revised conflict of interest code to reflect the current positions and duties;

WHEREAS, the Santa Barbara County Board of Supervisors has to approve the proposed conflict of interest code; and

WHEREAS, any earlier conflict of interest code shall be rescinded and superseded by this resolution and appendix.

THEREFORE, BE IT RESOLVED, the Santa Maria Joint Union High School District Governing Board adopts the attached Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories and incorporates the Conflict of Interest Code into Board Bylaw 9270.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this eighth day of September, 2020.

APPROVED, PASSED AND ADOPTED by the Santa Maria Joint Union High School District Board of Education on this eighth day of September 2020, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

**2. Ed Code Sections used for Assignment Options –
Resolution Number 03-2020-2021**

Resource Person: Kevin Platt, Asst. Superintendent of Human Resources

The District is required by state law to have all teachers properly assigned within their credentialed subject areas according to the California Commission on Teacher Credentialing. However, there are several Education Code options to assign teachers in areas in which they have a requisite number of units and/or expertise. The attached resolution outlines specific names, subject areas, and Education Codes to meet this annual criterion.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 03-2020-2021 , to certify The Teacher Assignment Options Resolution for the 2020 -21 school year.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

3. Approval of Classified Bargaining Unit Tentative Agreement regarding the 2020-21 re-opener negotiations – Appendix D

Resource Person: Kevin Platt, Asst. Superintendent of Human Resources;
Joni McDonald, Director, Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the 2020-21 re-opener negotiations. The Tentative Agreement dated July 31, 2020 will take effect upon approval by both parties. (See Appendix D)

***** IT IS RECOMMENDED THAT** the Board of Education approve the tentative agreement dated July 31, 2020 and pending ratification by CSEA as presented in Appendix D.

Moved _____ **Second** _____

Roll Call Vote:

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

B. INSTRUCTION

1. Learning Continuity Plan – Appendix E

Resource Person: John Davis, Asst. Superintendent of Curriculum;
Steve Molina, LCFF Coordinator

The Santa Maria Joint Union High School District would like to present the Learning Continuity and Attendance Plan. The plan is attached as Appendix E.

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in *EC* Section 43509. Formal Board approval will occur at the next board meeting.

A public hearing is required.

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

**2. Instructional Materials Certifications 2020-21 –
Resolution Number 04-2020-2021**

Resource Person: John Davis, Asst. Superintendent of Curriculum

Pursuant to Education Code Section 60119, the governing board of a school district must conduct a public hearing to discuss “whether each pupil in each school in the district has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of curriculum framework adopted by the state board.” District Resolution Number 04-2020-2021 printed on the following pages indicates that the district has certified for 2020-2021 that Education Code Section 60119 has been followed.

A public hearing is required.

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

***** IT IS RECOMMENDED THAT the** Board of Education adopt Resolution Number 04-2020-2021, which indicates that the district has fulfilled Education Code Section 60119.

Moved _____ **Second** _____

A Roll Call is Required:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Resolution Number 04-2020-2021

SUFFICIENCY OF INSTRUCTIONAL MATERIALS - STATEMENT OF ASSURANCE

WHEREAS, the governing board of Santa Maria Joint Union High School District, County of Santa Barbara, State of California, in order to comply with the requirements of Education Code 60119 held a public hearing on September 8, 2020, at 6:30 pm, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Santa Maria Joint Union High School District, County of Santa Barbara, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2020-2021 school year, the Santa Maria Joint Union High School District, County of Santa Barbara, State of California has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

Resolution 04-2020-2021 (page 2)

Sufficiency of Instructional Materials - Statement of Assurance

I hereby certify the foregoing to be a full, true, and correct copy of a resolution duly adopted by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, and State of California at a regular meeting of the Board on this 8th day of September 2020.

PASSED AND ADOPTED THIS 8TH day of September 2020 by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

C. BUSINESS

1. 2019-2020 Unaudited Actuals – Appendix F

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

Pursuant to Education Code Section 42100, the school district must file an annual statement with the County Superintendent of Schools regarding prior year actual income and expenditures no later than September 15. This District closed its books for 2019-2020, and these figures are shown on the appropriate state forms which are posted on the District website at www.smjuhsd.k12.ca.us under Parents/Community, Public Notices, Financial Reports, Financial Reports 2019-2020.

District staff will discuss the year-end actuals, including the change in the 2019-2020 Ending Balance and its corresponding effect on the 2020-2021 Beginning Balances. A brief summary of the changes is shown in Appendix F.

*** **IT IS RECOMMENDED THAT** the Board of Education approve authorize the District to file the 2019-2020 Annual Statement with the County Superintendent of Schools.

Moved _____ **Second** _____

Roll Call Vote:

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

2. Adoption of 2020-2021 Gann Limit – Resolution Number 05-2020-2021

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

Education Code Section 42132 requires that by September 30th of each year school district governing boards adopt a resolution identifying their estimated appropriations limit for the current year and their actual appropriations limit for the preceding year. Resolution Number 05-2020-2021, reflects the calculation of the estimated appropriation limit for the 2020-2021 school year.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 05-2020-2021, adopting the 2020-2021 Gann Limit.

Moved _____ **Second** _____ **Vote** _____

Roll Call Vote:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 05-2020-2021**

ADOPTION OF THE 2020-2021 GANN LIMIT

BE IT RESOLVED by the Board of Education of the Santa Maria Joint Union High School District that pursuant to Article XIII-B of the State Constitution and Government Code Sections 7900, et. seq., an adjusted appropriation limit for the 2019-2020 school year has been calculated in the amount of \$55,112,867.27.

BE IT FURTHER RESOLVED that the revenues applied to the 2020-2021 school year are not anticipated to exceed the appropriations subject to limitation, \$64,603,172.92.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District this 8th day of September 2020, by the following vote:

ROLL CALL:

AYES:
NOES:
ABSENT:
ABSTAIN:

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

3. Real Property Conveyance to Cuyama Joint Unified School District – Resolution Number – *Resolution Number 06-2020-2021*

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

The Cuyama Joint Unified School District has approached the District to authorize conveyance of real property located at 67 Pato Drive, New Cuyama CA 93254, APN 149-052-004. This property is where Cuyama Valley High School is located. Cuyama Joint Unified School District became unified on July 1, 1986; however, it appears the conveyance of this property never occurred.

Resolution Number 06-2020-2021 on the following pages, declares the district's intention to convey real property APN 149-052-004 to the Cuyama Joint Unified School District.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 06-2020-2021 authorizing the district to convey real property APN 149-052-004 to the Cuyama Joint Unified School District.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

RESOLUTION NUMBER 06-2020-2021

**RESOLUTION OF THE GOVERNING BOARD OF THE SANTA
MARIA JOINT UNION HIGH SCHOOL DISTRICT AUTHORIZING
CONVEYANCE OF INTEREST IN REAL PROPERTY TO THE
CUYAMA JOINT UNIFIED SCHOOL DISTRICT**

WHEREAS, the California Education Code provides for the reorganization of school districts and the transfer of property related to such reorganization;

WHEREAS, pursuant to reorganization documents which provided for the creation of the Cuyama Joint Unified School District ("Cuyama") certain property of the Santa Maria Joint Union High School District was transferred to Cuyama;

WHEREAS, due to an administrative oversight, the transfer of one parcel which is currently occupied by Cuyama was never officially memorialized.

BE IT RESOLVED by the Governing Board of the Santa Maria Joint Union High School District as follows:

1. That the interests in real property of this District to be conveyed are described in Exhibit "A" to the Cuyama Joint Unified School District; and
2. That the Governing Board authorizes the Superintendent to take necessary action to execute the deed of conveyance of Assessor's Parcel Number 149-052-004 as more particularly described in Exhibit "A."

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District at a regular meeting held this 8th day of September 2020, by the following vote:

ROLL CALL:

AYES:

NOES:

ABSENT:

ABSTAIN:

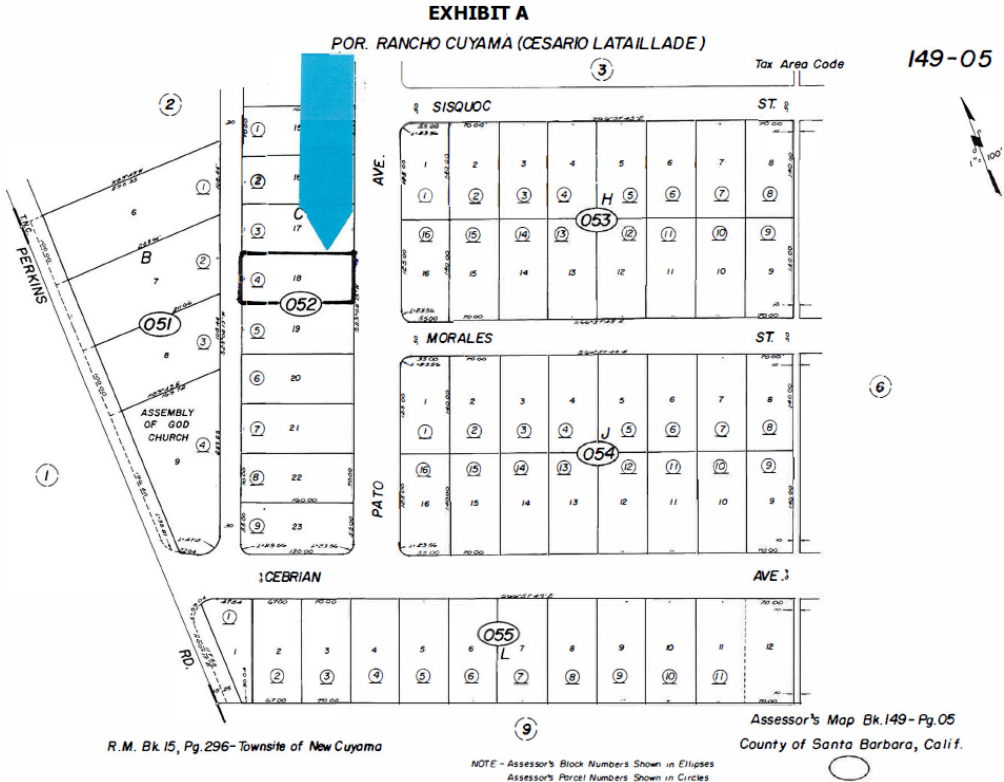
President/Clerk/Secretary of the Board of Education
Santa Maria Joint Union High School District

EXHIBIT "A"

Legal Description

LEGAL DESCRIPTION

Lot 18 in Block C of the Townsite of New Cuyama, being a subdivision of a portion of the Rancho Cuyama No. 2, according to the map thereof recorded in Book 15, page 296, et seq., of Maps, in the office of the Recorder of the County of Santa Barbara



VIII. 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 _____

Roll Call Vote:

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

A. Approval of Minutes

Special Board Meeting – July 23, 2020
 Regular Board Meeting – August 4, 2020

B. Approval of Warrants for the Month of August 2020

Payroll	\$2,561,967.16
Warrants	<u>5,161,105.13</u>
Total	<u>\$7,723,072.29</u>

C. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Music, Memories & More	2019/2020 Graduation Video	\$2750/ General Fund	Yolanda Ortiz
Vernier Software & Technology	PIVOT Training for Physics, Biology and Chemistry	\$37,186.17/ Cares Act Funding	John Davis
Hatching Results	Virtual Professional Development for School Counselors and Administrators	\$55,000/ LCAP 4.1	John Davis

REGULAR MEETING September 8, 2020
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COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Gobo	LCAP Infographic Agreement Subscription for 3 years	\$5871/ LCAP 2.3	John Davis
Therapy Travelers, LLC	Speech and Language Pathologist (Direct and virtual delivery for 2020-2021 school year)	\$118,000/ Special Education	John Davis
Jennifer Brooke Foster	Board Certified Behavioral Analyst (Distance Learning for 2020/2021 school year)	\$20,000/ Special Education	John Davis
STAR of CA – ERA – Education	Board Certified Behavioral Analyst Supervisor and Behavioral Interventionist (Distance Learning for 2020/2021 school year)	\$23,520/ Special Education	John Davis
Nearpod	District license that includes access to the Nearpod Lesson Library featuring thousands of ready to run lessons. Includes webinar with a trainer.	\$36,195/ Cares Act Funding	John Davis
Renaissance Learning, Inc.	Schoolzilla Program Application/Assessment Management System for Student Placement and Student Progress Monitoring	\$70,450/ Cares Act Funding	John Davis
IXL Learning	Site licenses for personalized learning software	\$8,934.00/ Cares Act Funding	John Davis

D. Facility Report – **Appendix B**

E. Student Matters – Education Code § 35146 and § 48918

Administrative Recommendation for student re-admission from expulsion/suspended order and/or expulsion: 353651

- F. Memorandum of Understanding between Santa Barbara County Education Office Teacher Induction Program and SMJUHSD for 2020-2021

The purpose of the MOU is to establish a formal working relationship between SBCEO and SMJUHSD to provide quality professional development and support to first and second-year teacher candidates in pursuit of a Professional Clear Credential from the California Commission on Teacher Credentialing (CTC), and to provide professional development and support for their mentors.

- G. Memorandum of Understanding between Santa Barbara County Education Office K12 Strong Workforce Program to extend the term to December 31, 2022

The K12 Strong Workforce Program is a regional collaborative project. The K12 SWP's purpose is to establish partnerships with South Central Coast Regional Consortium (Regional Consortium) colleges, SBCEO, school districts, business and community partners throughout Santa Barbara to improve Career Technical Education (CTE) services to enrolled K-12 students and community college students, specifically in the approved grant funded applications for College and Career Exploration and Postsecondary Transitions.

The term of the agreement is from July 1, 2019-December 31, 2022.

- H. Memorandum of Understanding between the Templeton Unified School District as LEA for the South Coast Region Agricultural Education Consortium, K12 Strong Workforce Program Grantee

The Consortium consists of eleven school districts: Coast Unified School District, Fillmore Unified School District, Lompoc Unified School District, Lucia Mar Unified School District, Paso Robles Unified School District, San Luis Coastal Unified School District, Santa Maria Joint Union High School District, Santa Paula Unified School District, Santa Ynez Valley Union High School District, Shandon Joint Unified School District, and Templeton Unified School District.

The purpose of the MOU is to set forth, define, and establish mutual agreements, understandings, and obligations by and between the Templeton Unified School District as the LEA for the South Coast Regional.

The effective date for the MOU is July 1, 2020 through June 30, 2021.

I. Supervised Fieldwork & Internship Agreements for 2020/21 School Year

California Polytechnic University/San Luis Obispo, Brandman University, National University, University of Phoenix, Western Governors University, University of Laverne, and University of Southern California Rossier, Alliant International University, California State University, East Bay and Humboldt State University have requested the District's participation in their teacher training programs for the 2020/21 school year, whereby the District would provide teaching experience through practice teaching to their students. The District's participation in these programs benefit both the new teachers that are training for the teacher credentialing program and also allows the District firsthand experience with prospective teaching candidates for future teaching vacancies.

J. Authorization to Piggyback on Kern County Superintendent of Schools for Technology Products, Services and Other Branded Products Districtwide for the Length of the Contract through December 31, 2021

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

Kern County Superintendent of Schools has awarded their purchases as needed for technology hardware, software, related services and other branded products through Kajeet, Inc. - PEPPM 2019 Product Line Bid – California #528899-082, through December 31, 2021. The district recommends that the board find and determines that it is in the best interest of the district to authorize technology purchases under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

K. The following projects were substantially complete. To file the necessary Notice of Completion forms with the County of Santa Barbara, the Acceptance of Substantial Completion needs to be formally accepted by the Board of Education.

1) SMHS 8 PORTABLE INSTALLATION, #20-333.2 with Vernon Edward Constructors. Substantial Completion on August 8, 2020.

2) SMHS 8 PORTABLES INSTALLATION, #20-333.3, with AWS Electric, Contractor. Substantial Completion on August 6, 2020.

3) ERHS FIELD GATE & BERRYWOOD GATE, #20-343 with Valley Fencing, Inc., Contractor. Substantial Completion on August 3, 2020.

- 4) SMHS-ERHS-PVHS 2020 SUMMER ROOF REPLACEMENT, #20-335, Craig Roofing, Contractor. Substantial Completion on July 28, 2020.
- 5) SMHS TURF REPLACEMENT, #20-334, FieldTurf, Inc., Contractor. Substantial Completion on August 18, 2020.
- 6) ERHS PAVEMENT MAINTENANCE, #20-330 with Potter Enterprises, Contractor. Substantial Completion on August 7, 2020.
- 7) SMHS 8 PORTABLE INSTALLATION, #20-333 with Elite Modular Leasing & Sales, Inc. Substantial Completion on August 10, 2020.

L. CTE Center/Agricultural Farm Project #11-102.1: Approval of Amendment No. 4 to Facilities Lease Increasing Guaranteed Maximum Price (GMP)

The CTE Center/Agricultural Farm Project #11-102.1 Guaranteed Maximum Price (GMP) was approved under Amendment No. 2 as \$20,606,189.94. Two Change Orders (CO) were included in Amendment No. 3., Amendment No. 4 requests approval of the following: CO No. 5, in the credit amount of \$300.04, includes credits for installation of the main water service work (moved to R. Baker Inc. per Golden State Water's requirements), a mechanical review reimbursement, and rolling door modifications. Added work includes concrete coring, electrical transformer, and switchgear (relocation), metal wall panel installations, barn door paint, water line rerouting, light fixture adjustments, pen gates reinforcement, kitchen wall panels extensions, and kitchen walk-in cooler revisions to meet new guidelines. CO No. 6, in the amount of \$1,477,329.80, includes addition of air fiber antennas, wireless access points, wireless network licenses, security motion sensor systems, additional security cameras, added telephone lines, classroom ceiling cable wiring trays, voice lift systems, data infrastructure equipment, a bell/clock/public address system, radiant heater seismic restraints, roof panel connectors, and significant added classroom electrical capacity to support program equipment requirements. CO No. 5 and 6, in the combined amount of \$1,477,029.76, increases the GMP to \$22,083,219.70. District Administration recommends approval of Amendment No. 4 to the CTE Center/Agricultural Farm Project #11-102.1 Facilities Lease.

M. Obsolete Equipment

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items in the list below in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through its representative RT Auctions.

REGULAR MEETING September 8, 2020
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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 <http://www.smjehsd.k12.ca.us>.

Tag #	Asset Category	Description	Serial #
N/A	PRINTER	HP Printer	CN55J3M069
N/A	FURNITURE	Outdoor Table	
N/A	PRINTER	HP Printer	CNYBGDEIKN
N/A	PRINTER	BROTHER PRINTER	U61821H7F816105
20548	COMPUTER	APPLE IMAC	QP62401BU2R
N/A	AV EQUIP	TV	15170
N/A	AV EQUIP	PIONEER DVD PLAYER	
N/A	PRINTER	BROTHER PRINTER	
N/A	PRINTER	BROTHER PRINTER	
N/A	PRINTER	HP Printer	
N/A	AV EQUIP	MAGNAVOX DVD PLAYER	KX1A0644076065
N/A	AV EQUIP	QUASAR VHS	
N/A	AV EQUIP	SONY TV	8297857
N/A	AV EQUIP	JVC TV	10791407
22753	AV EQUIP	3M Overhead Projector	S181011090
20558	COMPUTER	iMac 17"	
4004	MACH/TOOLS	BERNINA	
4020	MACH/TOOLS	BERNINA	N/A
4025	MACH/TOOLS	BERNINA	N/A
4027	MACH/TOOLS	BERNINA	N/A
4031	MACH/TOOLS	BERNINA	N/A
N/A	FURNITURE	4 METAL TV CARTS	N/A
N/A	AV EQUIP	JVC VHS PLAYER	N/A
N/A	AV EQUIP	AIVA CD PLAYER	N/A
N/A	AV EQUIP	JVC TV	N/A
N/A	AV EQUIP	TOSHIBA DVD PLAYER	N/A
N/A	AV EQUIP	QUASAR VHS PLAYER	N/A
N/A	MONITOR	VIEWSONIC	N/A

N. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO21-00207	Lenovo (United States) Inc.	\$ 472,712.50	Lenovo Thinkpad Tablets / Cares Act LLMF
PO21-00212	Apple Computer, Inc.	\$ 171,608.36	Macbook Laptops / Cares Act LLMF
PO21-00213	Dell Marketing LP	\$ 1,309,126.81	Laptops / Cares Act LLMF
PO21-00277	Renaissance Learning, Inc.	\$ 70,450.00	Schoolzilla subscription / Cares Act LLMF
PO21-00268	CIO Solutions, LP	\$ 76,214.00	Extreme Networks Renewal Agreement / Technology
PO21-00246	Kajeet, Inc.	\$ 129,402.76	Hotspots / Cares Act LLMF

O. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Maria Public Airport District	Key Club	\$325.00
Breakfast Rotary Club of SM Foundation	Scholarship	\$2,000.00
Total Pioneer Valley High School		<u>\$2,325.00</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Maria Public Airport District	Key Club	\$200.00
Santa Maria Public Airport District	Marimba Band	\$1500.00
Santa Maria Public Airport District	Interact Club	\$325.00
We Pay (SNAP Raise)	Marimba Band	\$3597.85
We Pay (SNAP Raise)	Track	\$9907.25
Children's Creative Project	Marimba Band	\$1200.00
Christopher & Nancy Leon	Scholarship	\$1000.00
Breakfast Rotary Club of SM Foundation	Scholarship	<u>\$8000.00</u>
Total Righetti High School		<u>\$25,730.10</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Bill Adam Farm	FFA Beef	\$200.00
Breakfast Rotary Club of SM Foundation	Scholarship - Account	\$4,500.00
The Edwin Jeanne Woods Family Foundation	Las Comadres Club	<u>\$11,893.00</u>
Total Santa Maria High School		<u>\$16,593.00</u>
District		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
United Way of SB County/ Greumber Donor Advised Fund	District	\$25,000.00
Total District		<u>\$25,000.00</u>

IX. REPORTS FROM EMPLOYEE ORGANIZATIONS

X. OPEN SESSION PUBLIC COMMENTS

If you would like to address the SMJUHS Board of Education at the September 8, 2020 meeting for open public comment, please see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on September 7, 2020. The email address is SMJUHS-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on September 7, 2020. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

XI. FUTURE ITEMS FOR BOARD DISCUSSION

XII. NEXT MEETING DATE

There will be a Special Board Meeting on September 15, 2020. The next regular meeting of the Board of Education will be held October 13, 2020. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m. Meetings will be held via videoconference.

XIII. FUTURE REGULAR BOARD MEETINGS FOR 2020

November 10, 2020

December 15, 2020

XIV. ADJOURN

CLASSIFIED PERSONNEL ACTIONS						
	Action	Assignment	Site	Effective	Pay Rate	Hours
	Employ	Accompanist	PVHS	8/12/20	15/A	4/wk
	Promote	Computer Network Technician II	DO	9/1/20	30/E	8
	Resign	Student Information System Analyst	DO	8/28/20	31/C	8
	Resign	Instructional Assistant-Spec Ed II	PVHS	8/7/20	13/B	5.5
	Change in Assignment	Food Service Worker I	SMHS to PVHS	8/10/20	9/E	4 to 6
	Resign	Bus Driver	DO	8/10/20	18/D	4
	Resign	Library Assistant	RHS	9/2/20	14/E	8
	Resign	Instructional Assistant-Special Ed II	SMHS	8/31/20	15/E	6.5
	Resign	Food Service Worker I	PVHS	8/9/20	9/C	3
	Resign	Instructional Assistant-Spec Ed II	SMHS	8/10/20	15/E	6
	Promote	Registrar II	SMHS	8/17/20	22/C	8
	Employ	Instructional Assistant-Spec Ed I	PVHS	8/12/20	13/A	5.5
CERTIFICATED PERSONNEL ACTIONS						
	Action	Assignment	Site	Effective	Salary	FTE
	Salary Update	English	PVHS	2020-21	15/V	1.0
	Employ/Prob	MMEP/TOSA	LC	8/10/20	1/IV	1.0
	Salary Update	Social Science	PVHS	2020-21	1/II	1.0
	Effective Date Update	Special Education/Coordinator	SMHS	8/4/20	6/V +7 days	1.0
	Employ/Prob 2	Agriculture	PVHS	2020-21	4/V	1.0
	Employ/Prob 1	Home Ec/FCS	PVHS	8/10/20	4/I	1.0
	Site/Salary Update	School Counselor	PVHS	8/4/10	1/IV +5	1.0
	Employ/Prob 1	Math	RHS	8/18/20	6/V	1.0
	Employ/Prob 1	Home Ec/FCS	SMHS	8/10/20	5/IV	1.0
	Salary Update	Math	PVHS	2020-21	3/V	1.0
	Salary Update	Social Science	PVHS	8/10/20	1/II	0.8
	Assignment Update	Special Education	PVHS	8/10/20	5/IV	1.0
	Salary Update	Agriculture	SMHS	8/10/20	1/V	1.0

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

June - August 2020 and Coronavirus Activities

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 0 - Electrical Infrastructure: The final application payment has been issued. Retention for this phase is to be held under the Lease-Lease Back requirements until the end of the project. This phase is closed.
- Increment 1, Phase 1 - 50 Classroom and Administration Building: Vernon Edwards Constructors is continuing with development of a Guaranteed Maximum Price (GMP) for presentation to the Board. The sub-contractor bid due date was extended to September 16 due to two issues that came to light during the original bid period. The first issue was related to a District requested change to the HVAC system basis of design. At the time of plan development, the system included was based on the ERHS 38-Classrooms design. While the overall system is operating better, control issues remain leading to the decision to move to a different vendor. This change resulted in the need to do a plan impact review to determine effects on electrical, structural, and associated mechanical systems. The second issue was the need to relocate the softball field. Initially, a temporary solution was considered. However, it was determined that developing a permanent softball site would avoid duplicate costs and impacts on users. These two items will be added to the scope of work in the 50-classroom phase. It is anticipated a GMP will be presented to the board at the November meeting.
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Reviews by DSA continue.

SMHS Proposition 39 - HVAC Replacement Bldg. 240 – Ravatt-Albrecht Architects

- The project Architect and engineering consultants have identified a lower cost option of replacing the rooftop HVAC equipment provided a small amount of roof reinforcement is incorporated. The architect is preparing a design package and tentative project schedule to move the project forward toward DSA submittal. Prop. 39 and Deferred Maintenance funding will be used to cover the construction.

SMHS Synthetic Turf Replacement – Support Services

- Replacement of the synthetic turf field began July 6, 2020 and was completed August 18, 2020. The entire field was refurbished including added shotput vector lines, new maintenance equipment, and an 8-year warranty. Portions of the replaced field were salvaged for reuse at SMHS, RHS, and PVHS. Final project closeout activities are complete, and a final pay application is in process. [\(Photos\)](#)

SMHS Eight Portable Classroom Paving Project – Rachlin Partners

- Work was completed June 2, 2020. Final pay application and retention releases are underway. This project is closed. [\(Photo\)](#)

SMHS Eight Portable Classroom Installation – Rachlin Partners

- A DSA formal letter of plan approval was received May 22, 2020 and the leased portable classrooms were received June 29, 2020. As the portables were set in place, concurrent power, data, fire, communications, fencing, and detailed ramp paving work occurred. Work was substantially complete in time for the arrival of teachers on August 11, 2020. Final fencing and punch list work is expected to be completed by mid-September. [\(Photos\)](#)

2. Ernest Righetti High School Construction Projects

ERHS New 38-Classroom Building – Rachlin Partners

- The contractor and sub-contractor, with District Maintenance and Operations support, conducted a simulated occupancy test over a two-day period in July using portable heaters. The results of the test indicated the system is operational at all locations. There appears, however, to be a larger set point variance (plus or minus 4 degrees) than expected. An evaluation by the contractor is underway to determine if a smaller set point variance adjustment is available within the controls. Final Lease-Leaseback sub-lease payments and retention release are complete. Approximately \$80,000 in funds remain held pending resolution of the HVAC control issue.

ERHS Maintenance and Operations Building – Rachlin Partners

- Potholing work was completed August 22, 2020 to determine depth and number of underground utilities running within the over excavation area of the new facility location. A review of the location data is underway by the Architect to determine if adjustments to current plans are required. An updated project schedule will be created upon completion of the review.

ERHS Phase 2 Improvements – Rachlin Partners

- DSA plans and specification reviews continue.

ERHS 2020 Paving Areas C, D, E, L & Old Obstacle Course – Flowers & Associates

- Site work began July 7, 2020. Work was substantially complete before the teachers returned to campus on August 11, 2020 with a small amount of striping and painting completed before classes resumed. A final punch list walk review is scheduled for August 26. [\(Photos\)](#)

3. Pioneer Valley High School Construction Projects

PVHS 12 Modular Fire System Revisions – Support Services

- DSA closeout documentation coordination by the architect continues. Assessment of the original list of corrections of final punch list items was completed August 18, 2020. One issue regarding the height of the fire riser remains under review for an acceptable resolution by the Architect and Inspector. Once complete, submittal of closeout documentation for final approval can proceed.

4. Career Technical Education Center

C2004 & H2016 Career Technical Education (CTE) Center/Ag Farm – 19six Architects

- Construction occurring this period at the Culinary Arts Building A, Shop Building B, Shop Building C, and Barn Building D includes finish electrical and data, communications, fencing, gate adjustments, installation of entry monument signage, fire and security alarm integration, kitchen window completion, HVAC controls, and pre-punch list touch-ups. The main contract construction work is expected to be substantially complete in early September 2020. Change Order work related to site-wide data, communications, and power installations will continue into late October. Final inspection by the Health Department and punch list reviews by the architect, consultant, and District project staff, along with systems training for District maintenance and operations personnel, are expected to continue throughout September. Also, student and teacher desks, cabinets and other furniture and equipment have begun to arrive at the site. [\(Photos\)](#)

5. District Wide and Support Services Center

District Wide Project Closeout – Support Services

- Closeout of six legacy projects continues:
 - SMHS: Architectural closeout support contracts for two legacy projects, #03-105489 Construction of Classroom Building, Special Education Building, and #03-102635 Alteration to Graphic Arts/Restroom bldg. 320 and 320A; Industrial Arts bldg. 500; Home Economics bldg. 210, have been issued to Garcia and Associates. They were selected based on their specialization in working with DSA regarding legacy projects. Work during this phase will include assessments of project status to determine if forensic demolition testing will be required by DSA, and the development of a plan to address the issues for DSA approval. Amendments to their contracts will be made based on the extent of required architectural and engineering support required by DSA.
 - ERHS: Rachlin Partners is completing reviews of one remaining ERHS legacy project #03-105187 Alterations to 3 classroom Buildings (C, D, and E) with the goal of completing any required remediation work under the RHS Phase 2 Improvements project.

SSC New West Parking Area – Flowers & Associates

- Work was substantially completed by the contractor on July 16, 2020 when occupancy clearance was received by the City of Santa Maria. The District completed Storm Water Pollution Prevention control measures by providing mulch coverage on the undeveloped District property adjacent to the SSC. Final punch list and payment application activities are underway. [\(Photo\)](#)

SSC-DHS-PVHS Proposition 39 Electrical Lighting Retrofit – PCE Engineering

- After several coordination attempts by District Support Services, a final punch walk was conducted with the contractor (ReGreen, Inc.) on July 8, 2020. Closeout activities are complete and final pay application and retention funds have been released. This project is closed.

2020 Roofing/Recoat: ERHS, PVHS, & SMHS – Support Services

- The contractor, Craig Roofing, achieved substantial completion on July 23, 2020; this is two weeks early of the contracted August 7, 2020 completion date. A punch list walk was held on July 28, 2020 with all associated work complete prior to the start of fall school activities. Closeout documentation and final invoicing activities are underway.

6. Summer Activities Planning

District Wide Summer Projects Planning 20/21

- A project list for 2020/2021 is under development. Meetings with site staff and other stakeholders have commenced and will continue over the next few months to establish an initial project list for each District site. Follow-up meetings will be held with District administration to review the list and establish priorities and available funding.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

SMHS

- Performed repairs to irrigation in the southwest stadium area.
- Performed landscape maintenance in several areas throughout campus. (Photos)
- Completed quarterly herbicide application for effective weed control.
- Restored outdoor facilities from the 2020 softball, baseball, and track seasons.
- Performed preventive maintenance on gas utility vehicles: 417, 318, 709.
- Completed preventive maintenance on the district weather station.
- Maintained gopher population through effective Integrated Pest Management.
- Completed quarterly fertilization to promote healthy turf on sports fields and ornamental locations.
- Performed repairs to stadium power system. Vandals accessed the locked 4,160-volt switchgear.
- Repaired the concrete patch in the auto shop where an in-ground hoist was removed.
- Installed skylight protective screen on the Art Gallery roof for improved safety and fall protection. (Photo)
- Completed restoration of the "SAINTS PRIDE" mural on south face of Wilson Gymnasium. (Photo)
- Performed annual recoating of Ethel Pope Auditorium stage floor.
- Performed inspection of emergency system equipment: AEDs, emergency showers, emergency lights, and fire alarm system.
- Participated in meal distribution program for district students and families.
- Installed twenty-eight new security cameras at various locations.
- Completed weekly elevator and chair lift inspections.
- Fabricated COVID shields for workstations to provide maximum protection for worker safety. (Photos)
- Performed annual fire extinguisher certification on approximately 130 units.
- Prepared eight newly installed portable classrooms for upcoming school year that included door locks, flags, pencil sharpeners, configuration of the HVAC controls, and setting up classroom furniture.
- Installed outdoor furniture to increase lunch time seating in several areas of the campus. (Photo)
- Repaired the lights in the cafeteria kitchen walk-in refrigerator.
- Performed repairs to the cafeteria kitchen walk-in refrigerator emergency shut-off controls.
- Completed repairs to broken windows and window accessories in rooms: 118, 121, 360, and 910.
- Repaired partitions 332 Agriculture Science staff restrooms and the Administration north restrooms.
- Performed corrections to annual safety inspection that included securing cabinets and shelving.
- Performed online and in-person employee training.
- Completed HVAC inspection and preventive maintenance in the following buildings: 100, 200, 300, 500, 600 portable classrooms, 900 portable classrooms, and the Multi-purpose Room at the Cafeteria.
- Completed repair of Wilson Gymnasium snack bar food warming oven.
- Placed campus on summer HVAC shutdown status and restored campus from a summer HVAC shutdown.
- Continued support of City of Santa Maria food waste reduction program through cleaning of the organic food waste collection bins at the cafeteria.
- Implemented Physical Distancing Protocol through training and clarity in cleaning expectations.
- Assisted in setting up physical distancing markings and barriers for fall semester.
- Performed monthly fire extinguisher inspections.
- Completed summer classroom deep cleaning that included 49 restrooms, 72,000 square feet of carpet and 44,000 square feet of hard floors. (Photo)
- Gymnasium floors recoated – 20,000 square feet.
- Provided support of school event and civic center use activities: School lunch program food distribution, SMHS tablet and textbook collection, SMHS Senior Honors parade, SMHS yearbook distribution, FFA awards textbook and tablet distribution.
- Preventive work hours - 210
- Routine work order hours – 1,045
- Total work orders completed – 327
- Event setup hours – 361

Ken Groppetti
Plant Manager

REGULAR MEETING
September 8, 2020

PVHS

- Completed herbicide treatment in several areas of campus.
- Performed preventive maintenance on grounds equipment.
- Inspected and repaired sprinklers throughout campus.
- Performed gopher control activities.
- Built decomposed granite pads for varsity baseball storage containers. (Photo)
- Repaired the pedestrian fence at Junior Varsity baseball field.
- Installed a new electronic water flow meter in irrigation line at controller #6.
- Installed a pipe saddle at the water well pump discharge line to provide a sample port.
- Painted several classrooms: 205, 207, 313, 314, 333, 331, 402, and 435. (Photo)
- Repaired drywall and painted classroom 325.
- Painted the concession room 559 in the cafeteria lobby.
- Painted the House dividing wall in the Performing Arts Center.
- Replaced the water heater in the maintenance shop. (Photo)
- Installed twenty new security cameras at various locations.
- Painted eleven classroom doors inside and outside at classrooms 620-630.
- Painted "KEEP CLEAR" around double door entryways of 300 and 400 Buildings.
- Replaced a broken ceiling tile in classroom 601 and a stained ceiling tile in classroom 211.
- Relocated the Severe and Profound program from McClelland street satellite location to an on-campus classroom. (Photo)
- Replaced broken electrical wall outlets in classrooms 208 and 215.
- Replaced damaged window blinds in classrooms 210 and 213.
- Serviced the patient lift in the health office.
- Removed the wrestling mats from wrestling room to assist with refinishing the hardwood floor.
- Cleared rain gutters on twenty-nine portable classrooms.
- Serviced operations equipment: heated pressure washer, Burrow RX gopher control machine, and TAZ floor scrubber.
- Repaired the heater in the Agricultural Science Department greenhouse.
- Replaced a damaged thermostat in classroom 617.
- Facilitated relocation of fitness equipment from classroom 609 to 552. Required removal of ramp handrails.
- Fabricated protective barriers for front office and security desk personnel. Assembled protective barriers for staff in several locations.
- Received 288 new VS America student desks and chairs. (Photo)
- Corrected all items on annual fire inspection report.
- Pressure washed 110 exterior trash cans and lids. (Photo)
- Deep Cleaned all lockers in boys' and girls' locker rooms.
- Used Carpet van and Hydro-Force CX-15 to clean entryway mats and patio lunch tables. (Photo)
- Set up security tent and table at the school entrance for COVID-19 visitor checks.
- Hard floors recoated – 44,320 square feet (Photo)
- Carpets cleaned – 36,480 square feet
- Gymnasium floors recoated – 14,400 square feet
- Aerobics and wrestling hardwood floor cleaned – 3,400 square feet
- Restrooms cleaned - 47
- Provided support of school event and civic center use activities: set up library for computer tablet and textbook distribution.
- Preventive work order hours – 16
- Routine work order hours – 355
- Total work orders completed – 184
- Event setup hours – 6

Dan Mather
Plant Manager

REGULAR MEETING
September 8, 2020

ERHS

- Replaced shrubs and added bubblers in the DHS interior quad and along the Clark Avenue hillside.
- Serviced grounds equipment: edgers, blowers, chainsaws, roto-tiller, Gators, and mowers.
- Revised the softball bullpens; rebuilt the pitching mounds and applied artificial turf. (Photo)
- Performed weed abatement and gopher control at ERHS and DHS.
- Repaired faulty sprinklers and a leaking control valve in the 100 Building planter.
- Aerated natural areas at ERHS and DHS. (Photo)
- Removed grass along the road to the ground shop, adjusted sprinklers, and hydroseeded with new seed.
- Removed volleyball, shotput, and discus nets; stored high jump pads. Striped the football field for summer conditioning, which was subsequently cancelled.
- Replaced the exterior siding on portable classroom 507.
- Completed book locker painting touch-up campus wide.
- Repainted desktops in science classroom 121.
- Completed painting and patching reported on the Williams FIT Inspection.
- Installed seven new security cameras at various locations.
- Removed and reinstalled home economics stoves for summer cleaning.
- Investigated and resolved a communications issue with the Cyberlock docking stations.
- Completed monthly inspections: AEDs, fire alarm, fire extinguishers, emergency showers, and eye wash stations at ERHS and DHS.
- Completed preventive maintenance: quarterly HVAC service in 100 Building, annual boiler service, and semi-annual cleaning of air conditioning coils.
- Completed semi-annual HVAC filter change at ERHS and DHS.
- Performed annual fire extinguisher certification.
- Repaired several plumbing issues: slow draining Administration restroom, plugged urinal in the 200 Building, as well as a natural gas leak and water leak south of the 300 Building.
- Inspected, lubricated, and adjusted gates, doors and locks at DHS.
- Completed repair and replacement of ceiling tiles from FIT inspection
- Assembled and placed protective barriers for staff and reconfigured areas per the reopening plan.
- Installed automatic gates on Berrywood Drive and Bradley Road for ALICE evacuation purposes. (Photo)
- Hard floors recoated – 52,000 square feet
- Carpets cleaned – 54,500 square feet
- Gymnasium floors recoated – 10,500 square feet
- Restrooms cleaned - 45
- Setup and restored from school and civic center use events – tablet return, yearbook distribution, P.E. locker cleanout, campus locker cleanout, as well as distribution of computer tablets, Student ID, and textbooks.
- Preventive work order hours – 177 (includes 7 DHS)
- Routine work order hours – 904 (includes 140 DHS)
- Total work orders completed – 220 (includes 45 DHS)
- Event setup hours – 264 (includes 19 DHS)

Danny Sheridan
Plant Manager

Graffiti & Vandalism

• DHS	\$	0
• ERHS	\$	0
• SMHS	\$	0
• PVHS	\$	0

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



SMHS Synthetic Turf – Existing Turf is Rolled and Removed



SMHS Synthetic Turf – The Old Turf is Gone! Underlying Base is in Good Shape



SMHS Synthetic Turf – Completed Installation Transforms the Stadium



SMHS Eight Portable Classrooms – Paving is Complete and Awaits Classroom Buildings



SMHS Eight Portable Classrooms – Conduit for Power and Communications Ties into Existing Switchgear



SMHS Eight Portable Classrooms – Buildings Arrive! ... One Half at a Time



SMHS Eight Portable Classrooms – Building Halves are Aligned and Assembled



SMHS Eight Portable Classrooms – Ramps and Wooden Foundations are Installed



ERHS 2020 Paving – Excavation Begins to Remove Old Asphalt



ERHS 2020 Paving – New Asphalt Goes Down at the Press Box and Physical Education Area



CTE / Ag Center – Entrance Sign Takes Shape



CTE / Ag Center – District and Contractors Review Security Camera Locations



CTE / Ag Center – Culinary Arts Kitchen is Complete and Ready to Go!



CTE / Ag Center – Overall View as the Project Nears Completion



SSC West Parking – Landscaping is Complete and Quickly Maturing

Photo Gallery – Maintenance & Operations



SMHS – Landscape Maintenance Continues to Provide a Positive Appearance



SMHS – Morrison Street Walkways Add a Collegiate Feel to the Campus



SMHS – Erik Fulton Completes the Skylight Protection at the Art Gallery



SMHS – District Painters repainted the Mural on Wilson Gymnasium



SMHS – Maintenance Fabricated COVID-19 Barriers in Response to Demand



SMHS – COVID-19 Disinfesting Station for Instructional Assistants in Wilson Gymnasium



SMHS – Alan Rodriguez and Nelson Frutos Install Outdoor Furniture for Added Lunch Seating



SMHS – Administration Hall Highlights the Effectiveness of the Hard Floor Care Program



PVHS – Matt Schlereth and Ricardo Eliserio Create a Base for Baseball Storage



PVHS – Joel Amezcua Refreshes Classroom Interiors



PVHS – Erik Fulton Replaces the Water Heater in the Maintenance Shop



PVHS – Greg Parker Relocated the Severe and Profound Program from a Satellite Location to On-Campus



PVHS – New Furniture arrives for Eight Classrooms from VS America



PVHS – Paul Alvarez Cleans ALL Exterior Trash Cans on Campus



PVHS – Sam Mueller and Armando Ojeda Steam Clean Entry Mats



PVHS – Ruben Rodriguez Scrubs the Tile Floors Prior to Applying New Floor Finish



ERHS – Juan Rodriguez and Joseph Campos Begin Renovation of the Softball Bullpens



ERHS – Joseph Campos Aerates the Natural Turf Throughout Campus



ERHS – Automatic Gates and Remote Controllers are Installed to Provide Emergency Access

REGULAR MEETING
September 8, 2020

APPENDIX C

**Approval of the amended
2020 Conflict of Interest Code**

**NOTICE OF INTENTION TO AMEND THE CONFLICT OF INTEREST CODE
of the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**

NOTICE IS HEREBY GIVEN that the Santa Maria Joint Union High School District, pursuant to the authority vested in it by §87306 of the Government Code, proposes amendment to its Conflict of Interest Code. The purpose of these amendments is to implement the requirements of §87300 through §87302, and §87306 of the Government Code.

The Santa Maria Joint Union High School District proposes to amend its Conflict of Interest Code to include positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, as set forth in subdivision (a) of §87302 of the Government Code.

Specifically, the proposed amendment will add positions that are newly created by the agency, and revise the titles of existing positions. Copies of the amended code are available and may be requested from the contact person set forth below.

The Santa Maria Joint Union High School District has prepared a written explanation of the reasons for the proposed amendments and has available the information on which the amendments are based. Copies of the proposed amendments, the written explanation of the reasons, and the information on which the amendments are based may be obtained by contacting the contact person set forth below.

Contact Person: Antonio Garcia, Superintendent
 Santa Maria Joint Union High School District
 2560 Skyway Drive
 Santa Maria, California 93455
 805-922-4573, extension 4201

**WRITTEN EXPLANATION OF REASONS FOR AMENDMENT
to the
CONFLICT OF INTEREST CODE
for the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2020**

NOTICE IS HEREBY GIVEN that the Santa Maria Joint Union High School District, pursuant to the authority vested in it by §87306 of the Government Code, proposes amendment to its Conflict of Interest Code. The purpose of these amendments is to implement the requirements of §87300 through §87302, and §87306 of the Government Code.

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Specifically, the proposed amendment will add positions that are newly created by the agency, and revise the titles of existing positions. Copies of the amended code are available and may be requested from the Human Resources Department.

At this time, no public hearing has been scheduled concerning the proposed amendments. If any interested person or the person's representative requests a public hearing, he or she must do so no later than September 8, 2020, by contacting the Superintendent's Office.

The Santa Maria Joint Union High School District is amending its Conflict of Interest Code to bring it current with the existing organizational structure of the agency. The specific amendments and an explanation of each proposed change is as follows:

- The following positions are new and have been amended into the code, and have been designated as disclosure category 2:

Dean of Special Education
Director of Career Technical Education

- The following positions have been revised and are designated as disclosure category 2:

Human Resources Manager revised to Human Resources Director
Food Services Manager revised to Food Services Director

CONFLICT OF INTEREST CODE
for the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

The Political Reform Act, Government Code Section 81000, et. seq., requires state and local government agencies to adopt and promulgate Conflict of Interest Codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) which contains the terms of a standard Conflict of Interest Code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the Fair Political Practices Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission, are hereby incorporated by reference. This regulation and the attached Code designating officials and employees and establishing disclosure categories, shall constitute the Conflict of Interest Code of the **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**.

Designated employees shall file statements of economic interests with the SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT who will make the statements available for public inspection and reproduction. (Government Code §81008). Upon receipt of the Statement filed by the designated employee, a copy shall be retained with the Santa Maria Joint Union High School District and the original shall be forwarded to the County Clerk, Recorder and Assessor.

DISCLOSURE CATEGORIES

Category 1

Designated employees assigned to this category must report:

(a) Interests in real property which are located in whole or in part: (1) within the boundaries of the District, (2) within two miles of the boundaries of the District, or (3) within two miles of any land owned or used by the District, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.

(b) Investments and business positions, in business entities or income from sources which engage in the acquisition or disposal of real property within the jurisdiction.

(c) Investments and business positions, in business entities or income from sources which: (1) are contractors or subcontractors engaged in the performance of work or services of the type utilized by the District, or (2) which manufacture or sell supplies, books, machinery or equipment of the type utilized by the District.

Category 2

Designated employees assigned to this category must report:

Investments and business positions in business entities and income from sources which: (1) are contractors or subcontractors engaged in the performance of work or services of the type utilized by the employee's department, or (2) which manufacture or sell supplies, books, machinery or equipment of the type utilized by the employee's department. For the purpose of this category, a principal's department is his entire school.

CONFLICT OF INTEREST CODE
for the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

<u>Designated Positions</u>	<u>Disclosure Category</u>
Board Members	1
Superintendent	1
Assistant Superintendent of Human Resources	2
Assistant Superintendent of Curriculum	2
Assistant Superintendent of Business Services	2
Principal	2
LCFF Task Force Coordinator	2
Director of Alternative Education	2
<u>Director of Career Technical Education</u>	2
Director of Special Education	2
Director of Student Services	2
<u>Dean of Special Education</u>	2
Assistant Principal	2
Director of Multilingual & Migrant Ed Services	2
Director of Facilities and Operations	2
Director of Information Systems	2
Director of Fiscal Services	2
Budget Manager	2
Energy Manager	2
Plant Manager	2
Director of Support Services	2
Facilities Planner	2
Human Resources Manager <u>Director of Human Resources</u>	2
Public Information Officer	2
Transportation Manager	2
Food Service Manager <u>Director of Food Service</u>	2
Consultant*	2

*Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR [18700.3](#))

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval

5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR [18704](#), subsections (a) and (b), or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR [18700.3](#))

REGULAR MEETING
September 8, 2020

APPENDIX D

**Approval of Classified Bargaining Unit
Tentative Agreement regarding the
2020-21 re-opener negotiations**

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

July 30, 2020


The following Agreement reflects the full and complete agreement of the Santa Maria Joint Union High School District (hereinafter "District") and the California School Employees Association and its Central Coast Chapter 455 (hereinafter "CSEA") regarding the 2020-21 re-opener negotiations.

The parties agree on the following:

1. Neither party will exercise their rights to re-open the 2019-2022 Collective Bargaining Agreement (CBA) for fiscal year 2020-2021.
2. The CBA, and all current side agreements and Memorandums of Understanding remain in full force and effect.
3. The parties will exchange proposals for re-openers to the 2021-2022 fiscal year by March 1, 2021.


Tentatively agreed to this 30th day of July 2020. This Tentative Agreement shall become final upon ratification by the membership of the Association (as outlined in the Association's Internal Policy 610) and adoption/ratification by the Santa Maria Joint Union High School District Board of Education.

Dated: 7.31.2020

By: 

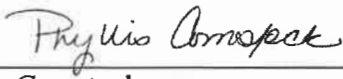
Joni McDonald
For Santa Maria Joint Union High School
District

Dated: 7/31/2020

By: 

Tami Contreras
For CSEA Central Coast Chapter #455

Dated: 7/30/2020

By: 

Phyllis Comstock
For California School Employees Association

REGULAR MEETING
September 8, 2020

APPENDIX E
LEARNING CONTINUITY PLAN

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina, LCFF Task Force	smolina@smjuhsd.org 805-878-8136

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Santa Maria Joint Union High School District (SMJUHS) Learning Continuity and Attendance Plan represent the services provided to our students, teachers, support staff, parents, administrators, and our community. Currently, our District serves over 9,000 students, which is an increase from last year. Since March 13, 2020, closure of our schools' transition from its traditional school day that was in-person learning for students attending comprehensive high schools, continuation high school, independent study, home-schooling, home-hospital, and online courses to the virtual classroom. When the District closed its schools from in-person instruction/attendance on March 13, 2020, in response to COVID-19 precautions, all school programs transitioned to a distance learning model. The transition from in-person instruction, which the majority of our students' learning method of study, for some was minimal, but for others who's daily learning expectation of attending school to access instruction was a significant shift.

District Administration, together with site administration, new the importance of continuing educational services for students, and their well-being and safety was at the forefront of these unprecedented times. Communication to all stakeholders was critical to ensure that learning was to continue in an equitable manner that provided access to all students. Because the District is a one-to-one laptop device for every student and uses the learning management system Canvas, the transition to online learning provided students with familiar technology used during the school day. As a priority to student learning, the importance of reaching out to all students became essential to staff ensuring students stay connected.

Certificated and classified staff continue to reach out to students assessing their needs with personal check-ins to students and families. Communication to all parents continues to be a priority, especially to our Spanish and Mixteco speaking parents to keep engagement in line with services. School Counselors, Guidance Technicians, Crisis intervention Specialists, and tutors continue to reach out to students providing them the support to stay on track toward graduation and college and career readiness through personal phone calls, ParentSquare communication, and in some instances, home visits. Assisting family needs, Community Liaisons help families with valuable school and community resources for food, housing, and essential supplies, including information on how to access local meal distributions events. Because Mixteco has not written language, videos developed by our interpretation/translation services provide communication with parents. Relevant parent information and online educational resources provided in both English and Spanish in virtual sessions as well as a resource page on the District website. Link to all school closure resources: <http://www.smjuhsd.k12.ca.us/>.

Additionally, the impact on the students and Parents was the District providing meals. The typical day for students coming to our schools receiving meals changed. The District put into place a meal distribution procedure to provide meals and continued to do so through the summer. The impact on the District's Food Service Program pivoted in a just manner to do the right thing and continues to do so.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The Santa Maria Joint Union High School District (SMJUHSD) stakeholder engagement process included both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. As the District planned its distance learning model following California's Distance Learning Standards require daily "live interaction" between students and staff, adjustments were made quickly with immediate input from educators and students involved in the school programs. Teachers are to connect daily with their students via online resources or by phone. As the need for remote learning continued, the District afforded time to engage a full complement of engagement of stakeholders thoroughly.

SMJUHSD school sites participated in weekly video conferences between educators, support staff, and administrators sharing best practices among colleagues providing a forum for staff to request support and resources improving virtual teaching strategies. Teacher interaction with students seeking ongoing feedback from them on the use of technology, internet-based lessons, and counseling services provided a guided path for services. The Learning Continuity and Attendance Plan format guided the District to engage in staff meetings with colleagues, dialoguing the needs of teachers, methods of engaging the distance learner, and methods ensuring students provided the continuity of learning regardless of the model of delivery.

The District engagement with students and family partners included electronic and telephonic surveys. Electronic surveys were sent out to parents via an email with a link, text with a link, Facebook with a link, and District and site webpages with a link. Telephonic surveys provided for Mixteco families due to that there is no written language for Mixteco. The District translator with Mixteco language fluency surveyed with Mixteco families to give feedback and guidance of services. Ideas offered for improving the school program needs addressed, and commendations shared for educators who are going above and beyond to assist students. Student input received in an online Student Wellness Survey that remained accessible until July 31, 2020. The Learning Continuity and Attendance Plan also shared with the SMJUHSD Parent Advisory Committee (PAC) and the SMJUHSD Parent Advisory English Learner Committee (PAELC) input on the quality of the school program and support services for student academic success.

[A description of the options provided for remote participation in public meetings and public hearings.]

The Santa Maria Joint Union High School District for remote participation in public meetings and the public hearing has varied. Public meetings have been done primarily through Zoom in English with open chats. Public meeting for Spanish and Mixteco done through Zoom with chats in Spanish, and for Mixteco through the chat, a phone number was provided for Mixteco parent to call in to contribute feedback and input. Public hearings, such as District Board meetings, also utilize Zoom with simultaneous interpretation through YouTube.

The Santa Maria Joint Union High School District administered a survey for students, teachers, and parents through Panorama Educational surveys to participate through the end of July. Students participate in a student distance learning and well-being/SEL survey with 1,248 respondents. Teachers participated in a staff distance learning and well-being/SEL survey with 205 respondents. Parents participated in a family/community needs survey with 877 respondents. This was indicative of the broader stakeholder voice provided throughout various input opportunities.

Key findings from the student Distance Learning and Well-Being/SEL survey included:

- 78% of students responded positively regarding social support. There were a total of eleven questions concerning help from a friend, adult, or teacher, be yourself around a friend, adult, or teacher, Sadness – helping a friend feel better, does it upset you, or do you know why your friend is sad.
- 59% of students responded positively regarding needs with distance learning. The finding in this part of the survey indicated that there was a low positive response from students concerned about their family, while a high positive response student is indicating that they ate less because they did not have enough food.
- 54% of students responded positively on well-being: positive feelings. There was a low positive response in the area of excited, happy, loved, safe, kind, optimistic, and hopeful. While there was a high positive response to being helpful, grateful, and curious.
- 52% of students responded positively regarding daily habits. The low positive response was in the area of spending time on technology that was not school related and slightly higher watching television and spending time with a friend.
- 40% of students responded positively to well-being: negative feelings. Students had a low positive response to sometimes, frequently, almost always in the area of mad, bored, lonely, stressed, worried, or frustrated. At the same time, there was a high positive response to almost never or once in a while in the area of sad or afraid.
- 38% of students responded positive to distance learning environment. Students had a low positive response to sometimes, once in a while, almost never in the area of focus school work, complete assignments, challenging schoolwork, adult support to complete assignments, talk to classmates, and effort to classwork. There was a 50% split on distant learning tools and positive high response on access to schoolwork online.

Key findings from the Staff Distance Learning and Well-Being/SEL survey included:

- 72% of staff responded positive to student support. In the area of staff responding to student access to reliable internet and reliable access to meal the majority responded they were not sure. While there was a positive response of almost no students or a few students that do not have reliable access to technology.
- 54% of staff responded positive to professional needs with distant learning. There was a high positive response from teachers to having internet access, access to technology, confident with technology provided by District, professional development, and confident helping academic advance students. There was a low positive response distant learning leadership, distant learning rigorous instruction, confident in student completed work, and academic support for learning.
- 53% of staff responded positively to well-being and SEL. There was a low positive response from teachers concerned with there social-emotional well-being, physical well-being, supporting people in your life, and job security that had responded somewhat, quite,

or extremely concerned. There was a high positive response for someone to support them at school or outside of school, with the majority responding yes.

- 45% of staff responded positively to collaboration with distance learning. In this part of the survey there was close 50% split on attitudes of staff and interaction with colleagues, while there was a low feeling of being connected to staff.
- 35% of staff responded positively to family communication. There was a low positive response from teachers regarding communication with families and having a challenge communicating with families.
- 9% of staff responded positively with student engagement with distant learning. There was a low positive response from teachers regarding teacher communication with students, student participation during distant learning, and monitoring of student work by an adult in the home.

Key findings from the Family/Community Needs survey included:

- 73% of parents and guardians responded positively to the family food situation.
- 83% of parents and guardians responded positively to the family housing situation.
- 59% of parents and guardians responded positively to their student social-emotional well-being.
- 87% of parents and guardians responded positively to their childcare situation.
- 30% of parents and guardians responded positively to the concern with learning during the time schools were closed.
- 95% of parents and guardians responded positively to having a tablet, laptop, or computer at home.
- 63% of parents and guardians responded positively to having internet access.

The findings from the Distant Learning and Well-Being and the Family/Community Needs survey to reinforce the importance of the SMJUHSD Learning Continuity and Attendance Plan for distance learning in the fall. With significant findings from students/teachers/parents and guardians reporting instruction for distant learning is an area for improvement and support, there is a need for increased coherence and consistency in the District's implementation of daily, synchronous, live instruction. The survey input also provides a need for specific strategies that can increase student and family sense of connectedness/belonging, including the facilitation of student connections to peers and staff. Parents/guardians and teachers have indicated a priority for additional resources to support student engagement and student learning.

Parent Advisory Committee (PAC) / Parent Advisory English Learner Committee (PAELC) have met for a total of four times in August and on September 4, 2020 this year reviewing the Learning Continuity plan. Parents have been informed that PAC/PAELC meetings will continue throughout the year as a stakeholder group.

PAC/PAELC have contributed valuable feedback and engagement participating in meetings. Parents have inquired about the synchronous teaching and learning time for students regarding student engagement during an 80 minute period. The concept of the 80 minute period was explained, teachers would give a 30 minute lesson and 50 minutes of engaged learning with support from the teacher. Parents would like to continue the support for educational and technology resources to support student learning and progress. The use of AERIES parent portal plays a critical role informing parents of their student's progress as well as Canvas. There was also an inquire about the need to expand mental health services for students.

The District did meet with the Districts California Teachers Association (CTA) and California State Employees Association (CSEA) to review the District's Learning Continuity and Attendance Plan. CTA would like to see assistant for students on the use of technology and educational resources. CTA would also like to continue the open dialogue on the school schedule. Support for continued

professional development to teachers in a format that include hands on experience and a small group format. The meeting with CSEA went well. There was dialogue on the clarification on the difference between the Learning Continuity and Attendance Plan and the District's LCAP. The dialogue continued with staff roles and responsibilities regarding the changes that may take place based on need. The District's CSEA would like to ensure that their job duties are not over extended and where possible added support may be added.

The District met with teachers that consisted of teachers on special assignment, department chairs, and teachers involved in leading professional development plans. The dialogue consisted on addressing technology needs and resources, learning loss and assessment procedures. There was dialogue around the calculation of learning loss due to the pandemic. The use of Renaissance Learning assessments will support the calculation of learning loss using multiple years from fall data compared to 2020 fall data. Teachers were supportive of continued professional development, but were concerned with the current schedule that would make it difficult to be away from student instruction.

District directors met to review and provide feedback to the District's Learning Continuity and Attendance Plan. The directors' dialogue consisted of continued equitable services to students from the perspective of each of the areas they oversee. The dialogue included the collaboration between them as concerns for services for students and communicated to sites administrators and teachers. The District also met with support services from Fighting Back Santa Maria Valley regarding services to foster youth, which at this time, they have will continue providing for all sites.

Site administrators met to review and provide feedback to the District's Learning Continuity and Attendance Plan. In reviewing the plan, they would like the administration of student, staff, and parent/guardian surveys frequent throughout the year. In the dialogue, there was an identified need for site support for student laptops to assist with technical issues and support. The dialogue included the support for interpretation services for teachers to make contact with parents regarding student progress and consistent use of homeless services in the District.

The District met with counselors to review and provide feedback to the District's Learning Continuity and Attendance Plan. The dialogue consisted of the continued support for counselor professional development and addressing mental health services. They also address their role during distance learning, coming up with creative ways to articulate and the collaboration to continue to inform students regarding college and career activities, expectations, requirements, scholarship, financial aid, and social well-being.

Superintendent's Council met several times, capturing the feedback from various stakeholders. The dialogue brought ideas and needs of the District to better serve our students, teachers, and parents/guardians in the area of technology, support staff, professional development and in some cases, structures of the organization.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The Santa Maria Joint Union High School District process of stakeholder input has significantly influenced our Learning Continuity and Attendance Plan over the past several months. The pandemic has had an impact on the development of The Reopening Plan, Instructional Guidelines and Expectations plan, District COVID-19 Safety Plan, and other planning documents and revised documents.

The culmination of stakeholder group meetings and through the voice of other regular meetings, the consensus of thoughts, ideas, suggestions have brought a unifying learning continuity framework that continues to be a living process for the betterment of our school culture and organization.

The key takeaways that have influenced the plan from the administered surveys for students, staff, and parents/guardians and stakeholder groups include the need to provide (a) synchronous and asynchronous instruction for students daily, (b) increase in social-emotional learning bring staff, student, and peers to a culture of belonging, and (c) technology resources for students, teachers, and parents supporting student learning.

The development of synchronous and asynchronous learning includes an ongoing process of improving our effectiveness with the growth of student learning. The progression of distant learning continues to focus on daily interaction with students. Parents have contributed to enhancing the learning environment for students by requesting the District to supply student headsets for students to have improved quiet time to focus on learning. Through stakeholder dialogue, the support for primary language communication with parents and teachers to communicate educational and learning information to continue the progress of student learning. Although the District has not come to a solution remains a focus and an influencing service to be addressed. Also, the District has developed an Instructional Guideline and Expectation document giving teachers a format to follow.

The District recognizes the development and planning for social-emotional learning and support are a focus for all stakeholders. This focus includes the universal themes supporting connectedness, belonging, and other aspects of social and emotional well-being. Through stakeholder feedback, the District will continue its professional development with restorative practices with the implementation of healing circles through distant learning.

Technology resources implemented to serve the need of students in the District have influenced the pedagogy of our teachers. The input from teachers and parents continues to articulate the delivery of lessons that have influenced the use of our learning management system to progress to a seamless function for all users. The District has purchased extra laptops, document cameras, headsets, and the hiring of additional computer technicians to support the technical needs of student laptops. The need for the technology resources has provided a lens to restructure its Information Technology Department away from just the technical side to a leadership focus to support educational software implementation. The emphasis on educational technology has come from all stakeholders, this became evident with the District supported three-day professional development for all staff with a focus on technology practices and resources.

The District's Learning Continuity and Attendance Plan have brought about change for all stakeholders. Stakeholder groups will continue to meet with the emphasis of continued input, influencing our practices to serve everyone better. The District's engagement with stakeholders will continue to collect and implement services and used to develop the 2021/2022 District Local Control Accountability Plan as we progress through the 2020/2021 academic year.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Santa Maria Joint Union High School District (SMJUHSD) continues to follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and State and Local health agencies to plan for in-person scenarios as health conditions in Santa Barbara County permit to return to in-person instruction for the academic year 2020/2021. SMJUHSD began the process several months ago and continues to refine its plan using the work of task groups and input from all stakeholders. SMJUHSD understands when in-person instruction resumes, many parents may opt to keep their student home out of caution, and the District recognizes the need for additional student support to recover from learning loss and unfinished learning.

The SMJUHSD has a two-phase implementation plan for the return to in-person instruction, phase one at a 25% student capacity then phase two at a 50% capacity. The return to in-person instruction will begin with phase one or phase two cohorts of students, contingent upon the state of student safety and classroom size and space available. Depending on the number of classrooms at each site, class schedules will prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students will enable teachers, paraeducators, tutors, counselors, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will provide one-on-one while observing all safety policies and procedures. This personalized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized tutoring provided Title I (College-Aged Tutoring through Allan Hancock CALSOAP program) and Title III now operate on a distance learning support model to provide students with additional educational guidance outside of class time. Virtual tutoring rooms are open on a regular set schedule to provide targeted assistance to identified students, and teachers are encouraged to refer students for tutoring services. Office hours give students to gain access to additional help during the regularly scheduled hours of the school day. Bilingual Instructional Assistants (BIA) offer an extra layer of support for ELs by assisting teachers with contacting parents and supporting instruction.

SMJUHSD’s focus and commitment to reopening schools safely and resuming in-person instruction provide the following evidence:

Campus and Classroom

Face coverings are MANDATORY for students, staff, and visitors.

Students, staff, and visitors must sanitize their hands as they enter campuses and individual classrooms. Touchless thermometers have been provided to all school sites. Staff and student temperatures should be taken at home before arriving on campus.

- Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
- Students and staff exhibiting COVID-19 like symptoms will be assessed.

- Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms or until cleared to return by a physician.

Students will be informed on how to properly cough, sneeze, wash hands, and the importance of physical-distancing. Physical distancing implemented on campuses includes the gated areas around the school. Signage and floor markers will be placed around campus to direct traffic and reinforce physical distancing. Staff will also monitor physical distancing during the passing and lunch periods. One-way traffic on campus will be set in place wherever feasible.

Doors and windows will be kept open (where applicable). Outdoor instruction will be allowed when weather permits.

There will be no communal supplies; paper passing and collecting will be limited.

Communal areas, such as the library and computer lab, will not be utilized.

Breakfast and lunch distribution will be coordinated and served throughout the campus at various distribution points as "grab and go."

There will be no shared food for celebrations nor school-wide events or assemblies.

If possible, parent guardian meetings should be conducted virtually. Other groups such as School Site Council, English Learner Advisory, and Booster meetings are to be held virtually.

Parents/guardians, volunteers, and visitors must observe posted guidelines on campus. Volunteers and visitors may be limited.

Field trips and guest speakers will be held virtually.

All policies and procedures will be adhered to in accordance with the Center for Disease Control (CDC) and the California Department of Public Health (CDPH) guidelines.

Classroom-based instruction will be built on the results of Star assessments to provide immediate insights into what skills students mastered before schools closed and during distance learning, yielding a baseline for what they are ready to learn in the classroom. We will concentrate instruction and intervention on focus skills – those which are fundamental to each student's development at each grade level, are the most essential in closing learning gaps and serve as strong prerequisites for new skills. Throughout the school year, we will use Star assessments for universal screening, progress monitoring, and goal setting. Student engagement and motivation maintained via joint teacher-student planning and real-time feedback.

Facilities

Upon return from the full distance model, classrooms will be filled at approximately 25% or 50% capacity based on a hybrid schedule being utilized.

Classrooms, common spaces, and office surface areas will be disinfected daily.

Staff will be provided Personal Protective Equipment (PPE) (face mask, shields, hand sanitizer, gloves, sneeze shield/barrier) and supplies for additional cleaning throughout the day.

HVAC-Increase outside airflow in enclosed spaces to increase ventilation. Doors and windows will be opened as weather permits.

Classrooms or other spaces will need to be identified for temporary use in the event of a positive Covid-19 case to allow for required disinfecting.

Transportation

Depending on the hybrid model that may be in place, buses will be loaded at 25% or 50% capacity, which will have one student per seat.

Face coverings will be required at all bus stops and are to remain on while onboard the bus.

Students will be screened by district personnel before boarding the bus and will disinfect hands with hand sanitizer upon entry.

Buses will be cleaned daily after the morning and afternoon routes.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$7,961.26	N
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet in all areas of District, school administration offices, and classrooms.	\$ 17,5485.90	N
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.		N
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$3,992.36	N
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.		N
Handwashing Stations: Additional handwashing stations for locations where sink access is insufficient.		N
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$51,429.42	N
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$2718.75	N
Custodians/Plant Managers: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$466,960	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

SMJUHSD is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program.

As a high school comprehensive educational program, SMJUHSD schools are well-positioned to transition to a variety of settings that ensure equity and access to high-quality curriculum and instructional practices. The academic, social-emotional, and wraparound services provided to students regularly are essential elements of SMJUHSD's distance and in-person learning plans and allow students to maintain a network of support.

In the area of curriculum, Teachers on Special Assignment (TOSAs - English, Math, and Science) and EL staff adapted the core curriculum in English-Language Arts, Math, Science, and Designated ELD to distance learning methodology. Social Science, Visual Performing Arts, International Language, and counselors may not have TOSAs but have a professional development plan where support continues to be provided toward serving student learning. The transition to distance learning was possible because the District had invested in CANVAS, a learning management system, and one-to-one devices before the pandemic, thus making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. Throughout the District, teachers were providing instruction through courses from our adopted District curriculum. Additionally, having all of the core courses on Canvas allows for ease of implementation from the teacher and student perspective. A paper/pencil version, aligned to the District curriculum, was created for students of special needs for whom online coursework was not feasible.

Support for the Canvas online learning management system tool is offered to both teachers and students to maximize the effectiveness of the resource. District Technology TOSAs have provided support for students new to Canvas, and introductory videos are available to familiarize them with the platform with the content delivered in training modules through resource links. Teachers trained on the use of Canvas through a modules training program that explains how to use the system across grade levels effectively.

SMJUHSD understands the priority of establishing an effective school program, and educators provided ongoing support, guidance, and the resources necessary to engage with students, regardless of the delivery method effectively. SMJUHSD teachers, support staff, and paraprofessionals were provided three days of professional development before the school year started to support continuous instruction and best interaction practices with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Edmentum PLATO, Reading Plus, XELLO, No Red Ink, Turn It In, IXL, Unique Learning Systems, KAMI, UC Scout, Khan Academy, College Board, and Newsela. To support teachers' use of these programs, Tech TOSAs provide one-to-one, and group instructional tutorials, resources, and best practices. Principals are also providing relevant professional learning resources to their teams, and Teachers on Special Assignment are offering group and individualized professional learning opportunities across the full range of educational resources.

SMJUHDS parents of students participating in distance learning will continue to be supported in the education process, as their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more critical. Helping parents understand the expectations the school has for them during distance learning. The District developed a reopening plan in English, Spanish, and Mixteco video (District webpage) and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their students. Also, SMJUHSD will provide introductory parent videos on pairing Canvas parent accounts and videos on the District's communication platform ParentSquare.

Special Education

As stated in the Office of Special Education and Rehabilitative Services/Office for Civil Rights (OSERS/OCR) guidance, the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction that is provided virtually, online, or telephonically. Many disability-related modifications may be effectively delivered online, such as extensions of time for assignments, videos with captioning or embedded sign language interpreting, accessible reading materials, or speech/language services through video conferencing.

Distance Learning I Hybrid Model: Instruction should include check-in time with the teacher; it may consist of the use of print materials, instructional videos, and other learning experiences that rely on computer or communications technology (cdc.gov). Students with Disabilities instructional time could include increased time for synchronous instruction and explicit expectations for greater consistency. Students should receive accommodations and modifications as per IEP and maximize participation in distance learning to the greatest extent possible as measured through multiple means. IEP teams and consideration should determine the amount of special education service a student receives should be given to individualized student needs. Instruction should be designed to ensure the Least Restrictive Environment (LRE) as required by their IEP. Collaboration between general education and Special Education teachers will provide all students' needs are being met.

In the area of curriculum, teachers in the Special Education schools are currently using Unique Learning System (ULS) and IXL as the standards-based program specifically designed for students with special needs to access the general education curriculum. ULS and IXL are both a cloud-based platform, which allows educators to deliver differentiated, standards-aligned instruction to students with complex learning needs. The use of a cloud-based curriculum system allows for students to have consistent access to high-quality instruction in a motivating and interactive learning environment via in-person and distance learning models. A paper/pencil option has also been created, aligned to ULS and IXL lessons, for students who require that option. Teachers will also utilize ULS and IXL as an assessment and data collection tool, in conjunction with the annual student assessments. Supplemental instruction and assessment materials will be used as appropriate to reach each student's individual needs.

Teachers and related service providers will follow the district workday expectations including minimum instructional minutes, synchronous/asynchronous instruction, office hours (including School Psychologist, Speech and Language Pathologist, Mental Health Specialist, Orthopedic Therapist, Vision and Orientation Specialist, Deaf and Hard of Hearing Specialist and Behavioral Specialist), frequent communication with students/parents, teacher and/or teacher team prep/planning, professional learning participation and ensuring that all students, including English Learners, students with disabilities, McKinney-Vento, and foster youth receive tiered supports as needed. Teachers and related service providers keep a record of student/family contact, collaboration/consultation, and services provided for each student they serve, and document student progress. IEP teams must collaborate with community agencies, including SBCEO support staff, and include them in the IEP process.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

When the pandemic hit public schools in March 2020, and the nationwide concerns for public health made it necessary to transition to a distance learning model. SMJUHSD administrators and teachers immediately began assessing the functionality of District issued one-to-one tablets and connectivity needs of students. In some instances, the families indicated the student would be using a personal device or District issued device and home internet account and would not need assistance from the District; however, families did express a need. Therefore, in collaboration with the Information Technology (IT) division, additional devices and hotspots were purchased and delivered to SMJUHSD school offices for distribution to students. Families contacted to arrange safe-practice pick-up procedures at locations convenient to them. For homeless and foster youth students, the District Homeless Liaison delivered devices to the students. Teachers were then able to remotely monitor student participation in online learning, assess the student's familiarity with the tools and software, and provide additional support where needed.

To follow up on device use and hotspot distribution, Mixteco families were asked during a telephone survey in July if their child had the technology necessary to participate effectively in distance learning. If parents indicated their child was having issues with a device/hotspot, or if the personal equipment they were using became unavailable, this information was passed to the school administrator to arrange for a device and hotspot to be assigned. Also, the District took all opportunities that we had when we communicated with parents to ask if there were any technology needs. The District MMEP staff created Spanish and Mixteco videos for parents on how to set-up zoom conferencing and use of student email accounts.

Today, the IT department has a supply of several hundred new devices programmed and ready to be deployed for incoming 9th grade, and new students enroll in SMJUHSD, or if a student's device is malfunctioning support from site Tech TOSAs to assist. To avoid delays in student learning, device distribution coordinated before school began at each of the comprehensive school sites. IT is also continually evaluating the connectivity capabilities of the existing hotspots concerning the bandwidth available versus bandwidth used to determine if new hotspots should be provided.

When in-person learning resumes, IT is ensuring the teachers have a full classroom set of devices to allow students to keep their assigned devices at home. As we have seen, the need to shift to distance learning can be sudden, and SMJUHSD does not want students to be without devices because they accidentally left the device assigned to them at school. Devices will be returned to students promptly time to provide the coverage necessary to safeguard the continuity of learning for students.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Instructional Guidelines and Expectations

Structure of Class Time:

Time Guidelines

Percurrent guidelines, students must receive a minimum of four hours of daily instruction that can be met by a combination of teacher instruction and "time value" of work assigned. This means on a six-period day, and a typical student would need a minimum of 20 hours of instruction per week. Eight hours are provided via synchronous instruction and 12 hours via asynchronous instruction. Working outside of the zoom environment in a given week amounts to approximately 2 hours per class for students.

Instruction will follow two modalities:

Synchronous Instructional Time

(8 total hours per week for a 6-period student)

Synchronous instruction refers in most basic terms to mean the 80 minutes of per-period instructional time. That 80 minute unit of time can be divided up via a couple of different instructional delivery methods.

1. Direct teacher-led instruction (think 'lecture' or 'teacher demonstration' forms of delivery). We suggest an approximate limit of no more than 30 minutes for this type of delivery. This suggestion is based on teacher and student limits with respect to energy level and screen attention time that will vary greatly for both teachers and students depending on variables that include student age, maturity, grade level, time of day, and familiarity/skill working in this format.

2. This method involves other activities that might include small group (cooperative) tasks, breakout sessions, Q & A, reading, writing, videos, independent practice, etc. There are no set 'maximums' with respect to either #1 or #2 above. Teachers will need to

use their best judgment here with respect to 'how much' time and content students can manage in a synchronous format. This may vary in CTE, Performing Arts, and other Lab/Shop classes that are predominately project-driven.

Asynchronous Instructional Time

(12 total hours per week for a 6-period student, 2 hours per class)

Asynchronous might be thought of (in the traditional sense) as homework, projects, or any type of additional work that needs to be conducted outside the scheduled 80 minute period. This includes independent practice, intervention, tutoring, test preparation, essay writing, reading, study time, research, projects, etc. This includes Monday FLEX days and days where students Alpha is not meeting ("off" days per se).

Attendance Taking:

Regular attendance will be taken Tues-Fri for every period on the teacher's schedule. Attendance will be documented by either leaving attendance blank to indicate the student was present during the 80 minute period or marking a code, "A," to indicate the student was absent. This is typical negative attendance, so teachers only need to mark "A" if a student was not present. The Monday Flex day will be where teachers document 'Engagement.'

Student Engagement:

Monday Flex day is the day teachers will document "engagement." If work was completed, the student was engaged, and no mark needs to be made here. If no work was done, the student was not engaged and should be marked a U. The first Monday of the 2020-21 school-year will be the exception to this, as no prior work has been done, so there will be no document of engagement. We are asking ALL students to zoom in on that first Monday to meet their teachers and check-in.

Unengaged Students:

Any student who is not engaged for more than three days must be contacted. Teachers should initiate this outreach by email or phone call, and if the teacher cannot make contact and re-engage the student, then a referral to the counselor should be made for additional outreach.

Monday Flex Day:

Monday is a day for staff to collaborate with peers, post assignments, provide feedback, measure engagement, reach out to students as needed, and create lesson plans for the week ahead. Teachers that wish to conduct some form of live instruction or scheduled intervention for some students on Monday's may do so during their scheduled time.

Office Hours:

Teachers will be available during office hours via Zoom. It is suggested that a set meeting room that doesn't change (e.g., the same zoom meeting room ID and password each day/week) be established so students can easily reach teachers. Teachers may assign struggling students to engage during office hours for intervention/additional practice. Please be mindful that some students may receive multiple assigned interventions during office hours from multiple teachers, so communication and flexibility will be key in working through these potential conflicts as they arise.

Communication:

Every effort should be made to return email and phone calls within 48 hours. M-F. Teachers shall be present and available during working hours. Teachers shall be available for parent meetings or calls during office hours. Grades shall be updated at a minimum every two weeks.

Canvas Expectations:

Teachers must have a Canvas homepage for each subject taught. Assignments for the week ahead should be posted each Monday morning and should include a sequential progression of lessons and instructions, so students know what is required of them throughout the week.

Grading Guidelines:

The credit/no-credit hold harmless policy established for the Spring school closure in 2020 is no longer applicable starting the fall of 2020.

Grading will follow the normal SMJUHSD board approved A-F format (e.g., 90-100=A) (AR 5121 & BP 5121).

It is imperative that teachers recognize the unprecedented times we are in. Technical difficulties and hardships in the home will require us to be more patient and flexible with due dates, deadlines, participation, and assessments. It is suggested that teachers minimize the weight of quizzes and assessments as a component of the overall grade.

It is also strongly suggested that teachers work within their subject area PLC's to minimize the scope of content to only the most essential core standards. It is probably unrealistic for most subject areas to expect to cover the same breadth of content as would be done in a normal/traditional environment. Better to provide quality coverage of essential standards than to provide less depth but more quantity. Individual feedback shall be provided when appropriate or requested and for all grades below a C-. *This might be commenting on the document, email, invitation to intervention during office hours to discuss assignments, etc.*

Multiple opportunities to succeed shall be provided.

Due Dates should be flexible and take into account current hardships that many students will encounter at home.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

SMJUHSD is committed to providing ongoing professional development, support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. Enhancing teachers' skills through in-depth training in the use of the Canvas learning management system (LMS) three days of extensive professional development provided the week before school started allowed for open forums of need and resources. Canvas afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas offers a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching, and learning opportunities.

Support for the Canvas tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Canvas, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. The District is working toward implementing single sign-on resources for students to access as part of their learning tools. Teachers likewise are trained on the use of Canvas through training videos that explain how to use the system across grade levels effectively.

Teachers are supported through a variety of educational resources, both globally and department-specific. Global resources include Turn It In, No Red Ink, School City, STAR Reading, STAR Math, and others. Department-specific includes Read 180, TCI, PLATO, Kami, Newsela, Go Formative, and others. The training opportunities for teachers and support staff that take place via asynchronous and synchronous webinars. The District instructional model incorporates as many research-based and highly effective instructional strategies focused on an integrated approach aimed at supporting language acquisition and proficiency in grade-level content standards for English learners, Special Education, Homeless, Foster Youth, and low-income students. The strategies learned by teachers during the training benefit all students, particularly those developing language skills, through the use of high-level thinking and academic language, as well as cross-cultural skills.

SMJUHSD's Counseling Team of professionals and related service providers working remotely with students during this challenging time continue providing support, social-emotional training has contributed to enhancing the practical skills of staff. Professional development and ongoing preparation use of technology have prepared to meet the challenges to communicate over the phone, during a group chat virtually, and via video conferencing or email. SMJUHSD is exploring the option of expanding mental health services as site base services for students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The impact of COVID-19 on the Santa Maria Joint Union High School District's (SMJUHSD) instructional programs has required a change to the staff's roles and responsibilities to provide a continuity of learning for the students, served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Canvas (Learning Management Systems (LMS)) to assist with the delivery of instruction, alternative methods of meeting with students such as Zoom video conferencing tools, and training on the use of these systems. The instructional staff is spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. Instructional staff will also assume responsibility for taking student's temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

SMJUHSD already used Canvas as their learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technical support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used, such as video conferencing tools. The Information Technology Department and Site Tech TOSA collaborated on how to provide support for both the student and the teacher. Services were expanded to provide additional hotline services for students supported by both classified and certificated employees. Training and troubleshooting support provided to staff and students alleviated the stressors that could have caused an overwhelming feeling to our District. SMJUHSD's Informational Technology Department continued to meet the demand for the rollout of technology for staff and students and the additional technical support needed.

To address the social-emotional needs of students the district has added one counselor to the Counseling team. School Counselors are working to support the social and emotional well-being of students through one-on-one services as well as creating lessons for students through videos and in-class co-teaching. School Nurses are providing support with COVID-19 student tracking and resources for students and their families. All of these groups are now monitor student needs while reporting feedback needs.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The Santa Maria Joint Union High School District is committed to supporting the needs of English learners, pupils with exceptional need served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness during distance learning.

Designated and Integrated ELD support for all English Learners will continue to be provided through the District's distance learning model. Bilingual Instructional Assistants (BIAs) will support students in the core by aligning appropriate teaching strategies to content objectives to support students' mastery of the English language. BIAs will provide students with virtual after school small group and one-on-one tutoring for students who need additional language support beyond the school day. BIAs will have access to courses in Canvas so that they can familiarize themselves with the course content and teacher expectations to best support students through distance learning. BIAs will be provided with training on EL strategies to serve students better using distance learning, as well as training on the use of Zoom and Canvas. Newcomer students will be provided with small group instruction on how to access the technology before the start of school.

Long-Term English Learners (LTELs) will be provided with a designated English Language Development (D-ELD) grade level Advanced Lab course. These courses are aligned with grade-level core and with the English Language Arts / English Language Development standards. Students will be provided with lessons to help prepare for the *English Language Proficiency Assessments for California (ELPAC)* test. Lessons will include structured practice on task types in each of the ELPAC domains, as well as academic vocabulary. Lessons are designed to address gaps in student learning due to learning losses. Special projects will provide students with engaging activities with an emphasis on reading and writing that may be completed in a distance learning environment. Common formative assessments and the Ren Learn will be used for progress monitoring to measure achievement growth throughout the year.

Virtual afterschool English and Math Supplemental Instructional Academies will be provided for 9th and 10th grade EL Migrant students who scored below standard or near standard on their last CAASSP English Language Arts/Mathematics test. Instruction will be aligned to CCSS ELA/Math and ELD standards. Students who are not making adequate annual progress towards language proficiency on their last ELPAC test will be identified and provided with supplemental reading and writing instruction. Supplemental math instruction will focus on teaching concepts and procedures, as well as modeling data for students who scored below standard on either Claim 1 or Claim 2. Pre and post assessments and student writing portfolios will be used to measure progress. Supplemental activities in the ELA academy will emphasize College & Career Readiness, and a variety of online platforms that will support student practice through distance learning. The Math Academy will include an emphasis on science & technology. Parents and students will be provided with two Math Nights during the school year to review math standards, instructional strategies to best support students during distance learning, and study skills to reinforce learning at home.

Students with exceptional needs in the SMJUHS's Special Education programs range from students identified with mild to significant disabilities, including students identified as medically fragile. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional, and health/medical. During distance learning, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

SMJUHS Case Managers and SPED Coordinators will continue to contact families to determine the family's ability to access services and their service needs and design services around those needs.

- Case Managers and SPED Coordinators will work to create multiple ways and times for families to connect with teaching staff and service providers.
- Site-related service personnel will contact families to assist with the use of assistive technology devices.
- Keep families informed on the short- and long-term plans as much as possible.

Case managers and SPED Coordinators will deliver services to students in the best way possible, with a focus on the safety, health, and welfare of the school staff, students, and families in their community. Each provider, in collaboration with parents and other team members, determines what is appropriate based on the needs and circumstances of each student, the family, and the provider themselves and ensures that distance learning service decisions are individualized. Related services and school staff will communicate with families and demonstrate compassion and collaboration. Case Managers, SPED Coordinators, and school staff will ensure that they are equipping families with the tools and the knowledge base to be successful with distance learning.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. For students with mild to moderate disabilities, service teams meet monthly in site PLC's to monitor progress and discuss any changes to the student's circumstances and identify additional needs. Special education service providers maintain frequent contact with students and families via phone, text, email, and video conferencing. Special Education teachers also have ongoing and regular contact with a student's general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Case Manager, SPED Coordinator, and Administrator. One or more of the general education support providers frequently attend the monthly PLC meetings. Case Managers and SPED coordinators contact parents to determine progress and address gaps in learning, technology, or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process.

For students who are foster youth, the Fighting Back Santa Maria Valley District's Program Specialists connect with each school team to ensure the foster youth in SMJUHS's schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. Also, the Santa Barbara County Foster Youth Services Coordinating Program (FYSCP) assists with school work coordination in partnership with various LEAs, Social Services Agency, and Probation to ensure that Santa Barbara County foster youth students have access to their distance learning and school-based support services. The Program Specialist continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth. Program Specialist reached out to each to foster youth to ask what resources they needed for distance learning and to prepare the youth to return to school when it was deemed safe to do so. Program Specialists have reported that students have responded with feedback and have connected them to resources and staff to support their requests.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The District's Homeless Liaison coordinates with site teams of counselors, Community Liaisons, Guidance Technicians, and administrators who assist with the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness within a week of enrollment, and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning. Also, the District will continue to collaborate with the Santa Barbara County Food Bank in planning and assisting families regarding meal distribution.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Devices: Additional student tablets for any students who need a working device to access distance learning at home.	\$477,600	Y
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff.	\$1,582,218	Y
Professional development will be provided for English/English Development (ELD) teachers/administrators to continue restructuring efforts on all EL Pathway courses. Curriculum maps, course/sequence, syllabi and course descriptions will be developed for all courses and aligned to English/English Language Development Standards. Supplemental lessons and units which may be adapted to the distance learning model will be developed. Lesson aligned to each task type will be developed to better prepare students for the <i>English Language Proficiency Assessments for California (ELPAC)</i> test. Research will also be conducted on effective instructional modules for newcomers.	\$ 26,000 Title III	Y
Professional development summer hours were provided to teachers to participate in EL Pathway restructuring efforts and supplemental curriculum development to adapt instructional units lessons to the distance learning model. Lessons will be aligned to English Language Arts and English Language Development standards.	\$ 21,000 Title III \$ 8,280 LCAP	Y
Professional Development for general education and special education teachers in the area of collaborative teaching in the in-person and distance learning model will continue, along with other needs that may support student learning.	\$71,134	Y
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations.	\$60,000	Y
MMEP Department: Maintain staffing and supports that specifically address English Learner needs, including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$156,023	Y
Foster Youth Services: Maintain existing staffing and supports specific to Foster Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations. Continue support for the foster Youth Summit (Virtual	\$275,000	Y

Description	Total Funds	Contributing
<p>Distance Learning and Credit Recovery: Maintain staffing and supports to provide core and supplemental services to students. Maintain staffing and funds to implement equity-driven staffing processes and course scheduling, provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in the transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns, and students may have different proportions of in-person learning.</p>	\$187,486	Y
<p>Professional development for teachers with support in teaching the foundations of reading and writing for newcomer students and how to address these areas due to learning losses. Training to include: phonological awareness; phonics/word recognition (relationship between sounds and letters, using parts of the word to identify others - prefix, suffix); vocabulary (tiers I, II, III; vocabulary in listening, speaking, reading, writing); academic vocabulary; comprehension (purpose, structure, summary, prior knowledge); and fluency (reading with prosody, goal setting, understanding sources); and strategies to best teach these skills using distance learning.</p>	\$13,600 Title III	[Y/N]
<p>The district's Bilingual Instructional Assistants will be provided with professional development with ELD Standards, formative assessment, aligning appropriate teaching strategies to content objectives to support students' mastery of English language within the required curriculum, and how to best support students in a virtual environment using online platforms.</p>	\$ 3,600.00 Title III	[Y/N]
<p>The district will purchase additional supplemental materials e-books, online resources, and site licenses to better support students through distance learning. Online resources include but are not limited to No Red Ink, Quizlet, Scholastic, Typing.com and NewsEla.</p>	\$ 42,167 Title III	[Y/N]
<p>Virtual afterschool supplemental instructional intervention program for 9th & 10th grade Migrant students scoring below standard in English Language Arts (ELA) and Mathematics with learning losses. Funds will cover two teachers in the fall for ELA intervention program and two teachers in the spring for math. Teachers will be provided with 70 hours to include 30 hours of direct instruction with additional hours for make-ups, training and curriculum development. Funding may be modified based on student need/enrollment.</p>	\$10,020	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SMJUHSD recognizes one of the most significant impacts of the emergency distance learning initiated in March 2020 due to Covid-19, which will be the loss of learning, both in academic content and skills. Address the learning loss, SMJUHSD's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas.

The plan to address learning loss will include the expansion and standardization of the Renaissance Learning program that provides for STAR Math and STAR Reading, which was first implemented in 2008. The Renaissance Learning program is an adaptive comprehensive assessment and intervention program that includes data that empowers teachers with a more in-depth knowledge of each student's needs in the area of math and reading. The adaptive assessment tool is particularly important in identifying learning loss and providing prescriptive intervention. As a web-based tool, Renaissance Learning is accessible whether students are receiving in-person, distance learning, or blended instruction. SMJUHSD has also invested in the expansion of Schoolzilla to support administrators and teachers with in-depth knowledge of student data. After the student has taken the online assessment, intervention lessons based on the diagnostic results targeted to the individual student's need for academic growth and provides additional resources for teachers.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the Renaissance Learning and Schoolzilla reports, teachers can pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement.

The 2020-21 school year's expansion of Renaissance Learning and Schoolzilla will include a standardized assessment time frame, thus increasing the percentage of students who are administered Renaissance Learning and provided interventions per their results. Assessment results will then be entered into District's learning management system to offer teachers and administrators even greater access to individual and aggregate data for academic goal-setting and allocating funds to support student learning needs.

Teachers and staff in the Special Education Services will participate in data planning and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. To provide support to address this loss, educational team members will review data, progress, goals/objectives, and services regularly. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports, and services required to address the student's needs

English Language learners will be assessed during the first few weeks of school to determine Lexile levels and to evaluate pupil learning loss resulting from the school closure. English Language Development (ELD) teachers will receive the *English Language Proficiency Assessments for California (ELPAC)* data results within the first few weeks of school for analysis and lesson planning. ELPAC chats will be conducted with each student to review data and achievement gaps. A learning plan for each student will be developed and will address learning goals and strategies to address learning losses. Lessons will be scaffold to address the learning needs of students with an emphasis on each of the task types with a focus on reading and writing. The Ren Learn and Reading Inventory tests will be given to students throughout the school year to measure learning status and achievement growth. After school, supplemental tutoring will be provided for students with significant learning losses.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The SMJUHSD support for learning loss strategies for English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homeless will be provided the opportunities for accelerated learning.

Learning loss for English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. Designated ELD curriculum is being provided on the District's digital platforms: Canvas. Additional tutoring sessions with Bilingual Instructional Assistants (BIA) are assigned to ensure students are progressing in their coursework and practicing their language skills.

Curriculum maps and syllabi have been developed for each English Language Development (ELD) class. Curriculum maps have been aligned to English/English Language Development Standards and include performance assessments for all domains (listening, speaking, reading & writing). Teachers will adjust lessons and time on task to address student learning losses. Online reading programs, e-books, and other virtual resources are used to supplement and provide additional practice for students with more significant learning losses. Virtual supplemental English and Math Instructional Academies provided for 9th and 10th grade at-risk EL Migrant students who demonstrate more significant learning losses to help them accelerate learning. Instructional academies will provide students with 30 hours of instruction beyond the regular school day by a certificated teacher in a small group setting. Paraprofessional will provide small group and one-on-one in-person tutoring. Virtual tutoring options will be provided for additional support as needed.

Low-income students may have less familiarity with the use of technology outside of the classroom. Addressing the need, staff, and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

The foster youth will continue engagement with Program Specialist to monitor academic growth guidance. Program Specialists work collaboratively with support staff and teachers to ensure that foster youth complete Renaissance Learning assessments. The Program Specialist collaborates with Santa Barbara County Foster Youth Services Coordinating Program and SMJUHSD to support the academic needs through college-age tutoring and identify and connect foster youth residing group homes with outside agencies for assistance.

Students with disabilities can experience regression if the instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills. Addressing the learning loss, general education, and special education teams work collaboratively to ensure learning gaps are identified and filled, and IEP goals are monitored.

Communication between general education and special education staff has collaborated through PLC meetings using attendance, behavior, and progress toward credits to evaluate students. If any of these indicators are lagging or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text, or email, or possibly a safe home visits. Teams may also initiate an IEP team meeting to discuss the

need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring group. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor, or school psychologist, depending on the level of support needed. Academic concerns may be addressed using various online remedial programs for essential reading or comprehension issues.

Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address these issues, Title I college-age tutors and Paraeducators work closely with teachers to identify, reach out to, and support any students who are not attending remote learning sessions or submitting assignments regularly. Identified students participate in semi-weekly tutoring sessions conducted via videoconference. Under the direction of teachers, tutorial staff assess students, develop academic goals, and provide instructional support designed to recover lost skills and prevent further learning loss. Also, as these services are taking place, the District Homeless liaison is communicating to each school site team the needs of students.

In addition, SMJUHSD continued with its summer school program that extended learning opportunities for English learners (Migrant – Direct supplemental math and English instruction program for 9th and 10th grade student and Cyber High for EL and migrant), low-income, extended school year services for special education, foster youth, and homeless provided students opportunities for accelerated learning.

SMJUHSD will implement the use of Schoolzilla to capture a complete picture of performance across all of our metrics and indicators. Schoolzilla will enable us to disaggregate data by subgroups to make better data-informed instructional decisions to address learning loss and accelerate student learning for English learners, students from low-income families, students in foster care, students with exceptional needs, and students experiencing homelessness. It will allow us to view data longitudinally to see demographic trends and student performance over time and plan instruction accordingly.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

SMJUHSD's implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. SMJUHSD is committed to the following protocol and process:

1. The District's established plan continues with three standardized assessment windows during the school year for all 9th, 10th and 11th-grade students who are administered the Renaissance Learning assessment software. Strategic Intervention progress monitoring for students identified in the area of strategic intervention will be assessed every six weeks.
2. Increased teacher and administrator accessibility to student results via STAR English and STAR Math assessments, which will provide both individual and collective outcome data.
3. Professional time set aside to review, assess, and plan, using the Renaissance Learning data available from Schoolzilla reports
4. Comparison of student levels and growth in Renaissance Learning based upon data from previous years (for returning students)

Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. Seeking individualized and group strategy approaches to instruction is the foundation SMJUHSD’s education programs and designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills.

Although learning loss is the focus of parents, teachers, administrators, and the community at large and concern in the area of academic achievement, there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral, and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication, makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation; monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference, or a more formal Student Success Team (SST). Once these interventions are identified and set up, the SST process will monitor the effectiveness of the intervention via data collection. Student supports can include help from tutors, the school counselor, school nurse, program specialist, or administrators. Supports will be individualized to meet the needs of the student.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss, and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.

The effectiveness of services and supports will be measured by benchmark/common formative assessments and ongoing progress monitoring using Renaissance Learning assessments and Schoolzilla. Benchmark assessments will be used to measure the effectiveness of Supplemental English and Math Instructional Academics. Data results will be reviewed during teacher professional learning committee (PLC) meetings.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Maintain intervention support courses, ELD advance, co-teaching (SPED/GE) in support to academic growth and learning.	\$1,177,616	Y
Maintain on track credit recovery and other programs keeping students engaged and on track toward graduation. Priority support for students needing credit recovery include homeless, foster youth, English learners, special education, and low-income students.	\$187,486	Y
Software data systems: Maintain Renaissance Learning, Edmentum, Panorama Education, and SchoolCity data systems to support implementation of District’s assessment system and survey data.	\$418,164	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

SMJUHSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions focusing on the following five competencies:

- Self-awareness - identifying emotions, recognizing strengths and needs, and developing a growth mindset
- Self-management - managing emotions, controlling impulses, and setting goals
- Social awareness - the ability to see perspectives from others, showing empathy, and appreciating diversity
- Relationship skills - communication, cooperation, and conflict resolution
- Responsible decision-making - understanding and thinking about the consequences of personal behavior

Social and Emotional Well-Being will be supported through a Multi-Tiered System of Support. Our School Counseling teams and staff will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, social and emotional learning, and mental health into daily lessons and approaches to the tier-one level of support.

Social-Emotional Considerations

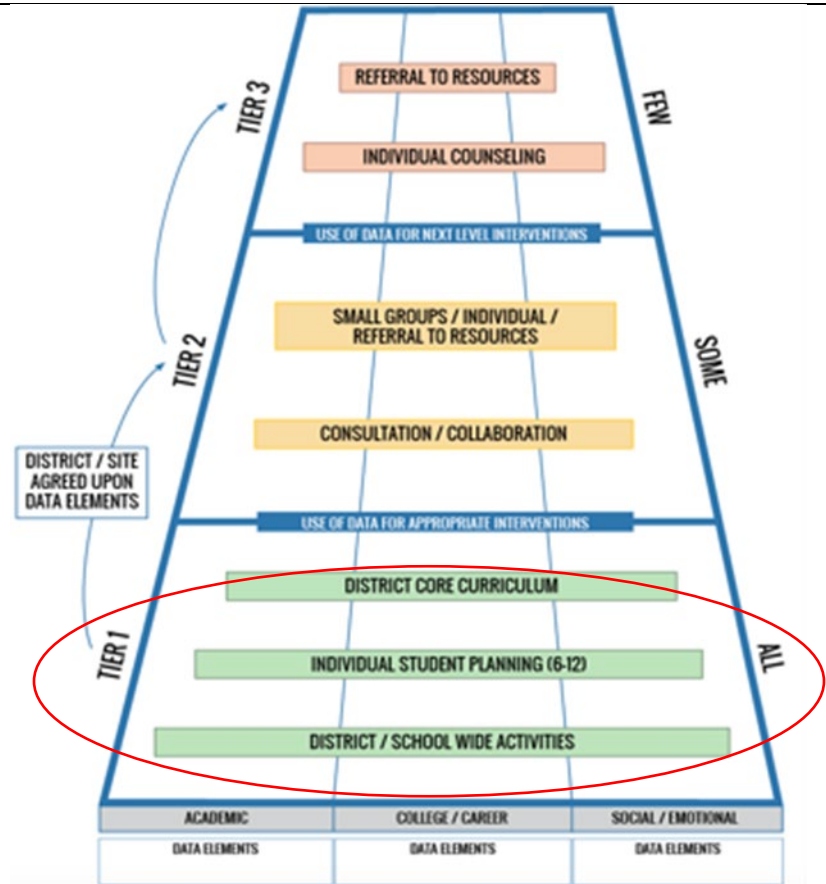
Flex Days, provided in the distance learning schedule, are an opportunity to engage in Social-Emotional connections and support. School Counselors, Psychologists, Guidance Technicians, and Outreach staff will actively provide ongoing services.

A wide range of social-emotional lessons and activities will be created. These will be available via the District and school site web pages, Canvas program, social media, email, Zoom, Office Hours in the schedule, or Remind APP. For example: "What's up Mondays" may be utilized to pre-schedule check-in time with students. Remaining current and present for students is our Counseling Departments priority.

Programs and agencies such as Fighting Back Santa Maria Valley (FBSMV), Por Vida, and Early Academic Outreach Program will provide our students with additional support.

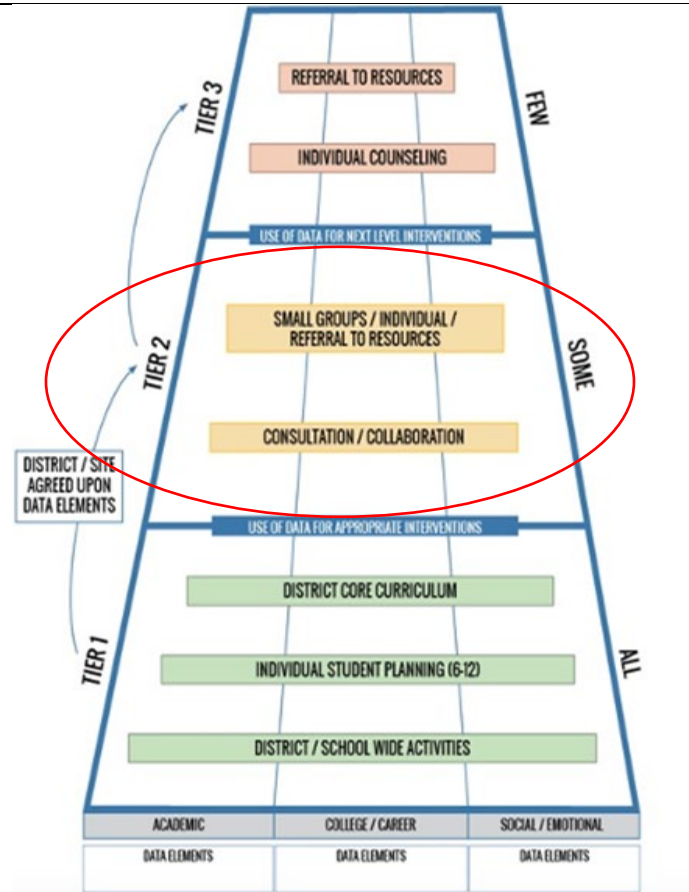
Tier 1: Virtual Distance Counseling Services

- Live or pre-recorded mini-lessons available on the website, Canvas, Google Classroom, social media, etc.
- Mini-lessons for classroom lessons
- Students may join teachers' classroom zoom meetings
- Virtual college/career fairs
- Virtual orientation to high school
- Well-being check-in surveys (students, families, and staff)
- Pop-up videos
- Outreach to students and families
- Office hours' for students and families



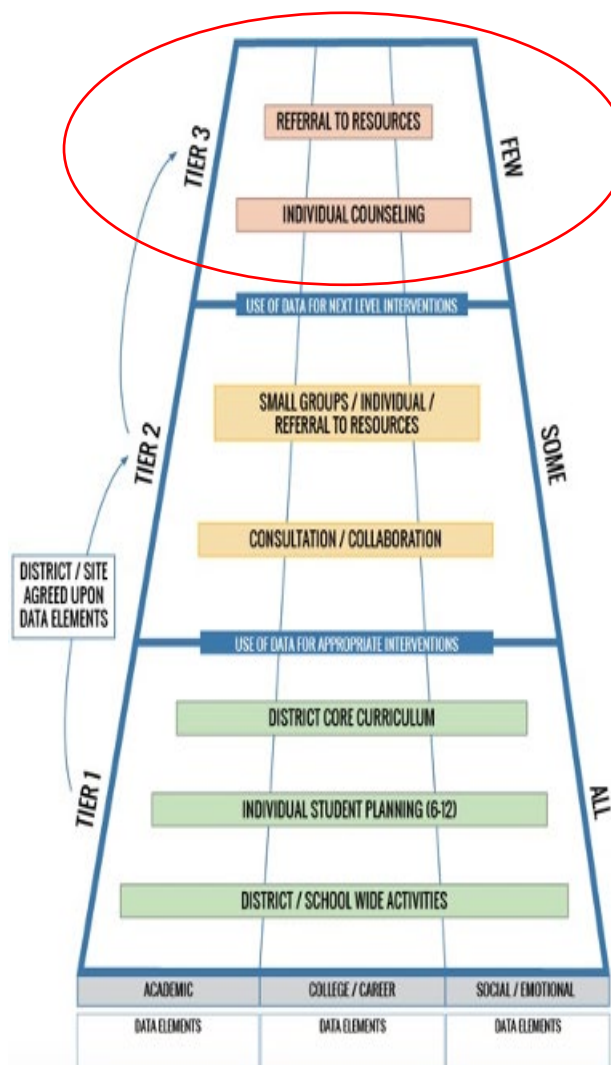
Tier 2: Virtual Distance Counseling Services

- Students who were struggling academically or were struggling academically prior to COVID-19.
- Students who have not attended any or few distance learning opportunities.
- Students who have technology needs
- Students lacking basic needs such as food, shelter, safety, etc.
- Students who are considered “high achievers.”
- Students with post-secondary plans that are disrupted



Tier 3: Virtual Distance Counseling Services

- Communication and collaboration with on-site and off-site resources.
- Provide contact information for community resources via multiple methods (i.e., website, social media, newsletters, emails)
- Provide informational resources in regards to self-harm, suicidal ideations, depression, etc.
- Create a step-by-step guide in responding to emergencies.



The SMJUHSD also administered a student, parent, and teacher/staff wellness survey that closed on July 31, 2020. Student responses were 1248 of the 8,200 students enrolled in the District, teacher responses were 205 of the 435 teachers in the District, and parent responses were 877, which have provided significant data. The data will be shared with teachers and support staff through District and site meetings. Parents will have the opportunity to provide input from the data through the District’s Parent Advisory Committee and the Parent Advisory English Learner Committee. The data will also be available on the District’s website. Topic areas covered in the survey include daily student habits, distance learning environment, need with distance learning, social support, well-being: negative feelings, well-being: positive feelings, family communication, professional needs with distant learning, community needs, and others. The District will continue the

use of well-being surveys and will coordinate its next survey in October 2020. Data will be analyzed three times a year in September, January, and June.

SMJUHSD will continue to reach out to students and staff to develop training, and services to address the social-emotional needs so that students can thrive in school and the teachers' profession.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

SMJUHSD's Reopening Plan affirms the importance of attendance and engagement in school. This Reopening Plan provides information to guide all staff, students, and families through the multiple elements of reopening school this upcoming Fall semester. Although this plan is certainly not all-encompassing, and some things will change as our circumstances continue to evolve, we believe it provides the foundation necessary to be successful. Throughout the planning process, the Santa Maria Joint Union High School District work conducted through the lens of three critical principles:

1. Safety of students and staff
2. Student learning and well-being
3. Equitable access to a quality educational program

It is also noted that the District's Reopening Plan takes into consideration all of the recommendations and guidance from federal, state, and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using the resources from the CDE and State Department, the District adopted to return to school- in person or virtually. This provides the safest way possible, as well as the scheduling options for student engagement and learning. The District created a plan to monitor student attendance and engagement and provide support to students, families, and school sites when needed. Moving forward, student engagement and attendance can refer to the District's Instructional Guidelines and Expectations provided below:

Attendance Taking:

Regular attendance will be taken Tues-Fri for every period on the teachers' schedule. Attendance will be documented by either leaving attendance blank to indicate the student was present during the 80 minute period or marking a code, "A," to indicate the

student was absent. This is typical negative attendance, so teachers only need to mark "A" if a student was not present. The Monday Flex day will be where teachers document 'Engagement.'

Student Engagement:

Monday Flex day is the day teachers will document “engagement.” If work was completed, the student was engaged, and no mark needs to be made here. If no work was done, the student was not engaged and should be marked a U. The first Monday of the 2020-21 school-year will be the exception to this, as no prior work has been done, so there will be no document of engagement. We are asking ALL students to zoom in on that first Monday to meet their teachers and check-in.

Unengaged Students:

Any student who is not engaged for more than three days must be contacted. Teachers should initiate this outreach by email or phone call, and if the teacher cannot make contact and re-engage the student, then a referral to the counselor should be made for additional outreach.

Monday Flex Day:

Monday is a day for staff to collaborate with peers, post assignments, provide feedback, measure engagement, reach out to students as needed, and create lesson plans for the week ahead. Teachers that wish to conduct some form of live instruction or scheduled intervention for some students on Mondays may do so during their scheduled time.

Office Hours:

Teachers will be available during office hours via zoom. It is suggested that a set meeting room that doesn’t change (e.g., the same zoom meeting room ID and password each day/week) be established so students can easily reach teachers. Teachers may assign struggling students to engage during office hours for intervention/additional practice. Please be mindful that some students may receive multiple assigned interventions during office hours from multiple teachers, so communication and flexibility will be key in working through these potential conflicts as they arise.

Communication:

Every effort should be made to return email and phone calls within 48 hours. M-F. Teachers shall be present and available during working hours. Teachers shall be available for parent meetings or calls during office hours. Grades shall be updated at minimum every two weeks.

Canvas Expectations:

Teachers must have a canvas homepage for each subject taught. Assignments for the week ahead should be posted each Monday morning and should include a sequential progression of lessons and instructions so students know what is required of them throughout the week.

Grading Guidelines:

The credit/no credit hold harmless policy established for the school closure in the Spring of 2020 is no longer applicable. Grading will follow the normal SMJUHS board approved A-F format (e.g., 90-100=A) (AR 5121 & BP 5121) It is imperative that teachers recognize the unprecedented times we are in. Technical difficulties and hardships in the home will require us to be more patient and flexible with due dates, deadlines, participation and assessments. It is suggested that teachers minimize the weight of quizzes and assessments as a component of the overall grade. It is also strongly suggested that teachers work within their subject area PLC’s to minimize the scope of content to only the most essential core standards. It is probably unrealistic for most subject areas to expect to cover the same breadth of content as would be done in a normal/traditional environment. Better to provide quality coverage of essential standards than to provide less

depth but more quantity. Individual feedback shall be provided when appropriate or requested and for all grades below a C-. *This might be comments on the document, email, invitation to intervention during office hours to discuss assignments, etc.*

Multiple opportunities to succeed shall be provided.

Due Dates should be flexible and take into account current hardships that many students will encounter at home.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

SMJUHSD students attending in-person instruction, meals will be provided to the school sites through the Free or Reduced-Priced meal program, as is our traditional practice. However, SMJUHSD recognizes the effect the current economy and loss of jobs has on our families, and school site Community Liaisons are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students served the proper meals and nutrition.

Nutrition Services will continue the implementation of essential operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. Services include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

SMJUHSD's Food Service Program has done an exceptional job of providing meals to Santa Maria Valley students. During the 1st month of Santa Maria Joint Union High School District's Distance Learning, **August 17, 2020 – August 31, 2020**, the Food Service Department provided walk-up and drive thru pick-up breakfast and lunch meal service at the student's nearest comprehensive high school - Santa Maria, Pioneer Valley, and Ernest Righetti and various locations throughout the community. The students and/or designated pick-up persons provided each high school student's school ID card or the 6-digit ID # to receive meals. The USDA approved a waiver for flexibility in meal service starting **September 1, 2020- December 31, 2020** allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. Meal services will also be provided at various locations throughout the community.

When SMJUHSD moves to a blended learning program, the Food Services Department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria in multiple locations on campus at secondary schools, including outdoors. All students will either consume meals in the classroom or outdoors. Food Services Department will offer multiple days of meals for curbside pick-up on the days' students participate in remote learning.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Maintain Food Services Department materials and supplies: Materials needed to provide meals during school closures and in-person in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment (PPE).	\$ 1,252,242.74	N
Mental Health and Social and Emotional Well-Being	School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$ 1,038,950.20	Y
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement District programs and support District initiatives. Professional learning toward social emotional and mental health for both counselors and teachers in the area of connectedness and trauma within the remote context.		Y
Pupil and Family Engagement and Outreach	Translation and Interpretation: Maintain existing staffing and supports to provide interpretation and translation services in languages other than English.	\$300,970.14	Y
Pupil and Family Engagement and Outreach	Maintain existing staffing and supports to support District-wide parent engagement, including home visits and other outreach to make contact with “unreachable” students.	\$157,520.85	Y

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.05%	\$20,434,880

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

SMJUHSD continues to serve some of the most vulnerable populations in the Santa Maria Valley, including English learners, homeless, foster youth, students with the most significant disabilities. In some instances, juvenile youth recently incarcerated who are returning to the District. When evaluating the entirety of its school programs, SMJUHSD must first consider these and other significant student groups to ensure our school's instructional/social-emotional models support academic continuity where students and teachers are fully engaged in the educational process. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating the school program to determine areas where additional support is warranted, and actions are designed with those student groups in mind.

Ongoing data-driven, both qualitative and quantitative evaluation allows SMJUHSD to monitor its school programs concerning the support and services provided to foster youth, English learners, and low-income students and adjust accordingly to reflect changing times. In March 2020, when schools shifted to distance learning, SMJUHSD immediately reassessed the status of the school programs for remote learning environments and evaluated the needs of staff and students. The immediate need among students was to ensure student devices were working and in the hands of students, along with connectivity to continue the learning process in the home. These items were of priority to all students, but principally benefited low-income students who may not otherwise have access to the internet outside of the classroom. Understanding that economic conditions can fluctuate, a District distance learning and technology survey was administered with families July to validate student technology needs necessary for distance learning, taking into account that circumstances could have changed since the school closure in March 2020. The survey was administered telephonically to our Mixteco parents because there is no written language, and the need for their feedback played a critical role in our services.

Essential school supplies are an example of a resource being provided to students, which principally benefits a selected group of students. For low-income students who may not have access at home to the supplemental supplies school staff ensured that students would have the resource allows them to engage in a variety of academic, artistic, or kinesthetic activities they might not otherwise be able to experience.

Similarly, training and workshops to support teachers' instructional skills were offered to all teachers. Still, the benefits of these professional development opportunities were felt the most by our large population of ELs. They required additional support from their instructors to mitigate learning loss and maintain their language acquisition skills outside of the classroom. Also, any time a teacher training offered will be valuable to the learning needs of EL students, the Director and team reach out to site administrators directly to make them aware of the opportunity.

In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

SMJUHSD's transition to distance learning provided a unique and unexpected opportunity to reexamine the services, resources, and frameworks for students from a new perspective. In doing so, sincere consideration from the student perspective and mindset from all to not only maintain the quality of the school program, but to also find ways in which the programs could increase and improve the services for foster youth, English learners, and low-income students.

In a full joint effort, SMJUHSD pulled together to operate a fully functional distance learning program, and equitable services were of paramount importance. Before the start of distance learning, classrooms had extra sets of internet-capable devices for students to use in the school if they forgot their device. However, when distance learning began, SMJUHSD did purchase additional devices and hotspots for students, which for many low-income families marked the first time technology with internet access was consistently available in the home, thus providing an improvement over the previous arrangement. When the return to in-person learning does occur, students will be able to keep their assigned hotspots for the academic year to ensure continuity of learning if the return to distance learning.

Communication with our families is and remains a priority. During these unprecedented times, the virtual platform "ZOOM" for school meetings allowed for greater participation on the part of many families who might otherwise not be able to be present in person improved communication for our families of foster youth, and low-income and EL students. Parents and guardians can now join the meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before. Likewise, the new virtual tutoring rooms are allowing foster youth, and low-income and EL students greater access to tutors and Bilingual Instructional Assistants (BIA) who provided targeted, individualized academic assistance. Before distance learning, tutoring services were scheduled on-site in the classroom for the tutor or BIAs and the student to meet in person. With the District virtual tutoring model, the tutors and BIAs are not restricted by geography and time spent driving to sites and can devote more time to working remotely with students. Our unduplicated pupils are also no longer hindered by geography when seeking tutoring services because the virtual tutoring rooms are accessible from any location with internet capabilities, including the student's cell phone.

The District's Canvas learning management system has also resulted in a marked improvement for SMJUHSD's distance learning environment, specifically for low-income students and ELs. In addition to the traditional paper/pencil assignments, teachers were able to use Canvas course lessons for online learning when SMJUHSD schools closed their doors to in-person attendance in March 2020. However, through the exemplary work of curriculum teams and counselors, the core curriculum courses of English Language Arts, Math, History-Social Science, and Designated ELD were quickly transitioned to the Canvas platform, including the newly-adopted NGSS Science curriculum and counseling lessons are ready for fall academic learning.

Canvas provides a wealth of lessons and assignment options, which benefit low-income and ELs by increasing their equity in access to online learning using a rigorous state-adopted curriculum. Online assignments offer these student groups more significant opportunities to complete coursework online using digital tools and online resources. Canvas lessons also respond to student needs and send student participation data directly back to the teacher, which is particularly beneficial for ELs for whom daily monitoring is essential to maintain their progress toward language acquisition. Before distance learning, implementation of the Canvas platform was used by about 40% of staff, but when teachers began educating students remotely, implementation accelerated, making this valuable tool available to teachers and students.

REGULAR MEETING
September 8, 2020

APPENDIX F

2019-20 UNAUDITED ACTUALS

Narrative summary and Fund 01 SACS Form

The full report on state-required forms is on District's website:

<http://www.smjuhsd.k12.ca.us>

Parents & Community

→Public Notices

→Financial Reports

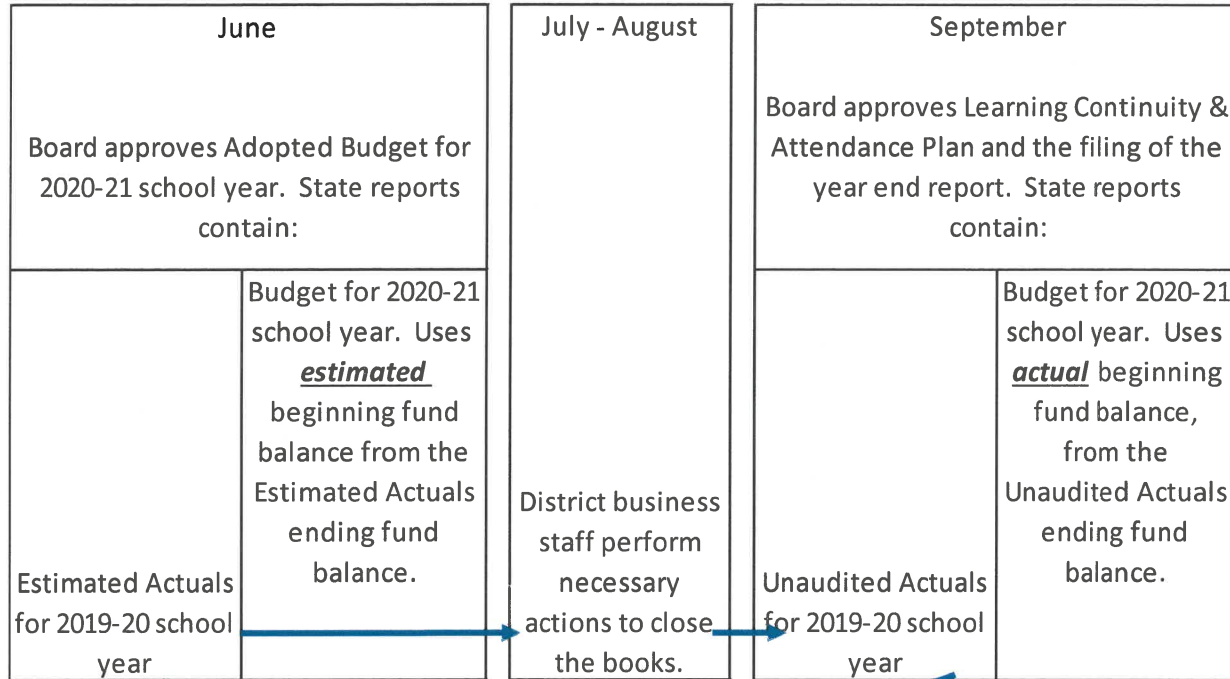
→2019-2020 Financial Reports

→2019-20 Unaudited Actuals

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2019-20 UNAUDITED ACTUALS
Summary of Changes since Budget Adoption – General Fund**

As the District closes its books for 2019-20 and prepares the required state reporting forms, note that they also contain budget information. The relationship of the year-end report to the District’s Adopted Budget report, and the process used, is illustrated in the graphic below:

The relationship of Estimated Actuals, Adopted Budget, and Unaudited Actuals



Ending fund balance as estimated at adoption is reconciled to ending fund balance as of year end by analysing the changes in major categories between the Estimated Actuals report presented at adoption, vs the Unaudited Actuals report presented at year end.

Year-end closing is an appropriate time to reflect upon some of the significant financial events of the past year, and to summarize all of the changes that have resulted in closing the year with a total ending fund balance of \$25.4 million. Significant changes in revenues and expenditures which occurred between the time the District presented estimated actuals at 2020-21 Adopted Budget, and this Unaudited Actuals Year-End report, are discussed on the following pages.

COMPONENTS OF THE GENERAL FUND ENDING BALANCE

The table below details the components of the District's General Fund ending balance for the year ended June 30, 2020:

	19-20 Unaudited Actuals	19-20 Estimated Actuals as of 20-21 Budget Adoption	Difference
ENDING FUND BALANCE	\$ 25,472,713	\$ 12,973,488	\$ 12,499,225
Components of Ending Fund Balance			
Nonspendable			
Revolving Cash	15,000	15,000	
Stores	181,738	195,956	
Prepaid Expenses	5,503	9,610	
Subtotal Nonspendable Amounts	202,240	220,566	
Assignments			
Site/Department Carryovers	689,741		
Unexpended 15-16 1-Time \$			
Instructional Materials	973,803		
Site Allocations	20,111		
Unexpended 18-19 1-Time \$			
Capital equipment needs	107,701		
Pupil Transportation two new school buses	122,362		
Unexpended 18-19 LCAP CTE			
Career Technical Education Goal 3, action 2,3,6	1,364,882		
MAA carryover	281,239		
Maintenance & operations equipment	438,610		
AP Test	168,774		
PVHS Enlarge Door In Food Service	8,670		
Certificated Medical Savings	712,059		
LCAP S&C CTE goal 3 action 2, 6	1,028,274		
Transportation/Vehicle shop reserve	75,512		
Misc grants and donations	83,378		
SIPE	1,298,154		
Subtotal Assignments and Carryovers	7,373,269		
Categorical programs restricted ending balances			
Cares Act ESSERF	(33,354)		
LEA Medi-Cal Billing Option	33,517	45,777	
Prop 39 California Clean Energy	267,444	246,324	
Prop 20 Lottery Instructional Materials	725,201		
Classified Professional Development Block Grant	60,104		
Low Performing Students Block Grant	230,356	0	
Misc locally restricted grants & donations	331,409		
Subtotal Categorical restricted ending balances	1,614,676	292,101	
Reserve for Economic Uncertainties (3% minimum)	3,652,077	3,661,977	
TOTAL DESIGNATIONS AND RESERVATIONS	12,842,263	4,174,644	
ENDING AVAILABLE UNAPPROPRIATED FUND BALANCE	\$ 12,630,451	\$ 8,798,844	\$ 3,831,606

The District's General Fund Ending Balance

The general fund actual ending fund balance, before required deductions and reservations, is \$25.4 million. Included in the ending fund balance are \$7.3 million in carryovers of unexpended funds for school site-department budgets, MAA reimbursements, 2015/16 and 2018/19 1-time discretionary dollars, LCAP CTE budgets, and local grants/donations; \$1.6 million in restricted program ending balances; and \$3.6 million in other designations and required reserves.

After taking into account the various reservations and designations, the District's **available** unappropriated ending fund balance is \$12.63 million, an **increase** of \$3,831,606 from what was projected at the time the District adopted its 2020-21 budget. This increase is due primarily to the following major items of change:

REVENUES

➤ LCFF revenues – Transfers In Lieu Property Taxes	\$ <916,141>
➤ State revenues – Lottery based on 4 th qtr estimate from State Controller's Office (unrestricted)	111,846
➤ Local revenues	
• Interest income, net of adjustment for estimated fair value of cash in county treasury	265,583
• Other miscellaneous income	<u>2,607</u>

TOTAL REVENUE DECREASES \$ <536,107>

All of the revenue items noted above are considered to be one-time in nature.

EXPENDITURES

Expenditure <increases> / decreases consist of the following:

➤ LCAP expenditures lower as of year-end than the estimated actuals less CTE carryover assigned funds	\$ 2,266,791
➤ Utilities – Gas, electric, water, waste, recycle, phone & internet	310,265
➤ Pool savings	\$289,203
➤ Salary & statutory benefit savings	415,918
➤ Legal fees budget savings	<u>107,050</u>

TOTAL UNRESTRICTED EXPENDITURE DECREASES \$ 3,389,227

CONTRIBUTIONS

Contributions represent the amount of unrestricted funds the District must transfer ("contribute") to restricted programs where expenditures are greater than the revenue sources that support them. These programs are Special Education, Migrant and Routine Restricted Maintenance. Adjustments contained in the year-end SELPA funding model related to regional programs resulted in a decrease (savings) of the general fund contribution.

\$ 950,260

FUND BALANCE COMPONENTS

Components of non-spendable items (revolving cash, prepaid expenses, and stores) and the required 3% economic uncertainty reserve, which is the statutory minimum, have decreased since the estimated actuals. This decrease means a corresponding increase in the available ending fund balance. It is one-time in nature; once the carryover expenditures are re-budgeted in 2020-21 the economic uncertainty reserve will change.

\$ 28,226

NET EFFECT ON FUND BALANCE (REVENUE DECREASES + EXPENDITURE DECREASES + FUND BALANCE COMPONENT DECREASES

\$ 3,831,606

CLOSING THOUGHTS

The 2019-20 school year marks the seventh year of education being distributed through the Local Control Funding Formula (“LCFF”). Districts with high percentages of economically disadvantaged students, foster youth, and English learners receive increased funding under LCFF to be able to increase or improve services for those student groups. The District’s high percentage of enrollment in the targeted student populations, and support from the Prop 30 temporary taxes, the District’s General Fund budget grew from \$115.2 million in 2018-19 to \$119.5 million as of the close of the 2019-20 year.

Due to the rapid changes as a result of the coronavirus its effects on the economy are still playing out and the full impact of the economic slowdown are not yet known. Currently, Districts are experiencing a lot of volatility to education funding policies. As of 2020-21 45-Day Budget Revision LCFF funding was limited to the FY 2019-20 P-2 attendance ADA; however, recent legislation passed under SB 820 allows accommodation for growth in ADA for 2020-21 funding apportionments. SB 820 becomes effective immediately if signed by Governor Newsom. Although, Districts are still not projecting any funding increases due to COLA for the 2020-21 Budget year and the years following.

Districts are still facing the rising pressures to be able to cover their increased employer costs for STRS and PERS. The State Budget does provide some fiscal relief with the redirecting of the \$2.3 billion non-Proposition 98 funds that was initially intended to be paid towards the CALSTRS & CALPERS long-term unfunded liabilities to instead further reduce the employer’s contribution rates to fund the plans in both 2020-21 and 2021-22. The impact on the CALSTRS employer rate for 2020-21 is reduced from 18.41% to 16.15%, and in 2021-22 the rate changed from 18.2% to 16.02%. CALPERS employer rates for 2020-21 is reduced from 22.67% to 20.70%, and in 2021-22 the rate changed from 25.00% to 22.84%.

The next stage of budget and financial reporting will be the District’s 1st Interim Revised Budget which will be brought to the Board in December. At that time, all of the carryovers of unexpended funds noted above (\$7.3 million) will be included.

Concurrent with work on the District’s next revised budget will be a second visit from the auditors to wrap up their work on the District’s 2019-20 financial statements. Their report should be brought to the Board in January.