

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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



BOARD OF EDUCATION

Regular Meeting

April 16, 2024

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

5:15 p.m. Closed Session

6:30 p.m. General Session

YouTube links to VIEW only:

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

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFFbfq>

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

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

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

PUBLIC COMMENT:

The public may address the Board of Education on any item of interest that is within the Board's jurisdiction. If you would like to address the Board at the April 16 meeting, see the options for participation below. Please note: The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
- B. **In writing:** Submit your comment via email to SMJUHS-Dublic-Comment@smjuhsd.org by 3:00 p.m. on April 15, 2024. Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.

AGENDA

I. OPEN SESSION

A. Call to Order

II. CLOSED SESSION PUBLIC COMMENTS

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

III. ADJOURN TO CLOSED SESSION

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

- A. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve appointment, evaluations, discipline, dismissal, and release of employees as reported by the Assistant Superintendent, Human Resources. *Appendix A*
 - B. Conference with Legal Counsel regarding Anticipated Litigation** – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): 1 matter.
 - D. 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).
 - E. 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.
 - F. Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent
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IV. RECONVENE IN OPEN SESSION

A. Call to Order/Flag Salute

V. ANNOUNCE CLOSED SESSION ACTIONS

VI. REPORTS

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

VII. REPORTS FROM EMPLOYEE ORGANIZATIONS

VIII. OPEN SESSION PUBLIC COMMENTS

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

IX. PRESENTATIONS

- A. Student Showcase - SMHS FFA State Officers and Accomplishments**
Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Steve Campbell, Principal; Mark Powell, SMHS Agriculture Teacher, Ag Department Chair & FFA Sponsor; Melissa Lua-Duarte, SMHS Senior and State FFA Treasurer; Carlos Nunez Jacuinde, SMHS Alumni and State FFA Reporter; Perla Delgado-Paniagua, SMHS Senior, ASB President, & Student School Board Representative
 - B. Bond Feasibility Survey Results**
Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Timothy McLarney, Ph.D., President of True North Research, Inc.; Charles Heath, Partner at TeamCivX; Khushroo Gheyara, Executive Vice President at Caldwell Flores Winters, Inc. (CFW)
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X. ITEMS SCHEDULED FOR ACTION

A. GENERAL

- 1. Public Hearing on Reopener Proposals for Negotiations from the District to CSEA 2024-25**

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

At the March 12, 2024, meeting, the District presented their Reopener Proposals for Negotiations to the California School Employees Association (CSEA) 2024-2025 for public review as required by Government Code 3547. A public hearing is required at this time to provide an opportunity for members of the public to directly address the Board on this topic.

A PUBLIC HEARING IS REQUIRED.

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

*** **IT IS RECOMMENDED THAT** the Board of Education adopt the District’s Reopener Proposal to CSEA as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

2. Reduction in Force for Classified Staff – Resolution 12-2023-2024

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

The district must reduce certain classified positions due to lack of funds. Resolution No. 12-2023-2024 authorizes the administration to proceed with the recommended reduction in force.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution No. 12-2023-2024 which authorizes the administration to proceed with the recommended reduction in classified staff.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**BEFORE THE GOVERNING BOARD
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**

In the Matter of the) Reduction of Classified School Services) for the 2024-2025 School Year) <u>Due to the Expiration of a Specially</u>) <u>Funded Program(s)</u>)	<u>RESOLUTION No. 12-2023-2024</u>
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WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorize the Santa Maria Joint Union High School District (“District”) to layoff or reduce classified employees for lack of work or lack of funds; and

WHEREAS, due to a lack of work or a lack of funds, certain services now being provided by the District must be reduced for the upcoming school year;

WHEREAS, Education Code section 45117 authorizes layoff upon 60 calendar days’ notice due to the expiration of a specially funded program(s); and

WHEREAS, the District has determined that the layoffs effectuated pursuant to this resolution are due to the expiration of one or more specially funded programs;

NOW, THEREFORE, BE IT RESOLVED that as of June 30, 2024, the following positions be eliminated:

Migrant Education Recruiter-Statistician	FTE/hours being eliminated: 8
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BE IT FURTHER RESOLVED that the Superintendent or designee is authorized and directed to give notice of reduction of services to the affected employee(s) of this District pursuant to District rules and regulations and applicable provisions of the Education Code not less than sixty (60) days prior to the effective date of such reduction or discontinuance as set forth above.

BE IT FURTHER RESOLVED that the Superintendent or designee is authorized and directed to take any other actions necessary to carry out this resolution.

The foregoing Resolution was adopted by the Governing Board of Santa Maria Joint Union High School District on April 16, 2024.

- AYES:**
NOES:
ABSENT:
ABSTAIN:

Diana Perez, President of Governing Board
 Santa Maria Joint Union High School District
 Santa Barbara County, California

ATTEST:

Feliciano Aguilar, Clerk of Governing Board
 Santa Maria Joint Union High School District
 Santa Barbara County, California

3. Approval of Tentative Agreement between the Santa Maria Joint Union High School District and the Santa Maria Joint Union High School District Faculty Association CTA/NEA to resolve reopeners for the 2023-2024 Collective Bargaining Agreement– Appendix C

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

The District has reached a tentative agreement with the Faculty Association (FA) to resolve reopeners for the 2023-2024 Collective Bargaining Agreement. The Tentative Agreement dated March 14, 2024, will take effect upon approval by both parties. For specific details please refer to Appendix C.

***** IT IS RECOMMENDED THAT** the Board of Education approve the Tentative Agreement with the Faculty Association as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

4. Initial Proposals for Successor Negotiations from the District to the SMJUHSD Faculty Association. INFORMATION ONLY / NO ACTION NEEDED - Appendix D

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

Government Code 3547 requires that all initial proposals in collective bargaining must be presented at a public meeting of the public school employer. The District's initial proposals to the SMJUHSD Faculty Association are being presented to the public as an informational item. At the Board of Education meeting to be held on May 14, 2024, a public hearing will be held on the District's initial proposals to the SMJUHSD Faculty Association. The public, having had a reasonable time to inform itself regarding the provisions of the initial proposals, will have an opportunity to express itself regarding the proposals in the form of public comment during the hearing. Having received the public comment, the Board will vote to adopt the initial proposals. A copy of the initial proposal is attached as Appendix D.

INFORMATION ONLY / NO ACTION NEEDED

5. Initial Proposals for Successor Negotiations from the SMJUHS Faculty Association to the District. INFORMATION ONLY / NO ACTION NEEDED – Appendix E

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

Government Code 3547 requires that all initial proposals in collective bargaining must be presented at a public meeting of the public school employer. The SMJUHS Faculty Association’s initial proposals to the District are being presented to the public as an informational item. At the Board of Education meeting to be held on May 14, 2024, the public, having had a reasonable time to inform itself regarding the provisions of the initial proposals, will have an opportunity to express itself regarding the proposals in the form of public comment during the hearing. A copy of the initial proposal is attached as Appendix E.

INFORMATION ONLY / NO ACTION NEEDED

6. Day of the Teacher – Resolution 13-2023-2024

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

Resolution Number 13-2023-2024 declares May 7, 2024 to be “Day of the Teacher” in the Santa Maria Joint Union High School District.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 13-2023-2024 as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION 13-2023-2024

RESOLUTION DECLARING MAY 7, 2024
TO BE “DAY OF THE TEACHER”

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

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that May 7, 2024, be declared Santa Maria Joint Union High School District’s “Day of the Teacher.”

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this 16 day of April 2024.

AYES:

NOES:

ABSENT:

ABSTAIN:

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

B. INSTRUCTION

1. Adoption of the Santa Barbara County Plan for Expelled Pupils, Triennial Update 2024-27 – Appendix F

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Steve Molina, Director of Student Services

The Superintendent recommends that the Board adopt the Santa Barbara County Plan for Expelled Pupils (triennial update).

Section 48926 of the California Education Code requires the County Superintendent of Schools, in conjunction with superintendents of the school districts within the County, to develop a plan for providing services to expelled pupils.

The county-wide plan shall:

- Enumerate existing educational alternatives
- Identify gaps in educational services
- Identify plans for filling those service gaps
- Identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Local governing boards are asked to accept and acknowledge the plan to address the needs of all expelled students in Santa Barbara County, as required by Education Code Section 48926.

POLICY/ISSUE: Education Code 48926

FISCAL IMPACT: None

*** **IT IS RECOMMENDED THAT** the Board of Education accept and acknowledge the Santa Barbara County Plan for Expelled Students.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

2. Quarterly Report on Williams Uniform Complaints

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

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report submitted in March 2024 on the Williams Uniform Complaints for the months of January 2024 -March 2024. Each school site has reported that there have been no complaints in the general subject areas of Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

A PUBLIC HEARING IS REQUIRED.

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

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Quarterly Report as submitted.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

C. BUSINESS

1. Public Disclosure of Collective Bargaining Agreement with the Faculty Association - Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreements on the District's financial status. The District has reached a tentative agreement (TA) with the Santa Maria Joint Union High School District Faculty Association. The TA dated March 14, 2024 includes an 8.22% salary schedule increase retro-active to July

1, 2023 and a one-time 3% off-schedule payment of base salary to each eligible member.

The total cost of the Tentative Agreement is projected to be \$6,188,602 in 2023-24. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix G.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the AB 1200 Public Disclosure of Collective Bargaining Agreement with the Faculty Association.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

2. Public Disclosure of Collective Bargaining Agreement with the California School Employees Association Chapter 455 (CSEA #455) - Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreements on the District's financial status. The District has reached a Memorandum of Understanding (MOU) with the California School Employees Association Chapter 455. The MOU dated April 9, 2024 terms include a one-time 3% off-schedule payment of base salary to each eligible member pending ratification and approval.

The total cost of the Memorandum of Understanding is projected to be \$653,790 in 2023-24. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix G.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the AB 1200 Public Disclosure of Collective Bargaining Agreement with the Classified School Employees Association Chapter 455.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

3. Public Disclosure of Agreements and Approval of Compensation Increase for Unrepresented (Athletic Trainers), Confidential, Classified Management and Certificated Management - Appendix G

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreement on the District's financial status. Administration is proposing 8.22% salary schedule increase retroactive to July 1, 2023 and a one-time 3% off-schedule payment of base salary for non-bargaining unit members which consist of unrepresented (athletic trainers), confidential, classified and certificated management employees, including assistant superintendents and superintendent. A doctorate stipend is added to management salary schedules.

The total cost of the recommended increase is projected to be \$1,138,237 beginning in 2023-24 fiscal year. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix G.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the AB 1200 Public Disclosure of the Agreements for Unrepresented (Athletic Trainers), Confidential, Classified Management and Certificated Management.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

4. Approval of Resolution Declaring the Futility of Further Public Bidding for Welding Machine Tools and Equipment and Approval to Enter into a Contract to Acquire Welding Machine Tools and Equipment - Resolution 14-2023-2024

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The District currently has a need to acquire welding machine tools and equipment (the “Equipment”) including 2 Lincoln Electric® VRTEX 360 Virtual Reality Welding Simulators, 1 Miller LiveArc™, System Welding Performance Management System (GMAW/FCAW/SMAW System), and 1 Lincoln Electric® Class-Mate® M unit, or substantially equal items, to provide Career Technical Education (CTE) and other vocational training to its students as part of Santa Maria High School and Ernest Righetti High School CTE Agricultural Mechanics programs. Since 2023, the District has initiated the public bidding for procurement of the Equipment three times and has failed to receive any responsive bidder.

District staff anticipates that preparing and issuing a bid package for the Equipment will further delay the District’s ability to provide necessary vocational training to its students and not produce any responsive bidders, as before. Staff requests that the Board (1) declares the futility of any further public bidding for the Equipment and (2) grants the Superintendent and their designee with the ability to directly purchase the Equipment without any additional public bidding procedures.

There are no Fiscal Impacts at this time. Any later contract(s) will be taken to the Board for approval. This proposed action is consistent with Board Policy 3300 (Expenditures and Purchases).

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution No. 14-2023-2024 declaring futility of public bidding for the specified Equipment pursuant to the futility exception authorized under California law.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 14-2023-2024

DECLARING THE FUTILITY OF FURTHER PUBLIC BIDDING FOR WELDING MACHINE TOOLS AND EQUIPMENT AND APPROVAL TO ENTER INTO A CONTRACT TO PURCHASE WELDING MACHINE TOOLS AND EQUIPMENT

WHEREAS, the Board of Education recognizes the value in Career Technical Education, agricultural education, and vocational training; and

WHEREAS, Santa Maria High School and Ernest Righetti High School provide Career Technical Education and other vocational training, including the use of welding machine tools and equipment (the "Equipment"); and

WHEREAS, the Equipment including 2 Lincoln Electric® VRTEX 360 Virtual Reality Welding Simulators, 1 Miller LiveArc™, System Welding Performance Management System (GMAW/FCAW/SMAW System), and 1 Lincoln Electric® ClassMate® M unit, or substantially equal items, is standard in local industry and local community colleges and universities; and

WHEREAS, the District desires to procure Equipment for its Career Technical Education program; and

WHEREAS, Public Contract Code section 20111(a)(1) requires the school district's governing board to let to the lowest responsible bidder any contracts for equipment, materials, or supplies to be furnished, sold, or leased to the district, involving an expenditure of more than \$114,500, the adjusted competitive bid threshold for 2024; and

WHEREAS, notwithstanding Public Contract Code section 20111, California courts allow a narrow exception to the public bidding law in circumstances in which it would be futile, undesirable or impractical and would cause additional delay and additional cost (*Los Angeles Dredging Company v. City of Long Beach* (1930) 2 Cal. 348; *Graydon v. Pasadena Redevelopment Agency* (1980) 104 Cal.App.3d 631, 645); and

WHEREAS, California law provides that, "Where competitive proposals work an incongruity and are unavailing as affecting the final result or where they do not produce any advantage . . . the statute requiring competitive bidding does not apply." (*Hiller v. City of Los Angeles* (1961) 197 Cal.App.2d 685, 694); and

WHEREAS, since December of 2023, the District has initiated the public bidding for procurement of the Equipment three separate times, with a first bid advertising on December 15 and 22, 2023, a second bid advertising on January 10 and 17, 2024, and a third bid advertising on February 28 and March 6, 2024 (the "Previous Public Bidding Attempts");

WHEREAS, only one of the Previous Public Bidding Attempts received a response, which proved to be non-responsive;

WHEREAS, additional solicitation for bids will not affect the final result to the District except to cause additional delay and cost to the District due to the absence of parties responding to bidding attempts; and

WHEREAS, based on the foregoing, it would be incongruous, futile, and unavailing to attempt additional solicitations for the Equipment; and

NOW THEREFORE, the Board of Education of the Santa Maria Joint Union High School District hereby resolves, determines, and finds the following:

Section 1. That the above recitals are true and correct.

Section 2. For the reasons stated above, further public bidding for procurement of Equipment would not produce an advantage to the District, and would produce a net burden and distinct disadvantages to the District.

Section 3. That based on the foregoing, it would be incongruous, futile, and unavailing to publicly bid the procurement of the Equipment.

Section 4. That the District's superintendent and/or designee, is authorized to enter into on behalf of the District, without advertising for or inviting of bids, a contract directly to purchase the Equipment, and to take all steps and perform all actions necessary to execute and implement the contract and to carry out, give effect to, and comply with the terms and intent of this Resolution.

APPROVED, PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District at a regular meeting held this 16th of April, 2024 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

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

5. Bid Award: Career Technical Education (CTE) New Vehicle Purchase – Four (4) Crew Cab Trucks and Six (6) Sport Utility Vehicles, Bid #2023/24-002

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on March 27, 2024, for the CTE New Vehicle Purchase, Bid #2023/24-002, including Four (4) Crew Cab Trucks and Six (6) Sport Utility Vehicles.

The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Home Motors Chevrolet <i>Santa Maria, Ca</i>	\$663,262.46

Five (5) bid packages were issued. One (1) bid was received from Home Motors Chevrolet. A review of the provided bid and supporting documents, including a listing of specifications, found the bid to be responsive. Home Motors Chevrolet was determined to be the apparent low bidder.

*** **IT IS RECOMMENDED THAT** the Board of Education approve CTE New Vehicle Purchase - Four (4) Crew Cab Trucks and Six (6) Sport Utility Vehicles, Bid #2023/24-002, to the lowest bidder, Home Motors Chevrolet, for the bid amount of \$663,262.46 to be paid from Fund 01.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

6. Reject Bid: ERHS Canopy Re-Roof Building C, D & E (Project #23-473)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on March 20, 2024 for the ERHS Canopy Re-Roof Building C, D & E (Project #23-473). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Best Contracting Services, Inc. <i>Gardena, CA</i>	\$1,076,424.00
Edwards Construction Group <i>Arroyo Grande, CA</i>	\$2,224,477.00

After review of the two (2) bids received by administration, Best Contracting Services, Inc., was determined to be the apparent low bidder; however, the bid amount was substantially over the budgeted amount for the roofing and repairs, including patching of the metal decking at multiple locations. After further review of estimates versus the bids provided, it was determined the District would receive better value, longevity, and aesthetics by revising the project to include replacement of all metal decking under the canopy areas rather than repairing multiple sections. This will entail modification of designs to address the changes and Division of the Architect (DSA) submittal resulting in the postponement of the project until the summer of 2025.

*** **IT IS RECOMMENDED THAT** the Board of Education reject the bid for the Ernest Righetti High School Canopy Re-roof Building C, D, & E (Project #23-473) from the apparent low bidder, Best Contracting Services Inc., as the bid amount of \$1,076,424.00, was substantially over the budgeted amount for the project, and further instruct staff to redesign the project to include replacement of open canopy areas metal decking as required.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

XI. CONSENT ITEMS

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

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

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

A. Approval of Minutes – *Appendix I*

Regular Board Meeting – March 12, 2024

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

Payroll	\$ 11,477,423.09
Warrants	\$ 3,926,303.71
Total	\$ 15,403,726.80

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the seventh month of the 2023-24 monthly attendance report presented on the last page of this agenda.

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Broadway Plus VIP Services LLC	2-hour in-person dance master-class with Matthew Kubitz to include artist's fee, hotel, travel reimbursement and meals	\$6,000/ASB	Yolanda Ortiz
Music Memories and More Custom Events	Full DJ sound, lighting, and photography services for SMHS Prom on May 26, 2024.	\$14,758.02/ ASB	Yolanda Ortiz
Music Memories and More Custom Events	Full DJ sound, lighting and photography services for PVHS Winter Dance on February 24, 2024.	\$14,574.02/ LCAP 2.7	Yolanda Ortiz

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Ross Realty	Extension of the June 14, 2022 Board approved agreement for real estate services through May 31, 2026.	6% commis- sion	Yolanda Ortiz
Santa Maria Elks Lodge #1538 Club Services	Venue rental and security for SMHS Prom on May 26, 2024.	\$2,462.00/ SMHS ASB	Yolanda Ortiz
Total Compensation Systems, Inc.	Total Compensation Systems, Inc. is providing the GASB 75 Full Valuation for the OPEB for the fiscal year ending June 30, 2024.	\$4,680/ General Fund Business Ad- ministration	Yolanda Ortiz
Think Together (Orenda)	Orenda will provide a customized professional development program to support all levels of district staff to work towards improving student academic achievement from July 2024 to June 2025.	\$490,125/ LCAP 1.1	Krista Herrera
Thinking In Common	Two days of Initial Professional Development, Classroom Visits /Coaching at PVHS. All PD options are designed to provide support for staff implementing co-teaching through building understanding and providing coaching to ensure the effective use and growth of co-teaching practices on January 25, 2024, January 26, 2024, April 9, 2024 and May 14, 2024.	\$24,775.00/ LCAP 1.5	Krista Herrera

E. Facility Report – **Appendix B**

F. 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 the website <https://www.publicsurplus.com/sms/browse/home>. Auction notice will be posted in no less than three public places within the District, including the District’s website at <http://www.smjuhsd.org>

Tag #	Asset Category	Description	Serial #
40921	APPL/FOOD SVC	WARING WFG275T PANINI SANDWICH GRILL	

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40922	APPL/FOOD SVC	WARING WFG275T PANINI SANDWICH GRILL	
	AV EQUIP	TATUNG TS75M20F	40201224001644
24073	AV EQUIP	BENQ PROJECTOR MP626	PD17A00308031
	COMM EQUIP	VOICELIFT MICROPHONE	
24153	COMPUTER	DELL LATITUDE E6510 WIN 7 PRO	5TD9ZN1
26354	COMPUTER	OPTIPLEX 3011 AIO	1F9BKO2
26355	COMPUTER	OPTIPLEX 3011 AIO	1FB8KO2
26361	COMPUTER	OPTIPLEX 3011 AIO	1FBBKO2
26705	COMPUTER	OPTIPLEX 9010 AIO	CB9KGX1
27451	COMPUTER	OPTIPLEX 9010 AIO	FX51K02
32849	COMPUTERS	DELL OPTIPLEX 7460 AIO	4Z4W0Q2
33315	COMPUTERS	DELL OPTIPLEX 7440 AIO	HNQ6KB2
38320	FURNITURE	LATERAL CABINETS	
38321	FURNITURE	LATERAL CABINETS	
00066	GROUNDS EQUIP	PIPE THREADER, RIGID 535	392859
37555	LAPTOPS	DELL XPS 15 7590 LAPTOP	
37557	LAPTOPS	DELL XPS 15 7590 LAPTOP	
00154	MACH/TOOLS	SANDER BELT STROKE, BOICE CRANE	
29663	MONITOR	ID PRINTER	B4360521
	MONITOR	MONITORS (2)	
13163	MONITOR	15" FLAT PANEL MONITOR	4C60GHU
13750	MONITOR	15" FLAT PANEL	51G15FS
29314	MONITOR	DELL #A6997010TOUCHMONITOR	A143010958
12391	PRINTER	HP LASERJET	CNBY818161
25845	PRINTER	PRINTER, HP LASERJET PRO 400	VNB5P01306
28736	PRINTER	FARGO DTC4500E ID CARD PRINTER	B6160596
00264	VEHICLE	LIVESTOCK TRAILER 1984	

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

Administrative Recommendation to order expulsion: 606534, 607415, 378347, 607753, 607037, 607254, 364297

Administrative Recommendation to suspend the order of expulsion: 606536

H. Discard or Sell Obsolete Textbooks

The following textbooks are being submitted for discard by various sites:

Textbook Title	ISBN #	# of Copies	Site
Food Science	978-0-07869081-5	35	PVHS

The Developing Child	0-02-139999-9	40	PVHS
Environmental Science	978-0-470-52033-8	61	ERHS
Hole's Essentials of Human Anatomy and Physiology	978-0-07-320481-9	30	ERHS
Hole's Essentials of Human A & P (Lab Manual)	978-0-07-285287-5	8	ERHS
Hole's Essentials of Human A & P (Lab Manual) 12th Edition	978-0-07-763784-2	10	ERHS
Holt Earth Science	0-03-092207-0	332	ERHS
Chemistry	0-201-46652-X	293	ERHS
Abriendo Puertas: Tomo I	0-618-22206-5	34	ERHS
Abriendo Puertas: Tomo II	0-618-22207-3	35	ERHS
Psychology And You 3 rd Edition	0-314-14090-5	116	ERHS

I. Approval of New Course Adoptions – **Appendix H**

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

Psychology and Health of Children

Course provides an opportunity to learn about communication, reasoning and the importance of community. This course provides a student with a well-rounded, theoretical and practical foundation of the health and psychology of children, from pre-conception through adolescence. This class is a great opportunity for students to explore the possibility of an occupation working with children, and for their future as parents. Course is pending A-G approval and part of a CTE Pathway.

Marimba Band 3

Marimba Band 3 is a yearlong, performing music ensemble class. Traditional and contemporary music from Latin America with an emphasis on Mexican music genres will be explored. Students study the historical background of the music genres, develop playing and singing skills and performance skills, apply musical arranging skills, learn production elements and business/managerial skills, and develop a professional career plan. It also provides instruction on the aesthetic, cultural and historical dimensions of Latin American music. Each year a specific repertoire of songs from various musical genres of Mexico and Latin America are taught in preparation for public performances both on and off campus. This class allows students from all backgrounds to experience and understand music as a component of Mexican/Latino culture. The central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations, and community events, exposing our audiences to the rich and vibrant world of traditional and contemporary Latin American music, thereby fostering the appreciation and pride in Latino/Mexican tradition and culture. The course is pending A-G approval.

CTE Drawing

Students will explore drawing as a means of communication and visual thinking. This course will promote an understanding and appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate diverse forms of artistic expression and, where appropriate, exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course. Course is A-G approved and part of a CTE Pathway.

J. Notice of Completion

The following projects are 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) SANTA MARIA HIGH SCHOOL RECONSTRUCTION #17-267 with Vernon Edwards Constructors, Contractor. Substantial Completion on April 10, 2024.

Background: The District entered into a Lease Lease-Back (LLB) Contract with Vernon Edwards Constructors (VEC) on September 14, 2018, for pre-construction services and three defined project increments including Increment 1 New Construction, Increment 2 Modernization, and Increment 3 Ethel Pope Auditorium reconstruction. Construction completed to date by VEC comprises of Increments 1, Phase 0, including reconfiguration of the main electrical system within the construction area and temporary relocation of the site culinary arts and arts programs, and Phase 1 including demolition of existing buildings, construction of the new 50 Classroom and Administration Building, and the addition of a new softball field. On January 9, 2024, VEC notified the District that they would not be able to complete Increment 2 and Increment 3 of the Contract as the owner was retiring. Remaining Increment 2 and 3 work, including campus wide modernizations and Ethel Pope reconstruction, design activities are continuing and will be bid under traditional Design, Bid, Build requirements.

K. Ernest Righetti High School Career Technical Education Modernization #21-391: Approval of Change Order (CO) No. 3 for Additional Construction Costs

CO No. 1 and No. 2 utilized contract Allowances and resulted in no change to the original contract amount of \$2,722,788.00.

Additional funds are requested for CO No. 3 in the amount of \$64,538.93 for construction costs provided by Edwards Construction Group of Nipomo, CA. Added scope includes data, electrical, rubber base, ceiling mounted cord reels,

roof flashing, and air compressor enclosure modifications. The cost of the added work increases the contract amount to \$2,787,326.93.

L. Approve Joint Use Agreement between the City of Santa Maria and the Santa Maria Joint Union High School District

The District has been in a continuous partnership with the City of Santa Maria (City) since 2005. Prior to the building of the first district pool at Pioneer Valley High School, the City Parks and Recreation personnel have worked side by side with the district staff to design, partially fund and operate the schools' pools.

The City assists the District in the day-to-day maintenance and lifeguard services at all District pools. This on-going relationship with the City has been mutually beneficial as the City staff has the expertise in the area of pool operations and provides the maintenance and lifeguard services for all school pools. The district reimburses the City for the actual staff time provided at our pools, which enable the City to maintain the staffing to support our district pools and their own pool. In exchange for the City's partnership, the District makes our pools available for community use operated by the City during our non-school time periods. The District has previously entered into joint use agreement. This is a renewal of a 10 year agreement.

The Joint Use Agreement between the City of Santa Maria and the Santa Maria Joint Union High School District was approved by The City Council on February 20, 2024. It is recommended the Board of Education approve the Joint Use Agreement between the City of Santa Maria and the Santa Maria Joint Union High School District for the operation of all district pools and authorize the administration to execute the agreement.

M. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Amy Hennings (SMHS) AP Reading	June 1-9, 2024 Kansas City, Missouri	Grading AP exams to gain valuable insights into the expectations of the AP program and the standards used to evaluate student performance. By participating in the grading process, teachers gain a deeper understanding of the criteria used to assess student responses, which can inform their instructional practices and help them better prepare their students for the exams.	LCAP 1.1
Daniela Ruiz (SMHS)	July 6-13, 2024	Opportunity to expand professional skills and knowledge about	LCAP 2.7

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Ballet Folklorico Conference	Albuquerque, New Mexico	regional dances.	
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N. Purchase Orders

PO #	Vendor	Amount	Description/Funding
BPO24-00856	Anixter Inc.	\$70,000.00	Parts SY 23-24 / General Fund Operations
BPO24-00502	Floor It, Inc	\$62,000.00	Carpet repairs all sites / General Fund RRMA
R24-04058	Division of State Architect	\$101,300.00	17-267.2 SMHS 37 CR Renovation DSA applications plans & Specifications / H2016 Bond Fund 26
PO24-00866	Career Tech Media, LLC	\$6,930.00	Career Guide Magazine cost increase (Dec. 2023 PO approved 79,200) / General Fund LCAP 3.3 & CTEIG
PO24-01459	Lenovo	\$77,054.81	Workstation TS P3 Tiny (Base), keyboards, mouse & monitors (37) / General Fund CTEIG
PO24-01460	Lenovo	\$42,687.45	Bundle Lenovo 500w G4 (72) / General Fund Title I Site
PO24-01461	Lenovo	\$76,322.81	ThinkPad P16s G2 (45) / General Fund IT
PO24-01462 PO24-01463	Apple Computer, Inc.	\$52,317.38 <u>\$10,451.74</u> \$62,769.12	MacBook Air (30), MacBook Pro (3) / General Fund IT
PO24-01474	Wyebot Inc.	\$87,750.00	Wireless Intelligence Platform (WIP) Sensors (25) / General Fund IT

O. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Various Donations at Door	Ballet Folklorico	\$1,500.00
Total Pioneer Valley High School		<u>\$1,500.00</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Allied Universal	Warrior Goats	\$500.00
SnapMobile, Inc	Girls Soccer	\$5,528.00
David A Rios	Baseball	\$100.00

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CustomInk, LLC	Track	\$341.28
Allied Universal	Warrior Goats	\$500.00
Old Maud Enterprises, Inc/J D Green Construction	Special Warriors	\$1,000.00
SnapMobile, Inc	Marimba/Ballet Folklorico	\$7,647.80
Lynn/Donna Bautista	Cheer	\$100.00
Gary/Wendy Teixeira	Baseball	\$100.00
SnapMobile, Inc	Track	\$8,550.40
Landmark Event Staffing Services, Inc.	Warrior Goat	\$9,316.50
Total Righetti High School		<u>\$33,683.98</u>

Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Maria FFA Boosters	FFA	\$20,000.00
State of California	FBLA	\$250.00
The Fund for Santa Barbara	Close Up Club	\$3,000.00
Mike Draper Memorial Fund	FFA – Sheep	\$942.00
Planet Ultra, Inc	Girls Wrestling	\$500.00
SESLOC	SMHS Drama & Theater	\$500.00
Total Santa Maria High School		<u>\$25,192.00</u>

Delta High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Maria Elks Lodge No. 1538 Elko Charities	Delta High Robotics	\$3,450.00
Touring Elks #1538	Delta High Robotics	\$500.00
Santa Maria Lodge No. 1538 Committee Account	Delta High Robotics	\$1,000.00
Santa Maria Lodge No. 1538 Committee Account: Menudo Committee	Delta High Robotics	\$300.00
Santa Maria Elks Lodge No. 1538 SCW Account	Delta High Robotics	\$500.00
Santa Maria Lodge No. 1538 Committee Account: Photo Committee	Delta High Robotics	\$250.00
Total Delta High School		<u>\$6,000.00</u>

XII. FUTURE BOARD MEETINGS FOR 2024

Unless otherwise announced, the next regular meeting of the Board of Education will be held on May 14, 2024. Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2024:

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

*Not on the second Tuesday of the month

XIII. ADJOURN

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
MONTHLY REPORT OF ATTENDANCE
SEVENTH MONTH OF 2023-24

January 29, 2024 through February 23, 2024

	Seventh Month 2022-23			Seventh Month 2023-24			Accumulated ADA			
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year	
							ADA % to CBEDS	ADA	ADA % to CBEDS	ADA
ERNEST RIGHETTI HIGH										
Regular	2229	2056.50	92.0%	2174	2049.44	94.1%		2105.18		2077.64
Special Education	122	108.94	87.5%	118	105.28	90.3%		109.46		107.40
Independent Study	64	58.33	98.4%	53	48.61	99.3%		61.11		37.77
Independent Study Spec Ed	13	10.94	97.0%	14	13.11	95.9%		8.02		8.63
Short Term Independent Study	0	0.00	0.0%	2	3.50	98.4%		0.01		2.96
CTE Program	8	6.83	84.8%	7	4.06	65.8%		4.18		3.27
Home and Hospital-Reg Ed	4	3.56	100.0%	6	4.67	85.7%		1.32		4.72
Home and Hospital-Spec Ed	4	3.44	96.9%	1	0.83	78.9%		1.91		1.55
TOTAL RIGHETTI	2444	2248.54	91.7%	2375	2229.50	93.9%		2291.19		2243.95
SANTA MARIA HIGH										
Regular	2778	2631.89	94.6%	2705	2569.94	94.8%		2677.36		2598.78
Special Education	257	226.28	88.4%	255	229.22	89.1%		232.17		232.30
Independent Study	24	24.00	99.8%	18	16.17	98.0%		16.50		9.53
Independent Study Spec Ed	2	1.06	52.8%	1	1.00	100.0%		1.02		1.57
Short Term Independent Study	0	0.00	0.0%	2	4.28	98.7%		0.00		0.71
CTE Program	8	4.56	56.9%	6	3.72	62.0%		5.53		4.07
Home and Hospital-Reg Ed	12	10.28	93.4%	17	15.17	91.3%		4.48		12.68
Home and Hospital-Spec Ed	6	5.67	94.4%	3	2.94	98.1%		3.64		2.54
TOTAL SANTA MARIA	3087	2903.74	94.1%	3007	2842.44	94.3%		2940.70		2862.19
PIONEER VALLEY HIGH										
Regular	2839	2689.44	94.4%	2767	2643.00	95.2%		2744.70		2681.13
Special Education	213	190.28	88.8%	195	178.39	90.9%		197.03		181.10
Independent Study	85	82.17	99.9%	49	43.11	99.7%		62.18		38.04
Independent Study Spec Ed	1	0.61	100.0%	10	9.78	97.8%		0.10		5.53
Short Term Independent Study	0	0.00	0.0%	3	3.56	100.0%		0.00		3.00
Home and Hospital-Reg Ed	6	6.06	83.2%	13	12.22	100.0%		7.35		10.71
Home and Hospital-Spec Ed	8	6.33	88.4%	6	4.78	94.5%		4.96		2.85
TOTAL PIONEER VALLEY	3152	2974.89	94.0%	3043	2894.83	94.9%		3016.32		2922.36
TLC II @ LINCOLN STREET	7	4.39	58.1%	6	4.67	67.2%		3.89		5.22
DISTRICT SPECIAL ED TRANSITION	20	18.94	100.0%	13	12.00	92.3%		19.99		13.20
DISTRICT SPECIAL ED TRANS/VOC MM	14	13.00	100.0%	20	19.06	95.3%		14.60		19.78
ALTERNATIVE EDUCATION										
Delta Continuation	309	251.03	80.5%	316	222.30	69.7%		240.80		237.83
Delta Independent Study	27	20.28	69.9%	30	15.31	49.8%		20.59		17.07
Delta Independent Study 12+	1	1.00	100.0%	0	0.00	0.0%		0.96		0.02
Delta Short Term IS	0	0.00	0.0%	0	0.00	0.0%		0.00		0.20
Reach Program--ERHS	5	4.33	76.5%	9	4.72	58.6%		4.66		4.74
Reach Program--SMHS	8	3.22	65.2%	18	12.22	73.1%		0.57		10.65
Reach Program--PVHS	25	11.00	52.5%	15	9.11	67.8%		7.37		8.14
Delta HS IS Program P	4	4.00	80.0%	0	0	0.0%		4.24		0.00
TOTAL ALTERNATIVE EDUCATION	379	294.86	77.8%	388	263.67	68.0%		279.18		278.65
TOTAL HIGH SCHOOL DISTRICT	9103	8458.36	92.9%	8852	8266.17	93.4%	92.6%	8565.67	92.9%	8345.34

CLASSIFIED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Pay Rate	Hours	
	Employ	Computer Technician	DO	3/19/24	22/A	8	
	Employ	Grounds Maintenance I	RHS	3/21/24	16/A	8	
	Employ	Computer Technician	DO	3/13/24	22/A	8	
	Employ	Registered Behavior Technician	PVHS	4/9/24	30/A	7	
	Retire	Instructional Assistant-Special Ed II	RHS	6/30/24	15/E	6	
	Early Notification Bonus			4/30/24	\$1,000		
	Change in Assignment	Food Service Worker I	PVHS	4/8/24	11/A	4 to 4.25	
	Employ	Campus Security Assistant II	DHS	4/10/24	17/A	7.5	
	Employ	Campus Security Assistant II	RHS	3/25/24	17/A	7.5	
	Change in Assignment	Food Service Worker I	SMHS	4/8/24	11/C	3.75 to 4	
	Resign	Instructional Assistant-Special Ed II	SMHS	3/29/24	15/A	6.5	
	Employ	Registered Behavior Technician	SMHS	4/8/24	30/A	7	
	Change in Assignment	Instructional Assistant-Special Ed II	SMHS	3/19/24	15/A	6 to 6.5	
	Promote	Attendance Technician	RHS	3/20/24	20/B	8	
	Retire	Director III-Maintenance, Operations, Transportation	DO	8/31/24	12/C	8	
	Promote	Registered Behavior Technician	RHS	4/8/24	30/A	7	
	Leave Without Pay	Instructional Assistant-Special Ed II	SMHS	5/1/24-5/16/24	15/A	6	
	Employ	Director I - Food Services	DO	4/3/24	8A/B	8	

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Status Change/Prob 2	Psychologist	RHS	2024-25	11/V	1.0	
	Status Change/Prob 2	Science	SMHS	2024-25	7/V	1.0	
	Status Change/Perm	Nurse	RHS	2024-25	14/V	1.0	
	Resign	Physical Ed	SMHS	6/6/24	4/V	1.0	
	Status Change/Perm	Mathematics	SMHS	2024-25	3/III	1.0	
	Status Change/Perm	English	RHS	2024-25	3/V	1.0	
	Temp Contract Ends	Special Education	PVHS	6/6/24	\$280/day	1.0	
	Temp Contract Ends	Band	PVHS	6/6/24	\$280/day	1.0	
	Stipend	Dance Team Advisor	PVHS	2023-24	1,1 5.5%		
	Status Change/Prob 2	English	RHS	2024-25	12/V	1.0	
	Intern Contract Ends/Prob 0	Special Education	PVHS	6/6/24	3/II	1.0	

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Status Change/Prob 2	Ethnic Gender Studies	SMHS	2024-25	5/V	1.0	
	Status Change/Prob 2	Social Science	RHS	2024-25	2/III	1.0	
	Status Change/Prob 2	Visual & Performing Arts	SMHS	2024-25	2/III	1.0	
	Column Advance	Visual & Performing Arts	SMHS	2024-25	2/IV	1.0	
	Status Change/Prob 2	Social Science	PVHS	2024-25	2/III	1.0	
	Status Change/Prob 2	Mathematics	PVHS	2024-25	6/V	1.0	
	Date Update: Prep Per Tch Assign	Mathematics	DHS	3/15/24	13/V	0.2	
	LOA	Mathematics	DHS	8/12/24-12/20/24	14/V	1.0	
	Stipend	Focus Group Leader	SMHS	5/1/24-4/30/25	1/I 6.5%		
	Status Change/Prob 2	Special Education	RHS	2024-25	2/V	1.0	
	Resign	Science	PVHS	6/7/24	13/V	1.0	
	Status Change/Perm	Special Education	RHS	2024-25	10/V	1.0	
	Retire	Director Special Education	District	6/30/24	18 A/3	1.0	
	Status Change/Prob 2	Special Education	RHS	2024-25	6/V	1.0	
	Retire	Mathematics	RHS	6/6/24	35/V	1.0	
	Early Notification Bonus	Mathematics	RHS	4/30/24	\$1,000		
	Status Change/Prob 2	Visual & Performing Arts	SMHS	2024-25	2/V	1.0	
	Stipend	Focus Group Leader	SMHS	5/1/24-4/30/25	1/I 6/5%		
	Employ/Mgmt	Executive Director/Teaching Learning	District	7/1/24	27/3	1.0	
	Status Change/Perm	Agriculture	CTE Center	2024-25	13/V	1.2	
	Status Change/Perm	Teacher	RHS	2024-25	4/IV	1.0	
	Status Change/Perm	Agriculture	RHS	2024-25	3/IV	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	4/V	1.0	
	Intern Contract Ends/Prob 0	Special Education	PVHS	6/6/24	3/II	1.0	
	Status Change/Perm	Social Science	PVHS	2024-25	13/V	1.0	
	Status Change/Perm	Diesel Med/Hvy Duty	CTE Center	2024-25	3/I	1.2	
	Status Change/Prob 2	Psychologist	SMHS	2024-25	10/V	1.0	
	Status Change/Prob 2	English	SMHS	2024-25	6/V	1.0	
	Intern Contract Ends/Prob 0	Special Education	PVHS	6/6/24	4/I	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	3/IV	1.0	
	Stipend	Focus Group Leader	SMHS	5/1/24-4/30/25	1,I 6.5%		

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Status Change/Prob 2	Special Education	RHS	2024-25	9/V	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	11/I	1.0	
	Status Change/Prob 2	Mathematics	RHS	2024-25	5/IV	1.0	
	Intern Contract Ends/Prob 0	Special Education	PVHS	6/6/24	4/IV	1.0	
	Status Change/Prob 2	Special Education	RHS	2024-25	3/V	1.0	
	Status Change/Prob 2	Science	SMHS	2024-25	2/III	1.0	
	Status Change/Prob 2	Special Education	PVHS	2024-25	6/V	1.0	
	Status Change/Prob 2	Speech Pathologist	RHS	2024-25	20/V	1.0	
	Status Change/Prob 2	Networking/Cyber Security	CTE Center	2024-25	5/IV	1.2	
	Status Change/Prob 2	Mathematics	SMHS	2024-25	2/III	1.0	
	Status Change/Perm	English	RHS	2024-25	3/III	1.0	
	Status Change/Prob 2	Special Education	SMHS	2024-25	8/IV	1.0	
	Stipend	Focus Group Leader	SMHS	5/1/24-4/30/25	1/I 6.5%		
	Retire	Business	RHS	6/6/24	33/V	1.0	
	Early Notification Bonus	Business	RHS	4/30/24	\$1,000		
	Status Change/Perm	Mathematics	SMHS	2024-25	4/III	1.0	
	Status Change/Prob 2	Special Education	RHS	2024-25	9/V	1.0	
	Salary Correction	Special Education	RHS	8/7/23	8/V	1.0	
	Temp Contract Ends	Science	SMHS	6/6/24	1/IV	1.0	
	Status Change/Perm	Special Education	PVHS	2024-25	6/IV	1.0	
	Status Change/Prob 2	Mathematics	RHS	2024-25	4/V	1.0	
	Status Change/Prob 2	Mathematics	PVHS	2024-25	12/V	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	6/IV	1.0	
	Status Change/Perm	Special Education	RHS	2024-25	6/V	1.0	
	Status Change/Prob 2	Agriculture	SMHS	2024-25	2/IV	1.0	
	Status Change/Perm	Mathematics	SMHS	2024-25	3/V	1.0	
	Status Change/Perm	Special Education	PVHS	2024-25	3/IV	1.0	
	Status Change/Prob 2	Psychologist	PVHS	2024-25	13/V	1.0	
	Status Change/Perm	Nurse	PVHS	2024-25	13/V	1.0	
	Status Change/Perm	Int'l Languages	SMHS	2024-25	3/III	1.0	
	Intern Contract Ends/Prob 0	Special Education	SMHS	6/6/24	3/IV	1.0	

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Retire	Visual & Performing Arts	PVHS	6/7/24	28/V	1.0	
	Early Notification Bonus	Visual & Performing Arts	PVHS	4/30/24	\$1,000		
	Status Change/Perm	Agriculture	PVHS	2024-25	3/IV	1.0	
	Status Change/Prob 2	Intervention Lead Teacher	RHS	2024-25	12/V	1.2	
	Stipend	Focus Group Leader	SMHS	5/1/24-4/30/25	1/I 6.5%		
	Retire	Mathematics	RHS	6/6/24	36/V	1.0	
	Early Notification Bonus	Mathematics	RHS	4/30/24	\$1,000		
	Status Change/Perm	Spec Ed Coordinator	SMHS	2024-25	13/V	1.0	
	Status Change/Perm	Social Science	RHS	2024-25	3/IV	1.0	
	Status Change/Prob 2	Special Education	SMHS	2024-25	6/V	1.0	
	Intern Contract Ends/Prob 0	Science	SMHS	6/6/24	3/II	1.0	
	Status Change/Perm	Psychologist	PVHS	2024-25	14/V	1.0	
	Stipend	FOL Head	SMHS	5/1/24-4/30/25	1/I 8%		
	Retire Date Updated	Director IV Teaching & Learning	District	9/3/24	16/F3	1.0	
	Early Notification Bonus	Director IV Teaching & Learning	District	4/30/24	\$1,000		
	Status Change/Perm	Ethnic Gender Studies	PVHS	2024-25	4/IV	1.0	
	Status Change/Prob 2	Science	SMHS	2024-25	2/V	1.0	
	Status Change/Prob 2	Social Science	RHS	2024-25	3/III	1.0	
	Status Change/Perm	Speech Pathologist	PVHS	2024-25	11/V	1.0	
	Status Change/Prob 2	Psychologist	RHS	2024-25	10/V	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	4/V	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	4/IV	1.0	
	Retire	Business	PVHS	6/7/24	29/V	1.0	
	Early Notification Bonus	Business	PVHS	4/30/24	\$1,000		
	Status Change/Perm	Culinary Arts	CTE Center	2024-25	13/I	1.2	
	Status Change/Perm	Social Science	RHS	2024-25	5/V	1.0	
	Employ/Mgmt	Director IV/Student Services	District	7/1/24	16B/3	1.0	
	Status Change/Prob 2	Speech Pathologist	PVHS	2024-25	11/V	1.0	
	Status Change/Prob 2	English	PVHS	2024-25	2/IV	1.0	
	Status Change/Perm	Social Science	SMHS	2024-25	3/V	1.0	
	Status Change/Perm	English	SMHS	2024-25	3/IV	1.0	

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Status Change/Prob 2	Counselor	RHS	2024-25	3/V	1.0	
	Status Change/Perm	Special Education	SMHS	2024-25	7/V	1.0	
	Intern Contract Ends/Prob 0	Science	RHS	6/6/24	3/II	1.0	
	Intern Contract Ends/Prob 0	Teacher	PVHS	6/6/24	2/II	1.0	
COACHING PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	District	ASB/Booster	Type

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

March 2024

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners (Huckabee)

- Increment 1, Phase 1 – 50-Classroom and Administration Building: Activities and installations this period include fencing, asphalt, landscaping warranty work, and assorted punch list items. Lease Lease-Back (LLB) Contract closeout activities continue. New user requested work continuing under development as separate projects include larger culinary triple sinks, and additional clock-speaker assemblies in the hallways. The sink addition in the health office will be tracked under a separate project heading beginning next month. Softball field activities and installation this period include completion of punch list items. The softball field is now in use by the site. A final project site meeting to review all completed punch list work is scheduled for April 2, 2024. [\(Photos\)](#)
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: The bid package is anticipated to be issued in April 2024. Construction is tentatively scheduled to commence in July 2024. Amendment 1 including restroom and scope reduction modifications remains under DSA review.

SMHS CTE Modernization – Rachlin Partners (Huckabee)

- Activities and installations this period include continued mechanical/electrical/plumbing, HVAC systems, cleaning, and work related to the final punch walk list. The County of Santa Barbara Health Department and the Air Pollution Control District are continuing review of the removal plan for the soil containing hydraulic fluid. Controls wiring, equipment activation and air balance testing of the heating and air exhaust systems are complete. Vehicle lifts in the Automotive Shop are scheduled to be installed during spring break. The electrical engineer continues evaluating new equipment placed on site for power requirements and conduit routing. New electrical work is to be performed by District M&O staff or support contracts. [\(Photos\)](#)

SMHS CTE Shade Canopy – Rachlin Partners (Huckabee)

- A Notice Inviting Bids was issued March 27, 2024, with bids due April 19, 2024. Work is scheduled to occur during the summer of 2024. This project and ERHS CTE Shade Canopy have been combined into one bid and will be tracked together beginning next month under the District Wide projects section of this report.

SMHS Morrison Street Sidewalk Revisions – Rachlin Partners (Huckabee)

- Bid package development continues and is now anticipated being issued in April of 2024. Construction remains scheduled to occur during the summer of 2024.

2. Ernest Righetti High School Construction Projects

ERHS Phase 2 Improvements – Rachlin Partners (Huckabee)

- A Certification of Compliance from DSA was received March 27, 2024. This project is closed.

ERHS New Softball Field – PBK Architects

- Comments received from the site remain under review for modification of proposed plans. When complete, an updated layout will be presented to legal counsel for further review.

ERHS Boys and Girls Locker Room Modification – PBK Architects

- A site visit with district and site administration occurred March 22, 2024, to review concerns regarding impacts on office spaces caused by the proposed location of a second team room. Further evaluation of options is underway.

ERHS CTE Modernization – Rachlin Partners (Huckabee)

- New and continuing activities and installations this period include doors, compressor relocation, welding gas manifold installation, cleaning, and punch list work. District purchased equipment continues to arrive. A meeting was held with teachers and site staff March 25, 2024, to determine final locations for equipment. The electrical engineer will visit the site during spring break to determine remaining power needs and conduit routing. Equipment and electrical installations will continue by site and district M&O staff. [\(Photos\)](#)

ERHS Southeast Parking Stormwater System Installation – Flowers and Associates

- Review of temporary repairs, restriping conditions, and observations of above ground water flow across the parking area which was formally covered with portables indicates that further work is not necessary at this time. The completed design package will be archived, and the work will be postponed until an annual evaluation indicates a need to conduct further paving repairs. At that time additional underground work related to the stormwater system enhancements will occur. This item will be removed from the Board report pending future action.

ERHS Canopy Replacement Building C, D & E – Rachlin Partners

- Work included in this project is the replacement and repair of walkway canopy roofing at buildings C, D and E. A Notice Inviting Bids was issued January 30, 2024, with two bids received March 20, 2024. Evaluations of the bids are underway. The resulting administrative recommendation will be taken to the April 16, 2024 Board meeting.

ERHS CTE Shade Canopy – Rachlin Partners

- A Notice Inviting Bids was issued March 27, 2024, with bids due April 19, 2024. Work is scheduled to occur during the summer of 2024. This project and SMHS CTE Shade Canopy have been combined into one bid and will be tracked together beginning next month under the District Wide projects section of this report.

ERHS Cafeteria Serving Windows and Line Counter Modifications – Rachlin Partners

- Preliminary design activities continue. Construction is scheduled to occur during summer of 2025.

3. Pioneer Valley High School Construction Projects

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

- DSA closeout reviews continue.

PVHS 10 Portable Classrooms Installation – Rachlin Partners (Huckabee)

- A DSA Certification of Compliance was received March 6, 2024. This project is closed.

4. Mark Richardson Career Technical Education Center & Agriculture Farm

MRCTECAF New Maintenance and Operation Building – 19 six Architects

- The DSA continues review of the design package submitted on February 5, 2024.

MRCTECAF Front Office Space Design– 19 six Architects

- The contractor submitted final closeout documentation; the documents are under review. Final payment and retention applications are in process.

MRCTECAF Well Pump and Electrical Installation – Facilities and Logistics

- Pump sizing information remains under review by the geologic engineer. A request for architectural and electrical engineering services is in process to support plan development for electrical sizing, conduit routing, and cabinet locations.

MRCTECAF Landscaping – Maintenance and Operations – Oasis Associates

- The landscaping work under this project will proceed as a separate project from the temporary parking lot due to cost issues. Design work is ongoing.

5. District Wide and Support Services Center

District Wide Project Closeout – Facilities and Logistics

- Closeout of legacy projects continues:
 - SMHS #03-103743 Wilson Gymnasium Renovation: An additional review meeting with the legacy architect and consultant to review testing plans for the roof anchors is being scheduled after winter rains.

District Wide Wireless Access Points Upgrade: Facilities and Logistics

- The RFP for the project was approved at the March Board meeting. Contract documents are in negotiation.

District Wide Edge Switch Replacement: Facilities and Logistics

- The RFP for the project was approved at the March Board meeting. Contract documents are in negotiation.

Arc Flash Safety Assessment – Maintenance and Operations

- Electrical arc flash potential and utility supply evaluations of the MRCTECAP, Delta High School, and Support Services Center are complete. Reports were received and labelling completed February 20, 2024. Training is scheduled for April 2024.
- ERHS site assessment remains scheduled for summer 2024.

ERHS and SMHS 7 Portables Roofing: Facilities and Logistics

- Contracts documents continue in process. Work remains scheduled to occur between June 10 and August 2, 2024.

Gary Wuitschick
Director – Facilities and Logistics

REGULAR MEETING

April 16, 2024

Maintenance & Operations

SMHS

- Installed white boards in classroom 234.
- Replaced lights in classrooms 330, 340, and 637.
- Repaired damaged repeater antenna on the north side of the gym.
- Inspected the swimming starting blocks and tightened loose hardware at the pool.
- Repaired damaged irrigation boxes throughout campus.
- Repaired door hardware at Wilson Gymnasium and the Multipurpose Room.
- Painted exterior of the Multipurpose Room and classroom 480. **(Photo)**
- Trimmed trees around the baseball field.
- Pressure washed the concrete in high traffic areas on campus.
- Repainted the Ethel Pope stage.
- Removed old furniture and installed new furniture at the Wellness Center room 340. **(Photo)**
- Installed new welding curtains in classroom 510.
- Repaired broken restroom hardware at Lincoln Center.
- Provided support of school events and civic center use activities: FFA Parent Livestock Meeting, 12th Grade Meeting, LCAP, MPAC Meeting, Dedicated Dads Workshop, Saint of the Season Luncheon, Student of Excellence Luncheon, Marino Wellness Event, DELAC Meeting, Talent Show Try-outs, Mixteco Parent Advisory Meeting, AHC Workshop, FAFSA Mondays, RHS Ballet Folklorico, Student Senate, Parent Conferences, Band Parent Meeting, Cap and Gown Sales, B Strong Life Club, Boys' Volleyball Games, Basketball Games, Baseball Games, Softball Games, Swim Meets, and Track and Field.
- Preventive work order hours – 22
- Routine work hours – 735
- Total work orders completed – 240
- Event setup hours – 153

Danny Sheridan
Plant Manager

PVHS

- Prepared the baseball field for upcoming season. **(Photo)**
- Installed League Champion banners on the outfield fence at the softball field.
- Installed the outfield baseball fencing at the Junior Varsity field for the upcoming season.
- Installed a whiteboard and new monitor in the Administration Offices.
- Removed and relocated boxes of obsolete items from multiple rooms across campus.
- Removed furniture from the Principal's office and installed new furniture. **(Photo)**
- Replaced broken and vandalized chairs in classrooms 218, 335, 351, 352, 465, 603, 612, 614, and 622.
- Moved the snack bar from the softball field to the baseball field.
- Moved student computer stations in classroom 331 and installed new desks in classroom 414.
- Relocated a conference table and book shelf from the Administration building to classroom 803.
- Repaired door hardware in classrooms 211, 314, 495, 634, and the pool.
- Provided support of school events and civic center use activities: Saturday School, Attendance Meeting, ELPAC Testing, Elective Exploration Day, Higher Education Day, Parents' Night, AHC Presentation, FFA 5K Run, FCCLA, Winter Formal, Boys' Volleyball Practice, Girls Soccer Banquet, Girls Wrestling Banquet, Basketball Games, Baseball Games, and Tennis Matches.
- Preventive work order hours – 13 (includes 0 CTE)
- Routine work hours – 436 (includes 52 CTE)
- Total work orders completed – 261 (includes 13 CTE)
- Event setup hours – 181 (includes 1 CTE)

Tyson Ellis
Plant Manager

REGULAR MEETING

April 16, 2024

ERHS

- Replaced student desks in classroom 326.
- Completed door and lock repairs in the 100 Building girls' restroom, and classroom 402. **(Photo)**
- Painted the interior of the roll up door in classroom 403.
- Repaired damaged restroom hardware due to graffiti and vandalism in seven student restrooms.
- Painted the Ballet Folklorico box truck tailgate to cover graffiti.
- Repainted the school sign at Bradley Road and Larch Street due to graffiti.
- Installed new stage lights in the drama room 403.
- Installed a goggle sanitizer cabinet in the welding classroom 401.
- Repaired HVAC issues in classrooms 222, 225, 431, 503, 603, 612, 815, 821, 822, 823, 833, 847, and 856.
- Repaired the wall underneath the changing table in the restroom at classroom 231.
- Painted the exterior steel beams at the girls' locker room and the exterior doors at the wrestling room.
- Repaired the boys' restroom at Delta High School due to vandalism.
- Removed old wellness center furniture and installed new furniture. **(Photo)**
- Provided support of school events and civic center use activities: Math and English Placement Testing, Saturday Academy, RFEP Celebration, Higher Education Day, Blood Drive, Freshman Lunch Recognition, 8th Grade Registration for Parents, SAT Testing, PTSA Scholarship BBQ, FFA Lunch Social, Jesus Club, Cheer Awards, Latinos Unidos, Baseball Team Dinner, Boys' Tennis, Boys' Volleyball, Softball Games, and Baseball Games.
- Preventive work order hours – 13 (includes 0 DHS)
- Routine work order hours – 292 (includes 2 DHS)
- Total work orders completed – 222 (includes 23 DHS)
- Event setup hours – 347 (includes 0 DHS)

Dan Mather
Plant Manager

Graffiti & Vandalism

• DHS	\$ 180	
• ERHS	\$ 1,400	Restroom graffiti and vandalism
• SMHS	\$ 270	
• PVHS	\$ 225	

Reese Thompson
Director – Maintenance, Operations, and Transportation

Photo Gallery – Major Projects



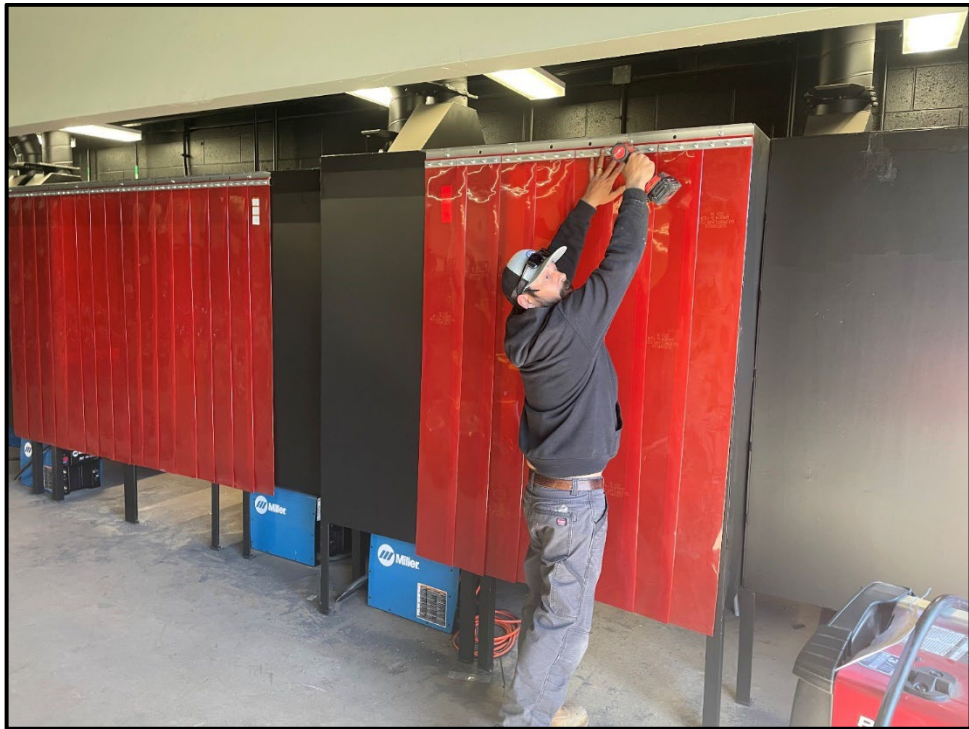
SMHS 50-Classroom – Painters Create a No-Parking Zone in Front of the School



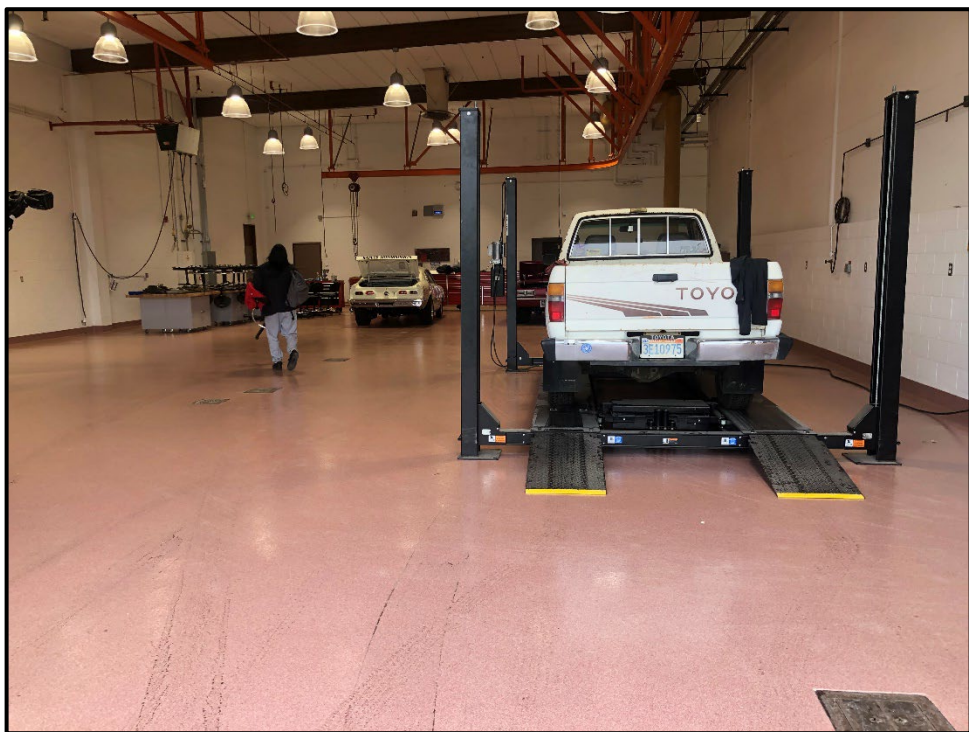
SMHS Softball Field Reconfiguration – Ribbon Cutting and First Game!



SMHS Softball Field Reconfiguration – Grounds Keeper Jordan Markstone Throws the First Pitch



SMHS CTE Modernization – Tom Harbold Replaces Welding Booth Doors with New Curtains



SMHS CTE Modernization – Auto Shop Equipment Move-in In Progress



ERHS CTE Modernization – Maintenance Crew Unloads Assembled Welding Tables



ERHS CTE Modernization – Welding Shop Plumbing Nears Completion

Photo Gallery – Maintenance & Operations



SMHS – Joel Amezcua Painting the Exterior of the Cafeteria MPR and Room 480



SMHS – Wellness Center Staff Unwrapping New FomCore Furniture



PVHS – Chase Richardson Preparing the Baseball Field for Upcoming Games



PVHS – New Office Furniture Installed in the Principal's Office



ERHS – Armando Gutierrez Repairing Door Hardware



ERHS – Joaquin Bonilla and Armando Gutierrez Prepare Wellness Center for New Furniture

REGULAR MEETING
April 16, 2024

APPENDIX C

**Approval of Tentative Agreement between the
Santa Maria Joint Union High School District and
the Santa Maria Joint Union High School District
Faculty Association CTA/NEA
to resolve reopeners for the 2023-2024
Collective Bargaining Agreement**

CONFIDENTIAL MEDIATION PROPOSAL: Proposed Tentative Agreement to Resolve Reopener Negotiations for 2023-2024

2.1 Wages

2.1.1 Salary Schedule: The Certificated Salary Schedules are attached to this Agreement as Appendix A. For the ~~2021-2022~~ **2023-2024** school year, the Certificated Salary Schedule shall be **increased by eight and twenty two hundredths percent (8.22%) retroactive to July 1, 2023, and shall be paid to active bargaining unit members employed as of date of ratification of this agreement by the Board of Trustees. Unit members shall receive a one-time, off-schedule payment equal to 3% of each eligible member's annual base salary based on the updated salary schedule. Unit members must be in active status on the date of Board approval in order to be eligible for this payment.** ~~four and one half percent (4.50%), retroactive to July 1, 2021, and shall be paid to active bargaining unit members employed as of September 1, 2021. The four and one half percent (4.50%) on schedule shall be computed using the base salary on the 2019-20 salary schedule and shall be included on the October pay warrant following ratification of this Agreement by the Board of Trustees. For the 2022-2023 school year, the Certificated Salary Schedule shall be increased by two percent (2.00%) beginning July 1, 2022.~~

2.5.3 Activity stipends shall be established at the following:

Winter Guard Advisors **5.5%**

2.5.4 Coaching stipends shall be established at the following:

Flag Football **7.5%**

2.7 Employee Benefits Program

2.7.1 The District shall make contributions for qualified medical, dental, vision, life, and long-term disability insurance programs and coverages. Each unit member's contribution obligation for the medical insurance is determined by the level of coverage (single, two party, family) that is selected and FTE. Employees must enroll in the medical plan to qualify for dental and vision.

2.7.1.1 Beginning with the plan year January 1, ~~2022~~ **2023** for the tenthly District contribution to medical insurance on behalf of each full-time employee is as follows:

- Single (employee only) ~~–six hundred fifty-one dollars and and sixty cents (\$651.60);~~
seven hundred ninety-nine dollars and twelve cents (\$799.12);
- Two-party (employee and one [1] dependent) - ~~one thousand two hundred –seventy-seven dollars and seventy-eight cents (\$1,277.78);~~ **one thousand six hundred twenty-two dollars and twenty three cents (\$1,622.23);**

- Family (employee and two [2] or more dependents) - ~~one thousand seven hundred seventy three dollars and seventy two cents (\$1,773.72)~~. **two thousand one hundred eleven dollars and thirty cents (\$2,111.30)**.

2.7.1.2 Each employee is responsible for the difference between the District contribution and the monthly cost of the selected health benefit plans.

2.7.1.3 If the District achieves a savings in the per-member contributions as a result of an employee electing an insurance plan coverage that costs less than the District's contribution for coverage in which the employee was **is** enrolled, ~~or other verifiable savings~~, the savings shall be **reallocated to the employee on their monthly paycheck**. ~~placed in a restricted fund to offset future cost increases to unit members. The distribution of the savings dollars shall be determined by the Association.~~

2.7.2 The following special provisions are related to the employee insurance benefits program.

2.7.2.1 Permanent probationary and temporary employees .40 FTE to 1.0 FTE, shall have the option to participate in the employee benefits program and shall have District health and welfare plan contributions pro-rated in accordance with the following schedule:

- .80 and above 100% of District contribution
- .60 to .79 75% of District contribution
- .50 to .59 50% of District contribution
- .40 to .49 0% of District contribution
- 0 to .39% Not able to participate

2.7.3 If a unit member and spouse/domestic partner are employed .80 FTE or greater prior to January 1, 2008 and are covered by this Agreement, the unit members' contribution obligation is waived if they enroll as subscriber and dependent on a two (2)-party or family plan prior to January 1, 2008. If the unit member and spouse/domestic partner elect to have separate health and welfare plans, each unit member shall be responsible for the contribution obligation of the plan the unit member

selects at the same rate as any other unit member. Once each unit member becomes a subscriber, the unit member must remain a subscriber as long as the unit member remains an employee of the District and the unit member's contribution obligation is no longer waived. If one unit member is full-time (at least .80 FTE) and the spouse/domestic partner is part-time, the following calculation applies:

Spouse/Domestic Partner FTE Unit	District Contribution of Member's Contribution
.60 FTE	87.5%
.40 FTE	75.0%

~~2.7.4 The Association is responsible for the designation of the health insurance provider.~~

~~2.7.4.1 The District is not a party to the designation of a health insurance provider. As such, the District shall not be bound by any resolution, agreement, contract, or other legal device of the health insurance provider unless specifically ratified by the Board of Trustees. The District's obligation to any health insurance provider is limited to processing and transmitting the contribution amounts set forth in paragraph 2.7.1.1 of this Article, including prorated contributions for part-time employees and contributions for eligible retired employees as set forth in paragraph 2.8 of this Article.~~

~~2.7.4.2 No provision relative to health insurance contained in this Agreement may be modified based on the Association's designation of a particular health insurance provider.~~

~~2.7.5 The District will receive written assurance that it will never be financially liable to the health insurance provider for more than the contributions made on behalf of District employees. The assurance may be made in any form that is acceptable to the District.~~


2.7.4 Benefits Committee

2.7.4.1 The District agrees to establish a Benefits Committee which shall include three (3) members appointed by the Association Executive Board and two (2) members appointed by the District. CSEA shall also have the opportunity to appoint three (3) members at its election.

2.7.4.2 The Committee shall meet on or before May 1st of each year to establish a meeting schedule, which shall include at least two (2) meetings, for that year and shall make recommendations to the Faculty Association. The Committee shall publish their recommendation by July 20.

2.7.4.3 The Faculty Association may make a recommendation regarding the designation of their health benefits provider to the District by August 12.

Date: 3/14/24

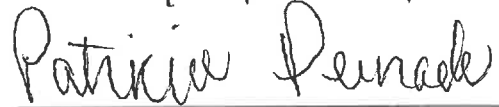


Sal Reynoso, District




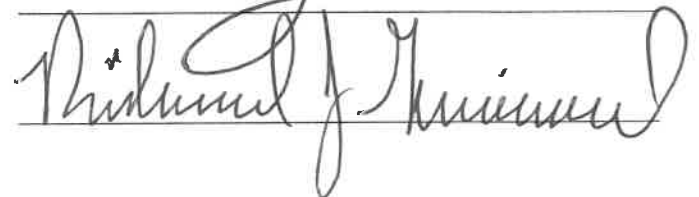


Date: 3/14/24



Patricia Pennack
Faculty Association





SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

2023-24 Proposed Certificated Salary Schedule

- Column I** Bachelor's Degree
- Column II** Bachelor's Degree + 15 semester units earned subsequent to receipt of B.A.
- Column III** Bachelor's Degree + 30 semester units earned subsequent to receipt of B.A.
- Column IV** Bachelor's Degree + 45 semester units earned subsequent to receipt of B.A.;
or Master's Degree
- Column V** Bachelor's Degree + 60 semester units earned subsequent to receipt of B.A.;
or Master's Degree + 15 units

8.22%
increase
@ 185 days

EFFECTIVE: 07/01/2023

YEARS OF SERVICE	COLUMN I	COLUMN II	COLUMN III	COLUMN IV	COLUMN V
1	\$59,394	\$63,678	\$67,968	\$72,269	\$76,559
2	\$62,848	\$67,147	\$71,438	\$75,729	\$80,014
3	\$66,326	\$70,616	\$74,900	\$79,196	\$83,478
4	\$69,788	\$74,086	\$78,372	\$82,647	\$86,957
5	\$73,252	\$77,552	\$81,829	\$86,126	\$90,406
6	\$76,717	\$81,003	\$85,300	\$89,588	\$93,871
7	\$80,181	\$84,466	\$88,765	\$93,053	\$97,344
8	\$83,645	\$87,930	\$92,230	\$96,525	\$100,804
9	\$83,645	\$91,396	\$95,701	\$99,988	\$104,273
10	\$83,645	\$94,865	\$99,152	\$103,450	\$107,737
11	\$83,645	\$94,865	\$102,622	\$106,927	\$111,199
12	\$83,645	\$94,865	\$102,622	\$110,369	\$114,668
13	\$83,645	\$94,865	\$102,622	\$110,369	\$118,795
14	\$83,645	\$94,865	\$102,622	\$110,369	\$118,795
15	\$83,645	\$94,865	\$102,622	\$110,369	\$118,795
16	\$85,945	\$97,474	\$105,446	\$113,404	\$122,062
17	\$85,945	\$97,474	\$105,446	\$113,404	\$122,062
18	\$85,945	\$97,474	\$105,446	\$113,404	\$122,062
19	\$88,247	\$100,079	\$108,268	\$116,440	\$125,327
20	\$88,247	\$100,079	\$108,268	\$116,440	\$125,327
21	\$88,247	\$100,079	\$108,268	\$116,440	\$125,327
22+	\$90,546	\$102,693	\$111,090	\$119,474	\$128,993

REGULAR MEETING
April 16, 2024

APPENDIX D

**Initial Proposals for Successor Negotiations
from the District to the
SMJUHSD Faculty Association**



**TO THE SANTA MARIA JOINT UNON HIGH SCHOOL DISTRICT FACULTY
ASSOCIATION/CTA/NEA**

from the

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

**INITIAL PROPOSAL
2024-2027 SUCCESOR AGREEMENT**

The Santa Maria Joint Union High School District (SMJUHSD) proposes to negotiate the following Articles for the 2024-2027 Successor Agreement Negotiations:

ARTICLE 2 – COMPENSATION

- The District has an interest in negotiating potential modifications to the salary schedule.
- The District has an interest in negotiating potential modifications to the extra pay assignments.

ARTICLE 4 – HOURS

- The District has an interest in modifying the normal work day to reflect the changes implemented in the 2022-23 school year.
- The District has an interest in negotiating modifications to the language.

ARTICLE 5 – TRANSFER/REASSIGNMENT

- The District has interest in negotiating modifications to the language.

ARTICLE 6 – LEAVES

- The District has interest in negotiating modifications to the Catastrophic Leave language.

ARTICLE 11 – CLASSROOM AIDES AND STUDENT TEACHERS

- The District has interest in negotiating modifications to the Classroom Aide language.

ARTICLE 15 – INTERVIEW PROCESS

- The District has interest in negotiating modifications to the language.

The District reserves the right to amend, delete, or otherwise modify its initial proposal.

REGULAR MEETING
April 16, 2024

APPENDIX E

**Initial Proposals for Successor Negotiations
from the SMJUHSD Faculty Association
to the District**

SMJUHSD FA Sunshine Spring 2024

With this document, the Santa Maria Joint Union High School District Faculty Association declares the articles of the Collective Bargaining Agreement that will be bargained in the upcoming negotiations for a successor agreement effective July 1, 2024.

Article 2, Compensation, to provide for improved compensation for Bargaining Unit Members, and to select Department Chairs through election of membership.

Article 4, Hours, to address workload issues and to grant flexibility in scheduling to school sites by vote of membership.

Article 5, Transfer/Reassignment, the FA has an interest in negotiating potential modifications to the language.

Article 6, Leaves, to improve leave conditions for members.

Article 15, Hiring Ratio, to lower the maximum number of students in a classroom and to improve instruction for students.

Article 16, Conclusion, to update the term of Agreement.

REGULAR MEETING
April 16, 2024

APPENDIX F

**Santa Barbara County Plan for Expelled Pupils,
Triennial Update 2024-27**

SANTA BARBARA COUNTY

PLAN FOR EXPELLED STUDENTS

TRIENNIAL UPDATE 2024-27

SBCEO Board Approval: June 20, 2024



Santa Barbara County Education Office

Dr. Susan Salcido, Santa Barbara County Superintendent of Schools

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

(805) 964-4711 www.sbceo.org

Collaborative Plan By:

Ballard School District
Blochman Union School District
Buellton Union School District
Carpinteria Unified School District
Cold Spring School District
College School District
Cuyama Joint Unified School District
Goleta Union School District
Guadalupe Union School District
Hope School District
Lompoc Unified School District
Los Olivos School District
Manzanita Charter School
Montecito Union School District
Olive Grove Charter School
Orcutt Union School District
Peabody Charter School
Santa Barbara Charter School
Santa Barbara County Education Office
Santa Barbara Unified School District
Santa Maria-Bonita School District
Santa Maria Joint Union High School District
Santa Ynez Valley Union High School District
Solvang School District
Trivium Charter School
Vista del Mar Union School District

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Legal Requirements of a Countywide Expulsion Plan

California Education Code (EC) Section 48916.1(a) provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. EC Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils in that county. The initial plan was to be adopted by the governing board of each school district within the county and by the county board of education and submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 also requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the SSPI.

EC Section 48926 provides that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Countywide Plan Requirements and Recommendations

The recommended content of the Countywide Plan must address additional, more detailed questions that were raised and supported by the State School Attendance Review Board and Student Programs and Services Steering Committee of the California County Superintendents Educational Services Association. These questions concern behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices may impact the disproportionate number of minority students being suspended or expelled.

1. The Countywide Plan must list and describe the educational alternative currently available for expelled students. It is recommended that the plan also describe strategies for improvement during the next three years, including:
 - a. Any behavioral intervention practices, at the site and district levels, and options used to:
 - i. Minimize the number of suspensions leading to expulsions
 - ii. Minimize the number of expulsions being ordered
 - iii. Support students returning from expulsions
 - b. Specific explanation of how these practices relate to any disproportionate representation of minority students in such interventions.

2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2021 Countywide Plan identified gaps in educational services to expelled pupils, it is recommended the 2024 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - a. Were the strategies successful or not? If not, explain why and how they were or were not successful.
 - b. Were any additional strategies implemented? If so, explain why and how they were or were not successful.
3. Identify alternative placements for pupils who are expelled and placed in a district community day school program but who fail to meet the terms and conditions of their rehabilitation plan or pose a danger to other district pupils, as determined by the governing board.

The countywide plans require a regional perspective. Discuss the articulation and coordination between school districts and the county office of education in providing educational placements for expelled pupils. The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, as well as other at-promise students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county-operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, the Countywide Plan will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

Santa Barbara County Demographic Profile

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts, 10 charter schools, and one county education office. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts
- 10 Charter Schools

Nearly 67,000 Transitional Kindergarten - 12th grade students are educated in Santa Barbara County’s public schools.

Table 1.1 Student Demographics in the County for 2022-23

Year	Total	African American	American Indian and Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
20-21	67,470	522	238	1004	671	48,068	70	14,437	1,854	606
21-22	67,137	528	236	944	641	48,321	61	13,962	1,909	535
22-23	66,758	510	245	942	596	48,382	54	13,476	1,901	652

Approximately 44,000 (66%) of our county’s students are considered low-income, which is an increase of 6% in the past three years and is consistently higher than the statewide average. In 2022-23, Santa Barbara County educated 7,626 homeless youth and 265 foster youth. This means that approximately one in ten Santa Barbara County students fell into the category of homeless or foster youth. Santa Barbara County’s rate of homeless youth is more than 3.5 times that of the state average.

Table 1.2 Number of English Learners by Language Designation 2022-23

Grade	English Learners			RFEP	Total (Ever-EL)
	EL 0-3 Years	EL 4-5 Years	EL 6+ Years		
Kindergarten	2,444	0	0	1	2,445
1	2,067	0	0	47	2,114
2	2,007	1	0	125	2,133
3	1,588	426	0	174	2,188
4	128	1,689	2	392	2,211
5	143	1,169	347	859	2,518
6	117	54	1,164	1,236	2,571
7	99	45	821	1,694	2,659
8	110	46	674	1,753	2,583
9	99	43	472	2,108	2,722
10	100	53	436	2,190	2,779
11	142	46	388	2,319	2,895
12	89	46	387	2,414	2,936
Total County	9,133	3,618	4,691	15,312	32,754

Santa Barbara has the 5th largest percentage of English Learners (ELs) among all 58 counties in California. Approximately 26% of the students in Santa Barbara County are ELs, which translates to 17,442 students. Spanish is the home language for 83% of our county’s ELs, followed by Mixteco at 14%. The table above reflects the variety of our ELs, including our Redesignated Fluent English Proficient (RFEP) students by grade level for 2022-23.

Table 1.3 Four-Year Adjusted Graduation Rate by Ethnicity

	20-21	21-22	22-23
African American	80.6%	94.6%	94.6%
American Indian and Alaskan Native	81.0%	76.9%	86.7%
Asian	94.4%	95.6%	98.8%
Filipino	94.1%	97.0%	95.6%
Hispanic or Latino	89.4%	91.8%	90.8%
Pacific Islander	*	*	*
White	90.4%	94.6%	94.7%
Two or More Races	86.5%	96.4%	88.3%
Not Reported	*	*	*
Total	89.5%	92.7%	91.8%
Statewide	83.6%	87.0%	86.2%

**To protect student privacy, data are suppressed (*) on the Cohort Reports if the cell size within a selected student population (cohort students) is 10 or less. Additionally, on the Ethnicity reports, “Not Reported” is suppressed, regardless of actual cell size, if the student population for one or more other ethnicity groups is suppressed*

According to 2022-23 data, the graduation rate in Santa Barbara County is consistently higher than the state average. A gap in graduation rate continues to exist between white students and the student groups of Hispanic or Latino, American Indian and Alaskan Native, and Two or More Races; the gap has reduced since the 2020-21 school year. The high school dropout rate in Santa Barbara County is 4.3% (2022-23) and has dropped significantly since the 2019-2020 school year, and remains lower than the state average (8.2%). Although the high school dropout rate has decreased over the years, Hispanic or Latino students continue to have a higher dropout rate than the County average (4.9%).

Santa Barbara County Suspensions

In 2022-23, schools in Santa Barbara County reported 4,088 suspensions. The majority of these offenses were violence without injury (1,879), violence with injury (854), and Illicit Drug Related (815). The table below disaggregates suspension types and suspension rate by school district.

Table 1.4 Santa Barbara County suspensions by district for 2022-23

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	9	0.6%	0	7	1	1	0	0
Buellton Union Elementary	8	1.3%	0	6	0	1	0	1
Carpinteria Unified	211	5.8%	12	90	9	36	60	4
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	15	3.1%	3	12	0	0	0	0
Cuyama Joint Unified	2	0.6%	0	1	0	0	0	1
Goleta Union Elementary	17	0.4%	1	13	1	1	0	1
Guadalupe Union Elementary	66	3.7%	31	7	6	21	0	1
Hope Elementary	4	0.5%	0	3	1	0	0	0
Lompoc Unified	926	5.6%	130	414	45	256	50	31
Los Olivos Elementary	3	1.8%	1	1	0	1	0	0
Montecito Union Elementary	1	0.3%	1	0	0	0	0	0
Orcutt Union Elementary	340	4.7%	60	208	15	33	1	23

Name	Total Suspensions	Suspension Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Santa Barbara CEO	43	10.3%	12	24	0	0	1	6
Santa Barbara Unified	570	2.6%	127	261	29	113	17	23
Santa Maria Joint Union High	626	4.8%	343	65	42	150	17	9
Santa Maria-Bonita	1,142	4.0%	128	734	59	186	0	35
Santa Ynez Valley Union High	80	6.1%	5	33	2	24	14	2
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	25	3.2%	5	12	2	3	0	3
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	4,088	3.8%	859	1,891	212	826	160	140
State Wide	337,507	3.6%	54,834	172,501	13,015	63,270	21,720	12,167

Santa Barbara County Expulsions

In 2022-23, schools in Santa Barbara County reported 86 expulsions, which is 21 more expulsions from the previous year. The majority of these offenses were violence with injury (57), violence without injury (14), and Weapons Possession (10). The Santa Barbara County expulsion rate of 0.13% is above the statewide expulsion rate of 0.08%. The table below disaggregates expulsion type and expulsion rate by school district.

Table 1. 5 Santa Barbara County expulsions by district for 2022-23

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Ballard Elementary	0	0.0%	0	0	0	0	0	0
Blochman Union Elementary	0	0.0%	0	0	0	0	0	0

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
Buellton Union Elementary	0	0.0%	0	0	0	0	0	0
Carpinteria Unified	10	0.48%	5	2	2	0	1	0
Cold Spring Elementary	0	0.0%	0	0	0	0	0	0
College Elementary	0	0.0%	0	0	0	0	0	0
Cuyama Joint Unified	0	0.0%	0	0	0	0	0	0
Goleta Union Elementary	0	0.0%	0	0	0	0	0	0
Guadalupe Union Elementary	0	0.0%	0	0	0	0	0	0
Hope Elementary	0	0.0%	0	0	0	0	0	0
Lompoc Unified	12	0.12%	10	0	1	1	0	0
Los Olivos Elementary	0	0.0%	0	0	0	0	0	0
Montecito Union Elementary	0	0.0%	0	0	0	0	0	0
Orcutt Union Elementary	0	0.0%	0	0	0	0	0	0
Santa Barbara CEO	0	0.0%	0	0	0	0	0	0
Santa Barbara Unified	17	0.12%	5	8	2	2	0	0
Santa Maria Joint Union High	45	0.47%	36	3	5	1	0	0
Santa Maria-Bonita	1	0.01%	0	1	0	0	0	0
Santa Ynez Valley Union High	1	0.11%	1	0	0	0	0	0

Name	Total Expulsions	Expulsion Rate	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
SBE - Olive Grove Charter	0	0.0%	0	0	0	0	0	0
Solvang Elementary	0	0.0%	0	0	0	0	0	0
Vista del Mar Union	0	0.0%	0	0	0	0	0	0
County Wide	86	0.13%	57	14	10	4	1	0
State Wide	4,750	0.08%	1,555	1,347	690	1,043	14	101

The disaggregated expulsion data for 2022-23 shows that the significant majority of the expulsions are Hispanic or Latino (94.2%) and Socio-Economically Disadvantaged (98.8%) students. Additionally, our expulsion rate for the unduplicated student groups is higher than the state for all categories, except for foster youth. Please see the following graphs that illustrate expulsions by student group and ethnicity.

Table 1.6 County and State Expulsions by Student Group (duplicated) for 2022-23

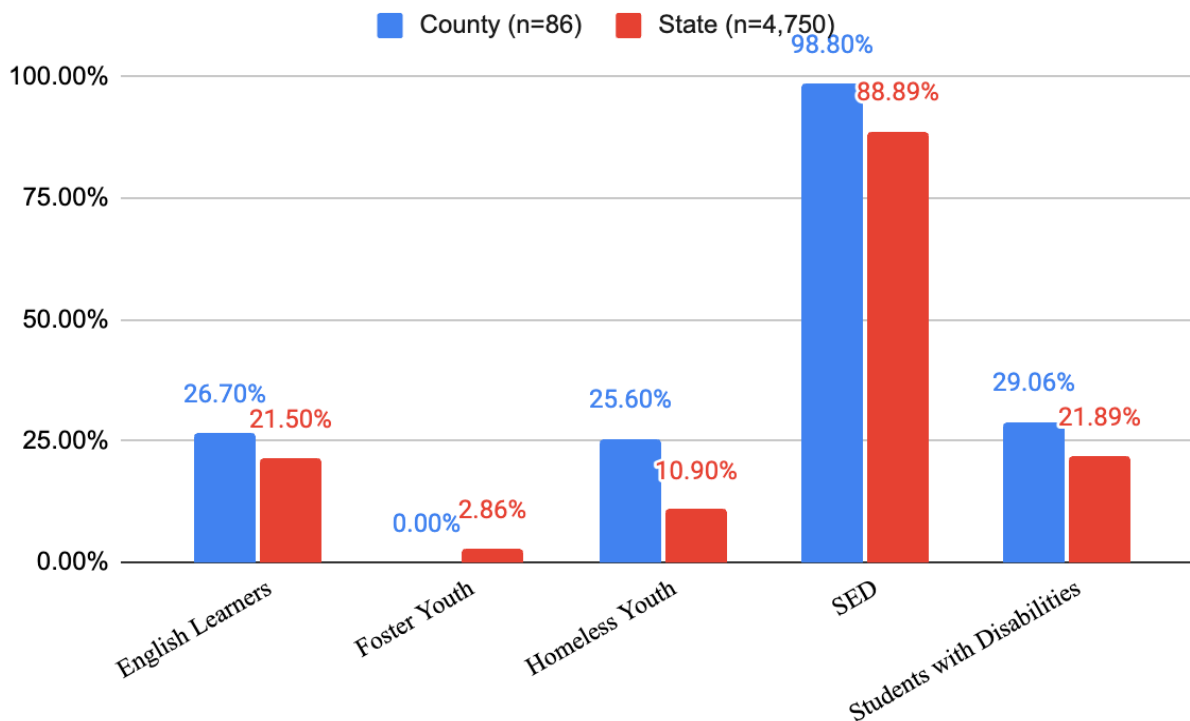
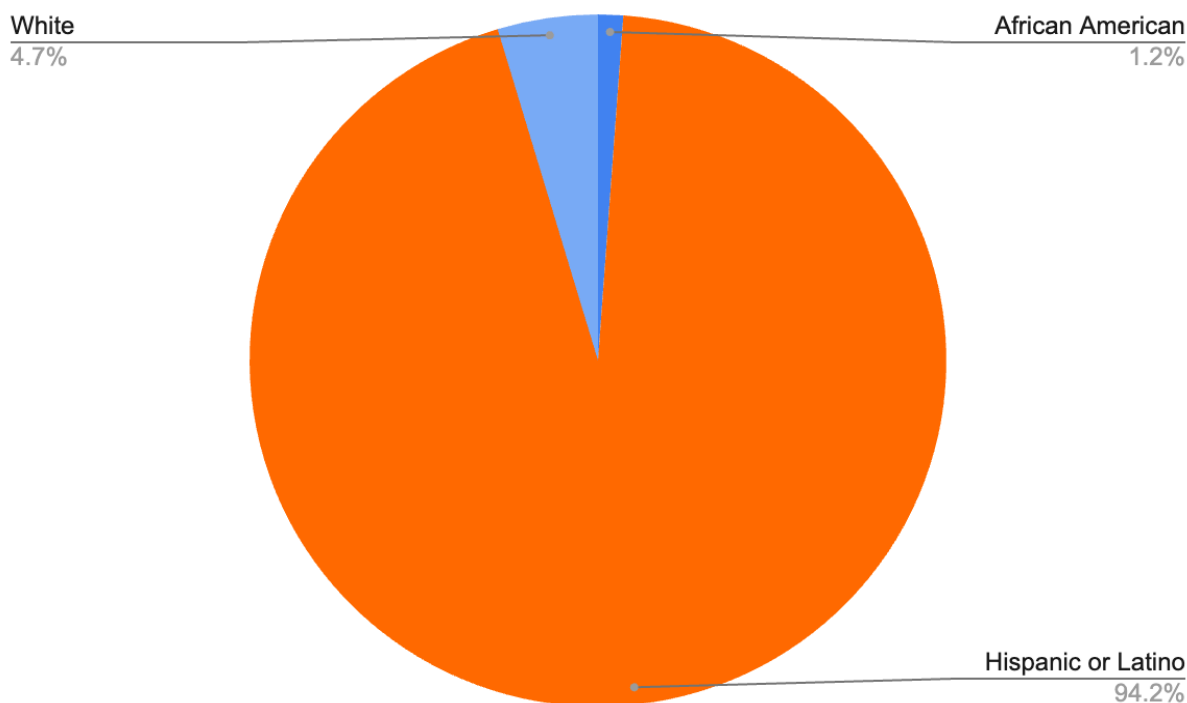


Table 1.7 County Expulsions by Ethnicity (Unduplicated) for 2022-23



Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support at-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. These strategies are also used to reduce the disproportionality of the use of exclusionary discipline between student groups. Listed below are some of the promising practices employed by Santa Barbara County schools:

- Attendance Interventions**
 Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARB). The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy. Many districts focus on the multi-step process when working with students and families to improve student attendance. It is the high-level engagement with the families that often leads to positive results.
- College and Career Opportunities**
 College and career opportunities and guidance are important student supports that foster student advocacy and goal-setting. College and career opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets such as resume writing, interviewing, and developing professional

work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities. Additionally, many of our junior high and high schools have Advancement Via Individual Determination (AVID) programs. The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

- **Behavioral Health Support**

Behavioral health support comes in a variety of strategies that include schoolwide preventive measures such as universal screening and education. Most of our schools offer group and individual counseling led by licensed therapists. Additionally, many of our high schools have a Wellness Center for students to use on a regular basis.

- **Mentorship**

A mentorship program provides mentors, which can be college-age, peer, or community members, for students. Mentor programs provide students the opportunity to gain and refine important skills, such as problem-solving, interpersonal, and critical thinking. Often mentor programs include goal-setting, guidance for the future, and the opportunities to develop a relationship with a trusting adult.

- **Multi-Tiered Systems of Support (MTSS)**

MTSS is an integrated, comprehensive framework that focuses on improving academic, social/emotional, and behavioral outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.

- **Positive Behavior Intervention and Support (PBIS)**

PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.

- **Prosocial Engagement Opportunities**

Making sure that students have a variety of activities and opportunities to select from during non-instructional time is critical to supporting the development of prosocial skills, strengthening interpersonal relationships, and fostering a sense of belonging. Some of our elementary schools ensure that there are plenty of structured and supervised activities during recess. Many high schools have robust athletic programs and student-led clubs.

- **Restorative Justice**

Restorative Justice involves practices that focus on problem solving and based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their

community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Social Emotional Learning (SEL)**

SEL is the process through which young people and educators acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

- **Trauma Informed Practices**

Trauma Informed Practices is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying and exposure to events such as divorce or homelessness. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

Educational Options for Expelled Youth by District

A student whose behavior has resulted in an expulsion is provided a rehabilitation plan which ensures placement in an educational program. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their expelled students and ensuring that educational programs are provided to expelled students (EC 48915).

In order to ensure the needs of expelled and at-risk students, the following educational options, as approved by local district governing boards, are provided. However, all educational alternatives provided by Santa Barbara County school districts are not available to all expelled students. The type of offense, location of offense, grade level and nature of the student's individualized needs all have the potential to affect the educational alternatives available to the student during the period of expulsion.

Expelled students for specific offenses outlined in Section 48915(a) or (c) of the California Education Code cannot enroll in district-operated programs during expulsion, except for community day schools (E.C. 48915.2). All expelled students must be referred to an educational placement that can accommodate discipline issues, located away from comprehensive middle, junior, or senior high schools, and not at the site where the offense occurred (E.C. 48915).

Furthermore, district size, alternatives at the district and county levels, Local Control Accountability Plans, and district philosophy are additional factors influencing a governing board's decisions on suitable educational alternatives for expelled students. The table below details the educational options for expelled youth by district.

District (enrollment for 22-23 school year)	District Educational Options for Expelled Youth
Ballard School District Enrollment: 118	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Ballard's small size and remote geographic location limit expulsion options; the Ballard District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
Blochman Union School District Enrollment: 189	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a charter school.</p> <p><i>The Blochman District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
Buellton Union School District Enrollment: 519	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p>

	<p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>Buellton Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Carpinteria Unified School District Enrollment: 2,010</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>In grades TK-5, there is no expulsion. Other means are used to support the student.</p>
<p>Cold Spring School District Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p><i>The Cold Spring School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>College School District Enrollment: 193</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to a charter school.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p><i>The College School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Cuyama Joint Unified School District Enrollment: 182</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is</p>

	<p>an appropriate alternative for the student and the parent consents.</p>
<p>Goleta Union School District Enrollment: 3,416</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Goleta Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Guadalupe Union School District Enrollment: 1,279</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p>Hope School District Enrollment: 839</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p><i>The Hope School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Lompoc Unified School District Enrollment: 9,514</p>	<p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with referral to the district’s Community Day School.</p>

<p>Los Olivos School District Enrollment: 163</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Los Olivos's small size and remote geographic location limit expulsion options; the Los Olivos District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Montecito Union School District Enrollment: 353</p>	<p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, suspended order, with subsequent transfer to private school. Parents are responsible for the cost of school.</p> <p>Expulsion with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to a private school. Parents are responsible for the cost of school.</p> <p><i>The Montecito Union School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Orcutt Union School District Enrollment: 4,717</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>When needed, there is a possibility to work with a neighboring district that funds the County Community School to allow for a student to attend.</p>
<p>Santa Barbara Unified School District Enrollment: 13,647</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion to an alternative program within the district.</p>
<p>Santa Maria-Bonita School District Enrollment: 16,703</p>	<p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion with referral to the County Community School.</p>

<p>Santa Maria Joint Union High School District Enrollment: 9,251</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order, with placement on a different school campus within the district.</p> <p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p>Expulsion, with referral to County Community School.</p>
<p>Santa Ynez Valley Union High School District Enrollment: 853</p>	<p>Expulsion, suspended order, with placement in district continuation school, if the student is over 16 years old and the parent consents.</p> <p>Expulsion, suspended order, with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p>
<p>Solvang School District Enrollment: 593</p>	<p>Expulsion, suspended order, with subsequent transfer to another district.</p> <p>Expulsion with subsequent transfer to another district.</p> <p><i>The Solvang School District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>
<p>Vista del Mar Union School District Enrollment: 39</p>	<p>Expulsion, suspended order, with placement on the same campus.</p> <p>Expulsion, suspended order with placement in district independent study, if it is determined that independent study is an appropriate alternative for the student and the parent consents.</p> <p><i>Vista del Mar's small size and remote geographic location limit expulsion options; the Vista del Mar Union District experiences very low incidence of behaviors that may lead to a suspension or expulsion.</i></p>

Educational Options for Those Students that Fail to Meet Their Terms and/or Continue to be a Safety Issue

Although uncommon, if a student fails to complete their rehabilitation plan and/or poses a safety concern, most districts maintain the student in their current educational placement. Depending on the district's location, collaboration with a nearby district or charter school may be considered for an appropriate educational alternative. Staff will also assess the existing rehabilitation plan, ensuring interventions are effective in equipping the student with the skills needed to return to their original school or another within the district. This assessment may involve creating a behavior support plan, conducting a threat assessment, a Special Education assessment, or providing additional support to the family.

County Community School and Community Day School Overview

County Community School - Peter G. FitzGerald

Peter G. FitzGerald County Community School is located in Santa Maria and provides an educational option for the expelled youth in the Santa Maria-Bonita School District and Santa Maria Joint Union School District. The main goal for the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence in as little as a semester. Additionally, FitzGerald is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at FitzGerald:

- A safe and clean school site that includes a gym for their physical education courses.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor and Youth Outreach Mentor.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Anywhere Learning System (PEAK) online credit recovery coursework.
- English Learner support through trained teachers and specialized curriculum.
- Career Technical Education courses taught by a CTE-credentialed teacher.
- Opportunities to participate in learning and recreational activities through community partnerships.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive

counseling support through collaboration with the Council on Alcohol and Drug Abuse (CADA), Family Service Agency (FSA), and One Community Action as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA) & Family Service Agency (FSA)
Group Counseling	One Community Action

Referral Process

FitzGerald serves students in grades 7-12 under a Memorandum Of Understanding (MOU) with two local school districts, Santa Maria–Bonita School District and Santa Maria Joint Union High School District. Both districts refer expelled students.

When a district submits a referral to FitzGerald, it must include the following supporting documents to support the transition:

- Transcript
- All testing records (SBAC, CELDT, ELPAC, etc.)
- Immunization records w/ TDAP
- Discipline/behavior records
- School attendance records
- Expulsion documents
- Rehabilitation plan to return to district

Upon receipt of a referral completed packet, staff at FitzGerald will contact the parent/guardian to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork as well as a tour of the school campus. Once the parent/guardian and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

Transition Back to Home District

Students typically transition back to their district of residence at the end of the semester. However, their exact timeline is based on the type of placement and whether or not the student has successfully completed their rehabilitation plan. Staff at FitzGerald work closely with the staff at the home school of the student to ensure a smooth transition. This may also include virtual meetings between the student, FitzGerald staff, and the staff at the home school.

Community Day School, Lompoc Unified School District - Bob Forinash

Bob Forinash Community Day School is located in the city of Lompoc and provides an educational option for Lompoc Unified School District students in grades 7-12 who have been expelled, transitioning from the juvenile hall, and for those referred by the Alternative Placement Committee (APC). The main goal of the school is to support students in successfully completing their rehabilitation plan so that they are able to return to their school of residence or another school in the district in as little as a semester. Additionally, the school is able to support students if they do not meet their rehabilitation plan in the expected time.

Services included at Bob Forinash:

- A safe and clean school site that includes outdoor areas for their physical education courses. Additionally, they have partnered with Parks and Recreation to have access to the gym at the City Parks and Recreation Building named Anderson.
- Teacher support and academic guidance that includes an Individualized Learning Plan.
- Guidance from a College and Career Counselor who also provides Social Emotional Learning support.
- An Outreach Liaison that works with families, conducting home visits and connecting families to services in the community.
- Small class sizes that include paraprofessional support.
- Expulsion rehabilitation plan support that includes counseling and community service opportunities.
- Online credit recovery coursework through the APEX program.
- English Learner support through trained teachers and specialized curriculum.
- Opportunities to participate in learning and recreational activities and field trips with community partners, including college visits.
- Opportunities for parent involvement through parent/teacher conferences, workshops, and participation on advisory committees.

Many students enrolled at Bob Forinash have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. Therefore, the school provides comprehensive counseling support in partnership with the following community-based organizations: YOR Place, Family Service Agency (FSA), and CommUnify.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	YOR Place
Individual Counseling	Family Service Agency and CommUnify
Group Counseling	Family Service Agency and YOR

Referral Process

Students are referred to Bob Forinash through the expulsion process or by the Alternative Placement Committee (APC). The APC is made up of appointed district staff that review student information and referrals from school sites. The APC follows specific processes in district Board Policies and Administrative Regulations to make sure that the placement to Bob Forinash is appropriate. Upon receipt of a referral, staff at Bob Forinash contacts the parent to arrange an enrollment and orientation meeting. The enrollment and orientation meeting includes support in completing the necessary enrollment paperwork, a review of the school expectations, and a tour of the school campus. Once the parent and student have completed the enrollment and orientation process, the student can begin school the following day or in certain circumstances the same day.

Transition Back to Home School or Another School Within the District

Upon completion of the rehabilitation plan, students typically transition back to their school of residence or another school within the district at the end of the semester. Staff at Bob Forinash work closely with the staff at the home school to ensure a smooth transition. This includes in-person meetings between the student, Bob Forinash staff, and the staff at the home school. Additionally, the site principal of Bob Forinash will follow up with students to ensure that their transition continues successfully.

Countywide Service Gaps

Identified Service Gaps in the 2024-27 Countywide Expulsion Plan

There are two identified gaps that exist with respect to providing educational services to expelled pupils in Santa Barbara County. Below is an overview of the identified gaps and strategies to address the gaps. These strategies will be implemented during the 2024-27 school years.

Service Gaps	County/District Strategy to Address Gaps 2024-27
Service Gap 1: School districts have limited placement options for expelled youth.	
<p>With the exception of three school districts, Santa Maria Joint Union High, Santa Maria-Bonita, and Lompoc Unified, all of the other school districts (17 in total) have limited placement options for expelled youth.</p> <p>Many of our districts that do expel students are geographically isolated and/or located far away from the County Community School that is currently being operated through an</p>	<p>SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p> <p>Support school districts in researching and creating a Community Day School in their district.</p>

<p>MOU with two districts. Having students attend the County Community School (located in the northern portion of the County) and/or another school district creates transportation issues. Historically, the number of expelled students has been small in these districts and it has not been financially feasible to create special classes or schools for these students.</p> <p>Lastly, the majority of our districts (14 out of the 20) are small, elementary districts and they generally expel very few, if any, students during the course of a school year. These districts have found educational placements within their district and/or a neighboring district through the suspended expulsion process.</p>	
<p>Service Gaps 2: Inconsistent Practices Related to Expelled Youth between Districts and Charter Schools</p>	
<p>Throughout our County, there has been a high focus on supporting schools with curriculum, instruction, and inclusion. There have been many countywide opportunities that allow for networking, learning together, articulation, and collaboration. However, in the area of supporting expelled youth or those students who are experiencing exclusionary discipline at high rates, there have not been regular countywide opportunities.</p> <p>There appears to be a need for regular countywide opportunities that include workshops, collaborations, and articulations between districts and charter schools to strengthen practices, foster communication, and build capacity for staff when working with expelled youth and those students experiencing exclusionary discipline at high rates.</p>	<p>In order to understand what district and charter school leaders and staff need, a Needs Assessment will be conducted. This will help identify the topics related to the area of supporting expelled youth and those students who are experiencing exclusionary discipline at high rates.</p> <p>Based on the Needs Assessment, a learning network will be created. The learning network will include regular opportunities for staff to learn strategies and strengthen practices as they build their capacity. These opportunities will also allow for staff to network and support one another, which will improve communication and consistency of practices.</p>

Previously Identified Service Gap from the 2021-24 Countywide Expulsion Plan

There was one identified gap that existed with respect to providing educational services to expelled pupils in the 2021-24 countywide expulsion plan. Below is a table that lists the identified gap from the 2021-24 Countywide Plan and a review of our success in effectively implementing the strategies related to the identified gap.

Service Gap	County/District Strategy to Address Gap 2021-24	Implementation Effectiveness
<p>Service Gap 1: Small rural school districts have limited placement options for expelled youth.</p>		
<p>Small rural school districts have limited placement options for expelled youth. These districts generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.</p>	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographical location of many districts continue to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative education settings.</p> <p>To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as a referral to other district programs, charter schools, and other available alternative placement options.</p>	<p>The Santa Barbara County Education Office, specifically the Student and Community Services division, maintained availability and visibility for school districts as a thought partner and support in exploring creative educational placements for expelled youth. However, during the past three years, mostly due to the COVID pandemic, there have been very few expelled youth. There were no identified needs or requests from school districts related to expelled youth placements.</p> <p>Additionally, the County Community School which is operated under a MOU with two districts, Santa Maria Joint Union High School District and Santa Maria-Bonita School District, has grown in size. For the 2023-24 school year, SBCEO was able to meet the needs of the two districts and add two additional classrooms (one junior high and one high school) and accompanying staff.</p>

References: Educational Codes that Relate to Suspension and Expulsion

Section	Title of Section
Section 48900	<u>Enumerated acts grounds for suspension or expulsion</u>
Section 48900.1	<u>Policy requiring parent or guardian to attend portion of school day in child's classroom</u>
Section 48900.2	<u>Sexual harassment</u>
Section 48900.3	<u>Hate violence</u>
Section 48900.4	<u>Harassment, threats or intimidation directed against district personnel or pupils</u>
Section 48900.5	<u>Suspension only when other means of correction fail; exception; other means of correction defined</u>
Section 48900.6	<u>Community service</u>
Section 48900.7	<u>Terroristic threats against school officials or property</u>
Section 48900.8	<u>Offenses specifically identified in records of pupils</u>
Section 48900.9	<u>Counseling for victims and witnesses of school bullying</u>
Section 48901	<u>Smoking or use of tobacco or product containing tobacco or nicotine products</u>
Section 48901.1	<u>Provisions for charter schools</u>
Section 48901.5	<u>Electronic signaling devices</u>
Section 48901.7	<u>Policies regarding smart phones</u>
Section 48902	<u>Notification to law enforcement authorities</u>
Section 48903	<u>Total number of days for which pupil may be suspended</u>
Section 48904	<u>Parental liability for minor's misconduct resulting in injury or death or property damage</u>
Section 48904.3	<u>Withholding of grades, diploma or transcripts by district to which pupil has transferred</u>
Section 48905	<u>Action by district requested by employee against pupil or parent for injury or damage</u>
Section 48906	<u>Release of minor pupil to peace officer for purpose of removing minor from school premises</u>
Section 48907	<u>Freedom of speech and press</u>
Section 48908	<u>Duty of pupils</u>
Section 48909	<u>Notice to superintendent of district concerning commission of certain offenses by pupil</u>
Section 48910	<u>Suspension of pupil from class by teacher</u>
Section 48911	<u>Suspension of pupil by principal, principal's designee or superintendent of district</u>
Section 48911.1	<u>Assignment of pupil to supervised suspended classroom</u>

Section 48911.2	<u>Pupils suspended during prior school year exceed 30 percent of school's enrollment</u>
Section 48911.5	<u>Duties and responsibilities of site principal of contracting school providing services to individuals with exceptional needs</u>
Section 48912	<u>Closed sessions by governing board when considering suspension or disciplinary action</u>
Section 48912.5	<u>Suspension of pupil enrolled in continuation school or class</u>
Section 48913	<u>Completion of assignments or tests missed during suspension</u>
Section 48913.5	<u>Homework assignments provided to suspended pupils</u>
Section 48914	<u>Meeting with parent or guardian of suspended pupil</u>
Section 48915	<u>Enumeration of acts for which expulsion may be recommended</u>
Section 48915.01	<u>Referral of pupil to program of study at community day school</u>
Section 48915.1	<u>Hearing when pupil expelled by another district requests enrollment in school maintained by district</u>
Section 48915.2	<u>Enrollment of pupil expelled from school in another school or district</u>
Section 48915.5	<u>Suspension or expulsion of individual with exceptional needs</u>
Section 48916	<u>Readmission of expelled pupil</u>
Section 48916.1	<u>Educational program provided expelled pupil for period of expulsion</u>
Section 48916.5	<u>Enrollment in county-supported drug rehabilitation program</u>
Section 48917	<u>Suspension of enforcement of expulsion order and assignment to rehabilitation program</u>
Section 48918	<u>Procedures for expulsion of pupils</u>
Section 48918.1	<u>Notice of recommendation of expulsion when pupil foster child</u>
Section 48918.5	<u>Expulsion hearing procedures when expulsion for allegations pursuant to section 48900(n)</u>
Section 48918.6	<u>Immunity provided pupil witness</u>
Section 48919	<u>Appeal to county board when pupil expelled from school</u>
Section 48919.5	<u>Hearings in class 1 or 2 counties heard by hearing officer or impartial administrative panel</u>
Section 48920	<u>Appeal hearing heard in closed session unless public hearing requested by pupil</u>
Section 48921	<u>Appeal hearing determined upon the record of hearing before governing board</u>
Section 48922	<u>Review by county board limited</u>
Section 48923	<u>Decision of county board limited</u>
Section 48924	<u>Decision of county board final and binding</u>
Section 48925	<u>Definitions</u>
Section 48926	<u>Plan for providing education services to expelled pupils in county operating community schools</u>
Section 48927	<u>Applicability to state schools for the blind and deaf; definitions</u>

APPENDIX G

**PUBLIC DISCLOSURE OF
COLLECTIVE BARGAINING AGREEMENT**

WITH

THE FACULTY ASSOCIATION,

**THE CALIFORNIA SCHOOL EMPLOYEES
ASSOCIATION CHAPTER 455, AND**

THE UNREPRESENTED

(ATHLETIC TRAINERS), CONFIDENTIAL,

CLASSIFIED MANAGEMENT AND

CERTIFICATED MANAGEMENT

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PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Name of Bargaining Unit:	FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED
Certificated, Classified, Other:	CERTIFICATED, CLASSIFIED, OTHER

The proposed agreement covers the period beginning: **July 1, 2023** and ending: **June 30, 2024**
 (date) (date)

The Governing Board will act upon this agreement on: **April 16, 2024**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2023-24	2024-25	2025-26
1. Salary Schedule Including Step and Column	\$ 85,934,709	\$ 6,457,110		
		7.51%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 2,927,878	\$ 72,158		
		2.46%	0.00%	0.00%
Description of Other Compensation		Stipends, Longevity, Shift Dif., Dept Chair		
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 22,813,195	\$ 1,451,361		
		6.36%	0.00%	0.00%
4. Health/Welfare Plans	\$ 13,956,758	\$ -		
		0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 125,632,540	\$ 7,980,629	\$ -	\$ -
		6.35%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	995.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 126,264	\$ 8,021	\$ -	\$ -
		6.35%	0.00%	0.00%

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**
 Name of Bargaining Unit: **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACULTY ASSN**
 Certificated, Classified, Other: **CERTIFICATED**

The proposed agreement covers the period beginning: **July 1, 2023** and ending: **June 30, 2024**
 (date) (date)

The Governing Board will act upon this agreement on: **April 16, 2024**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 for multiyear and overlapping agreements only)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			2023-24	2024-25	2025-26
1.	Salary Schedule Including Step and Column	\$ 54,865,609	\$ 4,954,669		
			9.03%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 1,043,578	\$ 54,202		
			5.19%	0.00%	0.00%
	Description of Other Compensation		PHD, Stipends, Dept Chair		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 12,358,703	\$ 1,179,731		
			9.55%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 8,016,618	\$ -		
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 76,284,507	\$ 6,188,602	\$ -	\$ -
			8.11%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	497.00			
7.	Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 153,490	\$ 12,452	\$ -	\$ -
			8.11%	0.00%	0.00%

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACULTY ASSN

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

For the 2023-24 year, the salary schedule is increased by 8.22% effective and retroactive to July 1, 2023. There is also an additional 3% one-time off schedule payment.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

District contributions for medical were included in the District's budget as of Dec. 2022 for the plan year beginning 1/1/23. MOU was set to expire 6/30/24 but now is negotiated to be ongoing.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No
If yes, please describe the cap amount.

23-24 annual medical caps remain unchanged, for full 1.0 FTE: Single \$7,991.16; two party \$16,222.32; family \$21,113.04. Caps are subject to negotiation during successor contracts and/or reopeners.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None known.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACULTY ASSN

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

Current resources and fund balance.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Existing unallocated unappropriated reserves, and projected funding increases under LCFF.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A.

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**
 Name of Bargaining Unit: **CALIF SCHOOL EMPLOYEES ASSN CENTRAL COAST CHAPTER 455**
 Certificated, Classified, Other: **CLASSIFIED**

The proposed agreement covers the period beginning: **July 1, 2023** and ending: **June 30, 2024**
 (date) (date)

The Governing Board will act upon this agreement on: **April 16, 2024**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 for multiyear and overlapping agreements only)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			2023-24	2024-25	2025-26
1.	Salary Schedule Including Step and Column	\$ 23,197,083	\$ 600,677		
			2.59%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 1,728,898	\$ -		
			0.00%	0.00%	0.00%
	Description of Other Compensation				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 8,357,967	\$ 53,113		
			0.64%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 4,868,177	\$ -		
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 38,152,126	\$ 653,790	\$ -	\$ -
			1.71%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	445.00			
7.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 85,735	\$ 1,469	\$ -	\$ -
			1.71%	0.00%	0.00%

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

N/A.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

N/A.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

This is a Memorandum of Understanding to the current Collective Bargaining Agreement (CBA) that reflects a one time off schedule payment of 3% of the employees annual salary.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes No

If yes, please describe the cap amount.

23-24 annual medical caps remain unchanged, for full 1.0 FTE: Single \$8,873.28; two party \$18,226.56; family \$23,742.48. Caps are subject to negotiation during successor contracts and/or reopeners.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None known.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

Current resources and fund balance.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Existing unallocated unappropriated reserves, and projected funding increases under LCFF.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A.

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Name of Bargaining Unit:	CERTIFICATED & CLASSIFIED MGMT, CONFIDENTIAL, & OTHER
Certificated, Classified, Other:	OTHER

The proposed agreement covers the period beginning: **July 1, 2023** and ending: **June 30, 2024**
(date) (date)

The Governing Board will act upon this agreement on: **April 16, 2024**
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 for multiyear and overlapping agreements only)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			2023-24	2024-25	2025-26
1.	Salary Schedule Including Step and Column	\$ 7,872,016	\$ 901,764		
			11.46%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 155,402	\$ 17,956		
			11.55%	0.00%	0.00%
	Description of Other Compensation		Stipends, Longevity, Vacation		
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,096,525	\$ 218,517		
			10.42%	0.00%	0.00%
4.	Health/Welfare Plans	\$ 1,071,964	\$ -		
			0.00%	0.00%	0.00%
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 11,195,907	\$ 1,138,237	\$ -	\$ -
			10.17%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	53.00			
7.	Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 211,244	\$ 21,476	\$ -	\$ -
			10.17%	0.00%	0.00%

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
CERTIFICATED & CLASSIFIED MGMT, CONFIDENTIAL, & OTHER

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a year, what is the annualized percentage of that change for "Year 1"?

For the 2023-24 year, the salary schedule is increased by 8.22% effective and retroactive to July 1, 2023. There is also an additional 3% one-time off schedule payment. A doctorate stipend of \$1,500 is added to all management salary schedules retroactive to 7/1/23.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

N/A

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes No
If yes, please describe the cap amount.

23-24 annual medical caps remain unchanged for full 1.0 FTE: Single \$8,873.28; two party \$18,226.56; family \$23,742.48. Caps are subject to negotiation during successor contracts and/or reopeners.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None.

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

None known.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

Current resources and fund balance.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

Existing unallocated unappropriated reserves, and projected funding increases under LCFF.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: A ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINE

		Column 1	Column 2	Column 3	Column 4
Object Code		Latest Board- Approved Budget Before Settlement (As March 12, 2024, 2nd Interim)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 140,249,491		\$ -	\$ 140,249,491
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 3,459,419		\$ -	\$ 3,459,419
Other Local Revenue	8600-8799	\$ 2,509,420			\$ 2,509,420
TOTAL REVENUES		\$ 146,218,331		\$ -	\$ 146,218,331
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 48,132,492	\$ 4,451,261		\$ 52,583,753
Classified Salaries	2000-2999	\$ 17,841,351	\$ 682,382		\$ 18,523,733
Employee Benefits	3000-3999	\$ 27,955,102	\$ 1,164,152		\$ 29,119,254
Books and Supplies	4000-4999	\$ 11,512,041			\$ 11,512,041
Services, Other Operating Expenses	5000-5999	\$ 16,927,041			\$ 16,927,041
Capital Outlay	6000-6999	\$ 4,111,018			\$ 4,111,018
Other Outgo	7100-7299 7400-7499	\$ 1,139,643			\$ 1,139,643
Indirect/Direct Support Costs	7300-7399	\$ (2,053,414)			\$ (2,053,414)
TOTAL EXPENDITURES		\$ 125,565,275	\$ 6,297,794	\$ -	\$ 131,863,069
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ 517,615		\$ -	\$ 517,615
Transfers Out and Other Uses	7600-7699	\$ 8,821,739		\$ -	\$ 8,821,739
Contributions	8980-8999	\$ (16,063,825)	\$ (1,076,132)		\$ (17,139,958)
OPERATING SURPLUS (DEFICIT)*		\$ (3,714,894)	\$ (7,373,926)	\$ -	\$ (11,088,820)
BEGINNING FUND BALANCE					
	9791	\$ 50,979,646			\$ 50,979,646
Prior-Year Adjustments/Restatements	9793/9795				\$ -
ENDING FUND BALANCE		\$ 47,264,752	\$ (7,373,926)	\$ -	\$ 39,890,826
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ 545,515	\$ -	\$ -	\$ 545,515
Restricted Amounts	9740				
Committed Amounts	9750-9760	\$ 21,878,089		\$ -	\$ 21,878,089
Assigned Amounts	9780	\$ -	\$ 231,624	\$ -	\$ 231,624
Reserve for Economic Uncertainties	9789	\$ 5,838,592	\$ 209,479	\$ -	\$ 6,048,071
Unassigned/Unappropriated Amount	9790	\$ 19,002,556	\$ (7,815,029)	\$ -	\$ 11,187,527

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit: A ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINE

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As March 12, 2024, 2nd Interim)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 2,749,062		\$ -	\$ 2,749,062
Federal Revenue 8100-8299	\$ 13,633,642		\$ -	\$ 13,633,642
Other State Revenue 8300-8599	\$ 11,375,707		\$ -	\$ 11,375,707
Other Local Revenue 8600-8799	\$ 6,080,266		\$ -	\$ 6,080,266
TOTAL REVENUES	\$ 33,838,678		\$ -	\$ 33,838,678
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 14,323,805	\$ 1,162,538		\$ 15,486,343
Classified Salaries 2000-2999	\$ 8,442,678	\$ 206,055		\$ 8,648,733
Employee Benefits 3000-3999	\$ 14,063,500	\$ 284,816		\$ 14,348,315
Books and Supplies 4000-4999	\$ 6,803,508			\$ 6,803,508
Services, Other Operating Expenses 5000-5999	\$ 9,804,275			\$ 9,804,275
Capital Outlay 6000-6999	\$ 1,319,868			\$ 1,319,868
Other Outgo 7100-7299 7400-7499	\$ 3,176,400			\$ 3,176,400
Indirect/Direct Support Costs 7300-7399	\$ 1,924,684			\$ 1,924,684
TOTAL EXPENDITURES	\$ 59,858,718	\$ 1,653,409	\$ -	\$ 61,512,127
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 97,935		\$ -	\$ 97,935
Transfers Out and Other Uses 7600-7699	\$ 375,000		\$ -	\$ 375,000
Contributions 8980-8999	\$ 16,063,825	\$ 1,076,132		\$ 17,139,958
OPERATING SURPLUS (DEFICIT)*	\$ (10,233,279)	\$ (577,277)	\$ -	\$ (10,810,556)
BEGINNING FUND BALANCE				
9791	\$ 26,828,101			\$ 26,828,101
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 16,594,822	\$ (577,277)	\$ -	\$ 16,017,545
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719			\$ -	\$ -
Restricted Amounts 9740	\$ 16,594,822	\$ (577,277)	\$ -	\$ 16,017,545
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ 0	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**

Bargaining Unit: FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As March 12, 2024, 2nd Interim)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 142,998,553		\$ -	\$ 142,998,553
Federal Revenue 8100-8299	\$ 13,633,642		\$ -	\$ 13,633,642
Other State Revenue 8300-8599	\$ 14,835,126		\$ -	\$ 14,835,126
Other Local Revenue 8600-8799	\$ 8,589,686		\$ -	\$ 8,589,686
TOTAL REVENUES	\$ 180,057,008		\$ -	\$ 180,057,008
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 62,456,297	\$ 5,613,799	\$ -	\$ 68,070,096
Classified Salaries 2000-2999	\$ 26,284,029	\$ 888,437	\$ -	\$ 27,172,466
Employee Benefits 3000-3999	\$ 42,018,602	\$ 1,448,968	\$ -	\$ 43,467,569
Books and Supplies 4000-4999	\$ 18,315,549		\$ -	\$ 18,315,549
Services, Other Operating Expenses 5000-5999	\$ 26,731,316		\$ -	\$ 26,731,316
Capital Outlay 6000-6999	\$ 5,430,887		\$ -	\$ 5,430,887
Other Outgo 7100-7299 7400-7499	\$ 4,316,043		\$ -	\$ 4,316,043
Indirect/Direct Support Costs 7300-7399	\$ (128,730)		\$ -	\$ (128,730)
TOTAL EXPENDITURES	\$ 185,423,992	\$ 7,951,203	\$ -	\$ 193,375,196
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ 615,550	\$ -	\$ -	\$ 615,550
Transfers Out and Other Uses 7600-7699	\$ 9,196,739	\$ -	\$ -	\$ 9,196,739
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (13,948,173)	\$ (7,951,203)	\$ -	\$ (21,899,376)
BEGINNING FUND BALANCE 9791	\$ 77,807,747			\$ 77,807,747
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 63,859,574	\$ (7,951,203)	\$ -	\$ 55,908,371
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 545,515	\$ -	\$ -	\$ 545,515
Restricted Amounts 9740	\$ 16,594,822	\$ (577,277)	\$ -	\$ 16,017,545
Committed Amounts 9750-9760	\$ 21,878,089	\$ -	\$ -	\$ 21,878,089
Assigned Amounts 9780	\$ -	\$ 231,624	\$ -	\$ 231,624
Reserve for Economic Uncertainties 9789	\$ 5,838,592	\$ 209,479	\$ -	\$ 6,048,071
Unassigned/Unappropriated Amount 9790	\$ 19,002,556	\$ (7,815,029)	\$ -	\$ 11,187,527

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit: FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As March 12, 2024, 2nd Interim)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099			\$ -	\$ -
Federal Revenue 8100-8299	\$ 5,545,500		\$ -	\$ 5,545,500
Other State Revenue 8300-8599	\$ 1,420,500		\$ -	\$ 1,420,500
Other Local Revenue 8600-8799	\$ 96,000		\$ -	\$ 96,000
TOTAL REVENUES	\$ 7,062,000		\$ -	\$ 7,062,000
EXPENDITURES				
Certificated Salaries 1000-1999			\$ -	\$ -
Classified Salaries 2000-2999	\$ 1,525,604	\$ 27,033	\$ 11,429	\$ 1,564,066
Employee Benefits 3000-3999	\$ 621,367	\$ 2,393	\$ 5,298	\$ 629,058
Books and Supplies 4000-4999	\$ 3,998,000		\$ -	\$ 3,998,000
Services, Other Operating Expenses 5000-5999	\$ 166,100		\$ -	\$ 166,100
Capital Outlay 6000-6999	\$ 10,000		\$ -	\$ 10,000
Other Outgo 7100-7299 7400-7499			\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ 128,730		\$ -	\$ 128,730
TOTAL EXPENDITURES	\$ 6,449,801	\$ 29,426	\$ 16,727	\$ 6,495,954
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 612,199	\$ (29,426)	\$ (16,727)	\$ 566,046
BEGINNING FUND BALANCE				
9791	\$ 5,462,346			\$ 5,462,346
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 6,074,545	\$ (29,426)	\$ (16,727)	\$ 6,028,392
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719			\$ -	\$ -
Restricted Amounts 9740	\$ 6,065,561	\$ (29,426)	\$ (16,727)	\$ 6,019,408
Committed Amounts 9750-9760			\$ -	\$ -
Assigned Amounts 9780	\$ 8,984		\$ -	\$ 8,984
Reserve for Economic Uncertainties 9789			\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ (0)	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
 FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

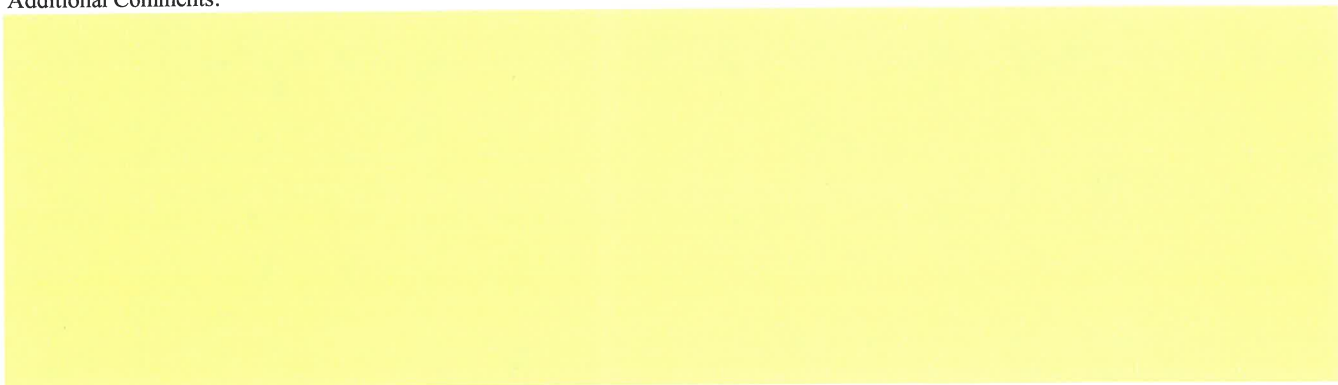
Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 16,727	MOU effective 4/1/24 range increases FSW1, FSW2, Food Svc Lead
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:



SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Unrestricted General Fund MYP**

Bargaining Unit: ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBIN

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 140,249,491	\$ 140,554,528	\$ 140,604,877
Federal Revenue 8100-8299	\$ -		
Other State Revenue 8300-8599	\$ 3,459,419	\$ 3,414,103	\$ 3,446,527
Other Local Revenue 8600-8799	\$ 2,509,420	\$ 2,375,222	\$ 2,315,857
TOTAL REVENUES	\$ 146,218,331	\$ 146,343,853	\$ 146,367,261
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 52,583,753	\$ 52,183,631	\$ 52,030,266
Classified Salaries 2000-2999	\$ 18,523,733	\$ 18,271,281	\$ 18,643,761
Employee Benefits 3000-3999	\$ 29,119,254	\$ 29,343,358	\$ 29,633,095
Books and Supplies 4000-4999	\$ 11,512,041	\$ 9,211,816	\$ 9,723,364
Services, Other Operating Expenses 5000-5999	\$ 16,927,041	\$ 17,052,254	\$ 17,425,419
Capital Outlay 6000-6999	\$ 4,111,018	\$ 3,234,952	\$ 3,234,952
Other Outgo 7100-7299 7400-7499	\$ 1,139,643	\$ 760,000	\$ 760,000
Indirect/Direct Support Costs 7300-7399	\$ (2,053,414)	\$ (2,154,565)	\$ (2,175,471)
Other Adjustments			
TOTAL EXPENDITURES	\$ 131,863,069	\$ 127,902,726	\$ 129,275,386
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 517,615	\$ 426,300	\$ 426,300
Transfers Out and Other Uses 7600-7699	\$ 8,821,739		
Contributions 8980-8999	\$ (17,139,958)	\$ (18,387,255)	\$ (19,884,666)
OPERATING SURPLUS (DEFICIT)*	\$ (11,088,820)	\$ 480,172	\$ (2,366,491)
BEGINNING FUND BALANCE 9791	\$ 50,979,646	\$ 39,890,826	\$ 40,370,998
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 39,890,826	\$ 40,370,998	\$ 38,004,507
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 545,515	\$ 545,515	\$ 545,515
Restricted Amounts 9740			
Committed Amounts 9750-9760	\$ 21,878,089	\$ 21,878,089	\$ 21,878,089
Assigned Amounts 9780	\$ 231,624	\$ 231,624	\$ 231,624
Reserve for Economic Uncertainties 9789	\$ 6,048,071	\$ 5,431,159	\$ 5,424,855
Unassigned/Unappropriated Amount 9790	\$ 11,187,527	\$ 12,284,611	\$ 9,924,424

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBIN

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCCFF Revenue 8010-8099	\$ 2,749,062	\$ 2,749,062	\$ 2,749,062
Federal Revenue 8100-8299	\$ 13,633,642	\$ 5,908,787	\$ 5,908,787
Other State Revenue 8300-8599	\$ 11,375,707	\$ 10,953,321	\$ 11,028,841
Other Local Revenue 8600-8799	\$ 6,080,266	\$ 6,070,004	\$ 6,070,004
TOTAL REVENUES	\$ 33,838,678	\$ 25,681,175	\$ 25,756,694
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 15,486,343	\$ 13,450,188	\$ 13,604,490
Classified Salaries 2000-2999	\$ 8,648,733	\$ 8,479,872	\$ 8,640,301
Employee Benefits 3000-3999	\$ 14,348,315	\$ 13,783,375	\$ 13,937,604
Books and Supplies 4000-4999	\$ 6,803,508	\$ 4,025,383	\$ 4,075,322
Services, Other Operating Expenses 5000-5999	\$ 9,804,275	\$ 7,130,702	\$ 5,008,111
Capital Outlay 6000-6999	\$ 1,319,868	\$ 661,739	\$ 661,739
Other Outgo 7100-7299 7400-7499	\$ 3,176,400	\$ 3,207,729	\$ 3,207,729
Indirect/Dirrect Support Costs 7300-7399	\$ 1,924,684	\$ 2,021,917	\$ 2,042,822
Other Adjustments			
TOTAL EXPENDITURES	\$ 61,512,127	\$ 52,760,904	\$ 51,178,117
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 97,935		
Transfers Out and Other Uses 7600-7699	\$ 375,000	\$ 375,000	\$ 375,000
Contributions 8980-8999	\$ 17,139,958	\$ 18,387,255	\$ 19,884,666
OPERATING SURPLUS (DEFICIT)*	\$ (10,810,556)	\$ (9,067,475)	\$ (5,911,757)
BEGINNING FUND BALANCE			
9791	\$ 26,828,101	\$ 16,017,545	\$ 6,950,069
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 16,017,545	\$ 6,950,069	\$ 1,038,312
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ -		
Restricted Amounts 9740	\$ 16,017,545	\$ 6,950,069	\$ 1,038,312
Committed Amounts 9750-9760			
Assigned Amounts 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Combined General Fund MYP**

Bargaining Unit: ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBIN

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 142,998,553	\$ 143,303,590	\$ 143,353,939
Federal Revenue 8100-8299	\$ 13,633,642	\$ 5,908,787	\$ 5,908,787
Other State Revenue 8300-8599	\$ 14,835,126	\$ 14,367,424	\$ 14,475,368
Other Local Revenue 8600-8799	\$ 8,589,686	\$ 8,445,226	\$ 8,385,861
TOTAL REVENUES	\$ 180,057,008	\$ 172,025,028	\$ 172,123,956
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 68,070,096	\$ 65,633,819	\$ 65,634,755
Classified Salaries 2000-2999	\$ 27,172,466	\$ 26,751,152	\$ 27,284,063
Employee Benefits 3000-3999	\$ 43,467,569	\$ 43,126,733	\$ 43,570,698
Books and Supplies 4000-4999	\$ 18,315,549	\$ 13,237,198	\$ 13,798,686
Services, Other Operating Expenses 5000-5999	\$ 26,731,316	\$ 24,182,956	\$ 22,433,530
Capital Outlay 6000-6999	\$ 5,430,887	\$ 3,896,691	\$ 3,896,691
Other Outgo 7100-7299 7400-7499	\$ 4,316,043	\$ 3,967,729	\$ 3,967,729
Indirect/Direct Support Costs 7300-7399	\$ (128,730)	\$ (132,648)	\$ (132,648)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 193,375,196	\$ 180,663,631	\$ 180,453,504
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 615,550	\$ 426,300	\$ 426,300
Transfers Out and Other Uses 7600-7699	\$ 9,196,739	\$ 375,000	\$ 375,000
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (21,899,376)	\$ (8,587,303)	\$ (8,278,248)
BEGINNING FUND BALANCE 9791	\$ 77,807,747	\$ 55,908,371	\$ 47,321,067
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 55,908,371	\$ 47,321,067	\$ 39,042,819
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 545,515	\$ 545,515	\$ 545,515
Restricted Amounts 9740	\$ 16,017,545	\$ 6,950,069	\$ 1,038,312
Committed Amounts 9750-9760	\$ 21,878,089	\$ 21,878,089	\$ 21,878,089
Assigned Amounts 9780	\$ 231,624	\$ 231,624	\$ 231,624
Reserve for Economic Uncertainties 9789	\$ 6,048,071	\$ 5,431,159	\$ 5,424,855
Unassigned/Unappropriated Amount 9790	\$ 11,187,527	\$ 12,284,612	\$ 9,924,424

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2023-24	2024-25	2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 202,571,935	\$ 181,038,631	\$ 180,828,504
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 202,571,935	\$ 181,038,631	\$ 180,828,504
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 6,077,158	\$ 5,431,159	\$ 5,424,855

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 6,048,071	\$ 5,431,159	\$ 5,424,855
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 11,187,527	\$ 12,284,611	\$ 9,924,424
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)			
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ 2,163,473	\$ 1,747,991	\$ 1,330,431
e.	Total Available Reserves	\$ 19,399,071	\$ 19,463,761	\$ 16,679,710
f.	Reserve for Economic Uncertainties Percentage	9.58%	10.75%	9.22%

3. Do unrestricted reserves meet the state minimum reserve amount?

2023-24	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2024-25	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2025-26	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 7,980,629
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (7,951,203)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ -
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (29,426)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (7,980,630)

Variance \$ (0)

Variance Explanation:



6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ (13,948,173)	(7.2%)	Carryover & COVID one-time funding.
Current FY Surplus/(Deficit) after settlement(s)?	\$ (21,899,376)	(10.8%)	Carryover & COVID one-time funding.
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (8,587,303)	(4.7%)	COVID stimulus one-time funding.
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (8,278,248)	(4.6%)	COVID stimulus one-time funding.

Deficit Reduction Plan (as necessary):

Expenditures tied to one-time funding sources are not ongoing expenditures.

Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd

7. Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

Public Disclosure of Proposed Collective Bargaining Agreement

FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2023-24	2024-25	2025-26
a. LCFF Funding per ADA	14,868.00	16,318.00	16,406.00	16,851.00
b. Amount Change from Prior Year Funding per ADA	1,450.00	88.00	445.00	
c. Percentage Change from Prior Year Funding per ADA	9.75%	0.54%	2.71%	
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)	7,980,629.14	-	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)	6.35%	0.00%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)	Within	-	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Santa Maria Joint Union High School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2023 to June 30, 2024.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	7,997,357
\$	(7,997,357)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
 Expenditures/Other Financing Uses
 Ending Balance(s) Increase/(Decrease)

	Budget Adjustment Increase/(Decrease)
\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

I hereby certify I am unable to certify



District Superintendent
(Signature)

4/12/24
Date

I hereby certify I am unable to certify



Chief Business Official
(Signature)

4-12-24
Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

[Redacted]

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

District Name

**District Superintendent
(Signature)**

Date

[Redacted]

MICHELLE COFFIN, FISCAL SERVICES DIRECTOR

Contact Person

[Redacted]

805-922-4573 X4403

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 16, 2024, took action to approve the proposed agreement with Certificated, Classified, Certificated & Classified Management, Confidential & Unrepresented.

**President (or Clerk), Governing Board
(Signature)**

Date

Special Note: The Santa Barbara County Education Office may request additional information, as necessary, to review the district's compliance with requirements.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
FA ASSOC., CSEA CCC 455, MGMT, CONF., UNREP. COMBINED

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

N/A.

Concerns regarding affordability of agreement in subsequent years (if any):

N/A.

REGULAR MEETING
April 16, 2024

APPENDIX H

Approval of New Course Adoptions:
Psychology and Health of Children
Marimba Band 3
CTE Drawing


A-G Courses Manager

Psychology and Health of Children A/B

Santa Maria High School (053305)

Submitted: Mar 1, 2024

Decision: Pending

 Pending UC review

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Santa Maria High School (053305)	Classroom Based	Psych Health Child	

Title:	Psychology and Health of Children A/B
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	11th, 12th

Course Description

Course overview:

The Psychology and Health of Children provides an opportunity to learn about communication, reasoning and the importance of community. This course provides a student with a well-rounded, theoretical and practical foundation of the health and psychology of children, from pre-conception through adolescence. This class is a great opportunity for students to explore the possibility of an occupation working with children, and for their future as parents.

Course content:

Health and Human Development

1. Students will learn how human development changes over time yet stays the same as they grow older.
2. Students will understand the three domains of development: biosocial (body), cognitive (mind) and psychosocial (spirit) and how this relates to a person's overall health.
3. Students will be able to define the three contexts of development: historical, cultural and socioeconomic.
4. Students will understand the study of human development as a science.
5. Students will be able to apply the scientific method, by formulating a research question, developing and testing a hypothesis and drawing conclusions.

Unit Assignment(s):

1. Completion of a self-assessment assignment. In this assignment students will explore continuity in their life and answer the question, "What Makes You, You?". This can include life changes, strengths, weaknesses, and influences throughout their lifespan.
2. Students will explore a case study by reading *Dibs in Search of Self*. Students will further their own understanding by answering reflection questions related to the case study.

Environmental Factors in Development

1. Students will understand the basic facts about genes and how they are the foundation of all growth; what they are, where they are located, how they work and when they interact with the environment.
2. Students will learn how prospective parents seek to predict which physical and psychological traits their children will inherit.
3. Students will learn how human development begins very simply as one cell and begins to grow into trillions of cells, containing all the genetic information that an organism possesses.

4. Students will understand that each human usually has 46 chromosomes arranged in 23 distinct pairs; one member of each pair inherited from mother, one from father, with the 23rd pair determining the individual's gender.
5. Students will learn about alternate means of conception (i.e. ART, IVF) and their possible complications.
6. Students will learn about environmental influences on emotional conditions, including inherited abnormalities.

Unit Assignment(s):

1. Students will practice Punnet Squares to show different combinations of genetic traits passed down from parents.
2. Students will complete a Create-A-Kid Activity where they will flip a coin to determine dominant and recessive traits. They will draw their child and express their opinion on the outcome.
3. Students will create a Disorder Brochure that includes the definition, symptoms, what/who is affected, prevalence, treatments, prognosis and other facts about the disorder.

Mental and Emotional Health

In this unit, students will learn in-depth information about mental and emotional help that includes:

- Managing stress and developing healthy coping mechanisms
- Evaluating self-esteem and learning enhancement strategies
- Understanding and managing emotions including dealing with anger, guilt, and grief
- Understanding mental health disorders including depression, anxiety, and bipolar
- Recognizing bullying and importance of intervention and reporting
- Technology, social media, and online safety strategies
- Suicidal risk factors and strategies to prevent suicide
- Signs, symptoms, health risks, and treatment of disorders
- Identifying community resources for help as well as self-help strategies

Unit Assignment(s):

1. Students will collaborate in small groups to analyze case studies to identify suicide warning signs and develop prevention strategies. Students will brainstorm and evaluate intervention strategies.
2. Each student will write to a hypothetical friend they are concerned about. The letter will highlight what warning signs they have observed and suggest possible next steps and resources they can turn to.

First Aid and CPR

Students will complete the ProTrainings CPR/First Aid certification on-line course. Students must complete the course curriculum and pass the final exam to receive their certification cards. In addition to the on-line certification course students will also learn the following:

- First steps in an emergency, and universal precautions
- First aid for cuts, burns, and other common injuries
- CPR and instruction, use, and importance of AEDs

Unit Assignment(s):

1. Students must participate in and pass the ProTrainings CPR/First Aid course to become CPR Certified.
2. Students create an evacuation plan with their family and identify where safety items are located in their home (fire extinguishers, first aid supplies, fire alarms, etc.)
3. Students will learn how to fill out an accident report based on common childhood injuries.

Reproduction and Biosocial Development Through Adolescence

In this unit of study, students will gain in-depth knowledge on the following topics:

- Understanding the male and female reproductive systems including diagrams
- Common reproductive problems and self-exams (breast and testicular)
- Time line of conception and fetal development
- Benefits of abstinence and abstinence strategies including refusal skills
- Contraceptive options and effectiveness: hormonal, barrier, behavioral

- Descriptions, transmission, symptoms, health risks, prevention, and treatment of STIs including HIV

- Identifying school and community resources related to reproductive health and STIs

Unit Assignment(s):

1. Students will complete an independent online research assignment that requires them to look up detailed information about STIs, contraception, and community resources available to them within a 10 mile radius.
2. In groups of 3-4 students, they will be given a list of common myths and stereotypes on family life topics and they will discuss why each statement is not true and what the actual facts and statistics are (they can conduct research). (Example: Most high school students have sex before they graduate - a myth popular in media marketed to teens. Statistically it is not true.)

Healthy Relationships and Communication

1. Life planning: exploring relationships, marriage, marriage, and family.
2. Identifying healthy and unhealthy behaviors in relationships.
3. Effective communication skills.
4. Signs of an abusive relationship and identifying various types of abuse in relationships (verbal, physical, emotional, and manipulation).

Unit Assignment(s):

1. Students will identify the qualities their ideal dating partner would have, firm deal breakers (drug use, lack of common values, etc.), and create a time line that includes their future goals and when a serious relationship (or marriage) would fit in. Then they will create some type of visual aide (such as a poster) to present in small groups of 4-6 students.
2. Students will practice effective communication and refusal skills in front of the class with a partner and scenarios written by their peers. Students should demonstrate the use of I-statements, show confidence in their body and speech, and be able to give realistic responses to the pressure imposed by their peer in each scenario.

Theories of Development

1. Students will learn how people develop into the persons they ultimately become.
2. Students will understand how developmental theory provides a coherent framework for studying and explaining development.
3. Students will study and compare development as a science through other methods, research, experiment, survey and case study.
4. Students will learn about and be able to differentiate between various theories; grand (psychoanalytic, behaviorism, cognitive) and emergent (sociocultural, epigenetic).
5. Students will study and analyze various theorists and their ideas, Freud, Erikson, Pavlov, Harlow, Watson, Vygotsky and Piaget.
6. Students will understand and review the comparisons and controversies surrounding various theories, nature vs. nurture, continuity vs. discontinuity and normal difference vs. harmful deficit.

Unit Assignment(s):

1. Students will complete a project exploring Erik Erickson's Theory of Development by comparing the two conflicts within each stage through interpretive drawings.
2. With a partner, students will explore one of Piaget's 4 Stages of Development, creating an activity to present to the class.

Areas of Development from Prenatal Through Adolescence

1. Students will focus on the biological transformation from a single-cell zygote to a fully formed baby.
2. Students will understand how certain factors will better prepare some for a long and happy life; mother-to-be's health habits and activities, the community's laws and practices and the culture's customs regarding birth.
3. Students will learn about how life occurs from beginning to end by dividing the process into 3 main periods: germinal (first 2 weeks), embryonic (3rd – 8th week) and the fetal period (9th week until birth).
4. Students will learn about the many toxins, illnesses and experiences that can harm a developing person, in the months before birth, and how to determine risk, based on time and amount of exposure.
5. Students will understand the effects of low birthweight on a newborn, including the effects of malnutrition and poverty.
6. Students will learn about a newborn's first minutes, possible birth complications and bonding after birth.
7. Students will observe preschool age children's abilities through fine and gross motor skills.
8. Students will practice reading to preschool children, providing a story with a moral to check for understanding.

Unit Assignment(s):

1. Guest speakers related to content.
2. Observations of children's abilities - possible preschool to apply knowledge learned throughout course.
3. Students will write a children's story with a moral.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Health	Mary H Bronson, PhD	McGraw-Hill Education	2011	https://www.mheducation.com/	Yes
Families Today	Connie Sasse	McGraw-Hill Education	2009	https://www.mheducation.com/prek-12/program/families-today/MKTSP-PBH05M0.html?page=1&sortby=title&order=asc&bu=seg	Yes
The Developing Person	Kathleen Stassen Berger	Worth Publishers	Sixth Edition/2003	[empty]	Yes

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Books in Search of Self	Virginia M. Axline	Ballantine Books	1964	[empty]	Yes

Websites

Title	Author(s)/Editor(s)/Compiler(s)	Affiliated Institution or Organization	URL
ProTrainings CPR/First Aid Certification Course	[empty]	ProTrainings	https://www.protrainings.com/course

Additional Information

Course Author:

Lynn Pearson
 Teacher
 lpearson@smjuhsd.org
 59252567 ext. 3115

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 California


A-G Courses Manager

Marimba Band 3 A/B

Santa Maria Joint Union High School District

Submitted: Feb 28, 2024

Decision: Pending

 Pending UC review

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)		
Ernest Righetti High School (053303)	Classroom Based	<table border="1"> <tr> <td>Marimba Band 3A</td> </tr> <tr> <td>Marimba Band 3B</td> </tr> </table>	Marimba Band 3A	Marimba Band 3B	
Marimba Band 3A					
Marimba Band 3B					

- Title:** Marimba Band 3 A/B
- Length of course:** Full Year
- Subject area:** Visual & Performing Arts (F) / Music
- UC honors designation?** No
- Prerequisites:** None
- Co-requisites:** None
- Integrated (Academics / CTE)?** No
- Grade levels:** 11th, 12th

Course Description

Course overview:

Marimba Band 3 is a yearlong, performing music ensemble class. Traditional and contemporary music from Latin America with an emphasis on Mexican music genres will be explored. Students study the historical background of the music genres, develop playing and singing skills and performance skills, apply musical arranging skills, learn production elements and business/managerial skills, and develop a professional career plan. It also provides instruction on the aesthetic, cultural and historical dimensions of Latin American music. Each year a specific repertoire of songs from various musical genres of Mexico and Latin America are taught in preparation for public performances both on and off campus. This class allows students from all backgrounds to experience and understand music as a component of Mexican/Latino culture. The central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations, and community events, exposing our audiences to the rich and vibrant world of traditional and contemporary Latin American music, thereby fostering the appreciation and pride in Latino/Mexican tradition and culture.

Course content:

Music Repertoire and Performance Technique & Stage Presence

A central purpose of this class is to prepare a quality performing arts group to present for local schools, civic organizations, and community events, exposing our audiences to the rich and vibrant world of traditional and contemporary Latin American and Mexican music, thereby fostering the appreciation and pride in Latino tradition and culture. This class often does 25-40 performances a year both on and off campus including two big shows, one in winter and the other in spring, in which professional lighting and sound are employed.

As each year's performing group's repertoire is prepared for performance, students develop technical accuracy, tone quality, and articulation in vocal and instrumental performance, and learn to identify and apply basic music principles such as rhythm, meter, tempo, and timbre. Students have the opportunity to learn works from several composers and are charged with performing these compositions communicating the original intent of the work while employing personal artistic intent and interpretation. Students are also given the opportunity to transcribe music, transpose music, arrange music for voice and acoustic as well as digital instruments, and improvise solos over given chord progressions.

Each year students learn 6-10 suites (two to four songs each) from a variety of Latin American and Mexican music genres. Students are expected to learn all selections to a high degree of proficiency including notes, chords, rhythm, style, etc.

Frequent choices include, but are not limited to *música ranchera*, *polca ranchera*, *mariachi*, *cumbia*, *tropical*, *chachachá*, *mambo*, *balada*, *bolero*, *corrido*, and *rock en español*. Students also work on developing stage presence through consistent desired facial expression (e.g. smiling, eye contact), poise, posture, and costume/hair appearance.

Assignments:

- Music Quizzes
- Performances (School, Civic Organizations, Community Events)
- Critique of our “Fiesta Mexicana” and “Big Show” Performances

Written 2-3 page essay using modified Feldman Model for Art Criticism

- Critique of other Marimba Band/Mariachi Performance

Written 1-2 page essays utilizing appropriate vocabulary & terms

- Response to Critique of “Me”

Students will be evaluated using rubrics on the degree to which they meet expectations for (1) learning the repertoire of music including stenotes/chords, rhythm, style, etc., (2) demonstrating good stage presence through consistent desired facial expression (e.g. smiling, eye-contact), posture, and costume/hair appearance, (3) attending performances, practices, and rehearsals as well as being responsible for costumes and group property.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.6

CCSS.ELA-Literacy.RST.11-12.4, 11-12.5, 11-12.6

California State Academic Content Standards for Visual and Performing Arts, Music

Artistic Perception – 1.1, 1.2, 1.3, 1.4, 1.6

Creative Expression – 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9

Aesthetic Valuing – 4.1, 4.2, 4.3, 4.4

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Problem Solving and Critical Thinking – 5.1, 5.2

Health and Safety – 6.2, 6.3, 6.4, 6.5, 6.6

Responsibility and Flexibility – 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7

Ethics and Legal Responsibilities – 8.3, 8.4, 8.5, 8.6

Leadership and Teamwork – 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Technical Knowledge and Skills – 10.1, 10.2, 10.3, 10.4

Demonstration and Application – 11.1, 11.2

CTE Performing Arts: Dance/ Choreography Pathway Standards

Artistic Response – B2.0, B2.1, B2.2, B2.3, B2.4, B2.5, B2.7

Application of Artistic Skills – B5.0, B5.1, B5.2, B5.4, B5.5, B5.6, B5.7

Aesthetic Values – B8.1, B8.2, B8.3, B8.4

Unit Assignment(s):

Each semester will have a culminating performance at the district performing arts auditorium. It is a large production including professional live sound engineering and lighting. Over a dozen songs from the band's repertoire will be presented. Students will work in small groups and full-class rehearsals to prepare for this big event. Students will work collaboratively to create the musical arrangements. Costumes representing each of the musical genres will be worn to add to the performance and convey the social and cultural aspects of the music. Students will be graded on their ability to learn the repertoire to a proficient level. Students will also write a critique of performance: a 2-3 page essay using modified Feldman Model for Art Criticism.

Historical/Cultural Understanding

Students learn about and discuss how culture, ethnicity, identity, migration, and media influences have played a role in the development of the contemporary music practices in Latin America. Students explore how each music genre both reflects and influences gender roles, cultural identity, and a variety of social concerns that transcend borders.

Common Core Academic Standards

CCSS.ELA-Literacy.L.11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6

CCSS.ELA-Literacy.RI.11-12.1, 11-12.2, 11-12.3, 11-12.4, 11-12.6

CCSS.ELA-Literacy.RH.11-12.2, 11-12.3, 11-12.4, 11-12.7, 11-12.9

CCSS.ELA-Literacy.RST.11-12.2, 11-12.3, 11-12.4, 11-12.6, 11-12.7, 11-12.9, 11-12.10

CCSS.ELA-Literacy.WHST.11-12.1, 11-12.2, 11-12.4, 11-12.7, 11-12.9

CDE History-Social Science – 7.7, 7.11, 8.5, 8.8, 8.12.7, 10.4, 10.6.4, 10.10, 10.11, 11.3, 11.5.5, 11.5.6, 11.8.2, 11.8.8, 11.11

California State Academic Content Standards for Visual and Performing Arts, Music

Historical & Cultural Context – 3.1, 3.2, 3.3, 3.4

Aesthetic Valuing – 4.4

CTE Arts, Media & Entertainment Knowledge and Performance Anchor Standards

Technology – 4.1, 4.3, 4.5

CTE Performing Arts: Dance/ Choreography Pathway Standards

Historical and Cultural Perspective – B7.3

Unit Assignment(s):

Historical perspectives and cultural context of Mexican & Latin-American music are focused on in a variety of readings and discussions on topics such as:

- The History of Mariachi Music and Culture
- The Modern Mariachi
- The Value of Tradition
- Women in Mariachi
- Mariachi as a Product and a Profession
- Aesthetic Principles in Mariachi Performance
- The Role and Function of Music in Radio, Television, and Advertising

In addition, the following assignments challenge students to demonstrate their understanding of the historical and cultural context of Mexican & Latin-American music.

•Historical & Cultural Quizzes/Tests

Students are tested on historical and cultural components from readings, discussions, and lectures on each of the music genres studied.

•Reflection of How This Affects “My” Performance

Students write a reflection of how new historical and cultural learnings affect their interpretation of the music and their performance.

Professional/Career Development

Students learn production elements including staging, lighting, and sound and business/managerial skills. Guest speakers in the professional music field are brought in. Students complete a career plan in the arts field. Students develop their professional skills and demonstrate proficiency in an artistic career pathway through the following projects:

- Virtual Job Shadow Career Exploration
- Professional Career Plan Project
- Audition/Performance Portfolio

Unit Assignment(s):

Professional Career Plan Project

Students research and create a presentation on a career in the arts. Students identify long- and short-term objectives and break them down further into actionable tasks. Students present their career interest and goals in an oral presentation utilizing visual aids.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Music in Mexico: Experiencing Music, Expressing Culture	Alejandro L. Madrid	Oxford University Press	2012	[empty]	No
Mariachi Music in America: Experiencing Music, Expressing Culture	Daniel Sheehy	Oxford University Press	2006	[empty]	No

Additional Information

Course Author:

Cardo Gabaldon

Other Contact

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California

A-G Courses Manager

CTE Drawing A/B

Ernest Righetti High School (053303)

Submitted: Feb 14, 2024

Decision: Mar 7, 2024

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Ernest Righetti High School (053303)	Classroom Based	CTE DRAW	12345

- Title:** CTE Drawing A/B
- Length of course:** Full Year
- Subject area:** Visual & Performing Arts (F) / Visual Arts
- UC honors designation?** No
- Prerequisites:** CTE Intro to Art (Recommended)
- Co-requisites:** None
- Integrated (Academics / CTE)?** No
- Grade levels:** 10th, 11th, 12th

course Description

course overview:

After the successful completion of CTE Intro to Art, students will continue learning more about the drawing process to further learn technique, successful usage of a variety of medium which will enhance individual creativity while continuing to develop and refine individual skills.

Students will learn how to produce drawings that will rely heavily upon sight and object drawing as well as creating work based upon imagination.

Emphasis will continue to refine style and methods of drawing as well as creating work in abstract form such as cubism and surrealism.

Students will explore drawing as a means of communication and visual thinking. This course will promote an understanding and appreciation of the work of master artists, and the influence of culture on art. The course will enable students to understand and appreciate diverse forms of artistic expression and, where appropriate, exhibit skills of visual analysis and critical perception in written, oral, and individual work. Students will utilize all current technology to access information pertaining to all areas within the course.

course content:

Learning to see with the Right Brain

This Unit uses various assignments, Negative space studies, perspective drawings, Baroque plates, and study of forms with a single light source, to help the artists experience the difference in the way the right brain sees images. The purpose is to improve the ability to render a 3D object on a 2D Surface (paper or canvas.) Students will look for the angles, slopes, shapes of the different value tones, to reproduce the lines, shapes, etc.

Unit Assignment(s):

1. Negative Space Exercise.

1. Implementation: Look at examples. Set up each members' project. Talk about the definitions of positive and negative space. Look for the angles, slopes, shapes. Reproduce the lines, shapes, etc.
2. Introduce the Rubric.
3. Evaluate the projects to give any with a partner, or in a small group for suggestions/improvement. Complete the suggestions/time to work on the final product.
4. Self-evaluate the final product using the rubric.

Stipple Project in Ink

This Unit uses a few foundational strategies/techniques to further develop a student's artist's rendering skills. Students will utilize a grid expansion strategy to enlarge their creative subject matter, while keeping the proportions in realistic perspective. Then the ink technique will be used to further exercise the right brain sight, to differentiate and render a person, animal, or object on a 2D Surface (paper or canvas.) Students will look for the angles, slopes, shapes of the different value tones, to reproduce the lines, shapes, etc.

Unit Assignment(s):

1. Students chose an Image to grid expand.
 1. Black and white
 2. Preferable the students OWN picture/image.
 3. Print picture
 4. Identify areas of different values from white to black.
2. Students create a spectrum of 5 – 9 value variations and stipple a sample range.
 1. For example, white, light, medium, dark black.
 1. Determine how many dots per area creates each value.
3. Grid expand picture with value areas onto paper.
4. Stipple
5. Introduce the Rubric.
6. Evaluate the projects to give any with a partner, or in a small group for suggestions/improvement. Complete the suggestions/time to work on the piece.
7. Self-evaluate the final product using the rubric.

Study of the Human Form

Students will use their developed prior observational and right-brain sight skill sets to familiarize themselves with rendering the human form, to capture correct proportions, resemblance, but also gesture and movement.

Unit Assignment(s):

1. Students will explore the ratios of the human body by sketching a partner.
 1. Using the unit of a “head,” students will measure their partner’s height, width, and length of arms, legs, shoulders, waist etc.
 2. Using these measurements, students will sketch out their partner in proportion.
2. Students will do a series of quick sketches to capture gestures and body placement/movement.
 1. using both fast, quick sketches and longer studies.

Explore Oil Pastels

Students will explore the medium of oil pastels to create a unique work of art. The focus will concentrate on the elements of design of shape, color, space and texture, while exploring the principles of design; including emphasis, meaning, balance, unity, hierarchy and variety.

Unit Assignment(s):

See the prompts:

1. If you had one day left to live and had unlimited funds, what would you do and where would you go? Explain in detail.
2. Write down a quote that's meaningful to you. Explain how it connects to your life.
3. What does your ideal world look like? Describe it in detail.

-
1. Si te quedara un día de vida, ¿qué harías y a dónde irías? Explicar detalladamente
 2. Escriba una cita que sea significativa para usted. Explica cómo se conecta a tu vida
 3. ¿Cómo es tu mundo ideal? Descríbelo en detalle.

1. BRAINSTORM.

Spider graph, if it helps you start, then

Journal to create a well written paragraph.

2. SKETCH.

Use your journal response practice drawing at least 3 small sketches with minor details.

Remember to use the PRINCIPLES OF DESIGN.

The goal is to create a BALANCED COMPOSITIONS.

Your designs should be meaningful and should represent one of the questions.

Explore Chalk Pastels

Students will explore the medium of chalk pastels to create a unique work of art. The focus will concentrate on the elements of design of shape, color, space and texture, while exploring the principles of design; including emphasis, meaning, balance, unity, hierarchy and variety. They will combine their creative art piece with a large scale use of grid expansion technique to ultimately create a temporary chalk work on an outside concrete surface in the Italian artistic tradition of the Madonnari, or "street painter."

Unit Assignment(s):

1. Students will Choose or create inspiration picture (reference the students OWN picture/image) to grid expand.
 1. Print picture
 2. Grid expand picture with colors/value areas onto paper: 6" x 6" to practice for the final large scale art.
 3. Grid expand picture with colors/value areas onto large concrete outside space 6 feet x 6 feet.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Inspire 200 Projects to Strengthen Your Art Skills	Valerie Colston	Barron's 2008	2008	[empty]	No
Understanding Art	Lois Fichner-Rathus	Wadsworth/Thomson	2016	[empty]	Yes
Inspire 200 Projects to Strengthen Your Art Skills	Valerie Colston	Barron's 2008	2008	[empty]	Yes

Additional Information

Course Author:

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 Teacher
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 52683066 ext.

REGULAR MEETING
April 16, 2024

APPENDIX I

Draft of Minutes

Regular Board Meeting: March 12, 2024

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

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on March 12, 2024 with a closed session scheduled at 5:15 p.m. and an open session immediately following.

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

OPEN SESSION

Call to Order

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

CLOSED SESSION PUBLIC COMMENTS

No public comment was submitted.

The meeting was adjourned to a closed session.

RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS

Ms. Perez called the meeting to order at 6:33 p.m. Ms. Hernandez led the Flag Salute.

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

REPORTS

Student Reports

Paul Aguilar-Alcazar/DHS: He is looking forward to the Superintendent Student Advisory meeting. Seventy Delta students have graduated during the third term while new fourth term students just attended an orientation. Delta was recognized as a Model Continuation High School. The Robotics Team has qualified to participate in the World Championships. Rescue Mission will be hosting a giveaway of hygiene products, blankets, and warm clothes to all students on March 28th. Element Church will be hosting an egg hunt for all students.

Teya Nastaskin/ERHS: Warrior Welcome will be held March 21st. An important event, "Every 15 Minutes," will be held later this month. The Agriculture Department is busy with field trips, meetings, and competitions. The Counseling and Guidance team has also hosted many events such as Higher Ed Week, Warrior Parent Academy, and Cash for College events. The VPA Department is performing Mamma Mia and the Ballet Folklorico and Marimba Band are holding their annual Big Show. ASB had their Spring Blood Drive and recently honored teachers by gifting them mugs.

Jasmin Rodriguez/SMHS: She thanked the Kiwanis Club for their generous donation from Mountain Air of San Luis Obispo to the Alpine Club. Students from the Close Up Washington Club just arrived back from a great trip to Washinton D.C. The Spanish Honors Society joined Righetti High at the Latinos Unidos Conference last Saturday. FFA members received free FFA jackets, and a few others will be traveling to Sacramento for the state conference. The SMHS Band performed at a Vandenberg Space Force Base event. Fifty-one juniors visited seven universities to explore their options and ASB spoke to Fesler Junior High students about their Leadership class.

Camila Uribe-Quezada/PVHS: Committees have held fundraisers to raise money for their grade and classes. Prom planning is in the works with ticket sales beginning March 18th. National FFA week came along with many fun activities. Congratulations to Mr. Carrillo, PVHS counselor, for being nominated as a 2024 Star Counselor Finalist. Winter Formal was a success with the amazing decorations and layout. ASB has been planning the Panther Olympics and is excited to announce they received the Outstanding Leadership Award (OLPA) at the CASL State Conference.

Superintendent's Report

Mr. Garcia shared the unfortunate news of a student's passing and offered his condolences to the family on behalf of his Executive Cabinet and the Board. Righetti High School completed their one-day mid-term WASC visit. Delta was recently named a Model Continuation High School. In addition, their Robotics team will be competing in the World Championships soon. Migrant students from all three comprehensive high schools had an outstanding performance at the Regional Migrant Speech and Debate competition. A few of these students will be moving on to the state tournament in May. The PIQE Program recently graduated over 100 parents in Mixteco and Spanish classes that helped them develop skills and techniques to address their children's educational needs. Mr. Garcia attended the Mixteco Parent Advisory meeting which had a great parent turnout. Other informational parent meetings included hosts such as Special Education Department, the LCAP Parent Advisory Committee, and United We Lead Foundation. The District continues with the Curriculum Alignment project in English Language Arts and Math in preparation for next year.

Board Member Reports

Ms. Perez: She attended several Superintendent Student Advisory meetings and enjoyed hearing the feedback they provide. Pioneer Valley had an exciting college event that allowed students to speak to college representatives. She spoke to Salud Carbajal regarding the current FAFSA application submission issues.

Mr. Aguilar: He attended the recent LCAP Parent Advisory meeting. It was great to see many parents exchanging ideas with staff. He is looking forward to attending his first Superintendent Student Advisory meeting and hearing from the students.

Mr. Baskett: He is excited to see the Robotics team presentation tonight as he spent time in the Army assisting in the building of robots for battlefield exercises.

Ms. Hernandez: She commended all the parents who have participated in the variety of parent engagement opportunities and is looking forward to the robotics presentation.

Dr. Garvin: He would like to see a robotics collaboration between Santa Maria Bonita and the high school district. He is pleased to hear about Delta’s designation as a Model Continuation High School and will be attending the SBCSBA dinner on April 24th and Righetti’s Mamma Mia production.

REPORTS FROM EMPLOYEE ORGANIZATIONS

No reports were submitted.

OPEN SESSION PUBLIC COMMENTS

Name	Topic
Juan Fonseca	LCAP meeting location concerns/Employee appreciation
Maria Reyes	Employee appreciation
Inmelda Michel	Employee appreciation
Dr. Scott Fina	Lack of theatre & drama at SMHS
Alma Flores	Lack of theatre & drama at SMHS
Amaris Taylor	Lack of theatre & drama at SMHS
Ernest Diaz	Lack of theatre & drama at SMHS
Gale McNeeley	Lack of theatre & drama at SMHS

Ms. Perez expressed interest in having a future board discussion regarding theatre and drama at Santa Maria High School.

PRESENTATIONS

Student Showcase: Delta High School Robotics Team

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Nate Maas, Principal; Jeff Cooper, Teacher & Advisor

Delta High School’s Robotics Team displayed their robots, shared their experiences and accomplishments, and described the community outreach since joining the team.

Curriculum Alignment Project Update with Orenda

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Robyn Avelar La Salle, Founder & President of Orenda Education; Genny Sosa, Vice-President of Education Partnerships; Sarah Mott Gonzalez, Vice-President of College Readiness

Ms. Sarah Mott Gonzalez presented an update on the curriculum alignment process. Based on the equity study that was completed in 2022-23, there were three recommendations when Orenda looked at the systems in the District:

1. What's the floor?
2. What is the purpose of school and who is entitled to receive the Premium Education?
3. Team Santa Maria – Communication, Clarity, and Coherence

District staff and the Orenda team have started working on the first two recommendations. Sarah shared the current work completed and in progress for these two and explained the planned work for next school year.

ITEMS SCHEDULED FOR ACTION

GENERAL

Approval of Classified Bargaining Unit Tentative Agreement on Work Calendars for 2024/25 – Appendix C

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

The District and the California School Employees Association (CSEA) have reached a tentative agreement on work calendars for 2024/25. The Tentative Agreement dated February 22, 2024, will take effect upon approval by both parties (see Appendix C).

A motion was made by Dr. Garvin and seconded by Mr. Baskett to approve the work calendars for 2024/25 with CSEA pursuant to the tentative agreement dated February 22, 2024, and pending ratification by CSEA as presented in Appendix C. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Approval of Tentative Agreement for Classified Bargaining Unit regarding the negotiation of a range increase for positions in Food Service – Appendix D

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

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the negotiation of a range increase for positions in Food Service.

The Tentative Agreement dated February 22, 2024, will take effect upon approval by both parties (see Appendix D).

A motion was made by Dr. Garvin and seconded by Mr. Baskett to approve the Agreement with the Classified Bargaining Unit as presented. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Reopener Proposals for Negotiations with CSEA 2024-2025. INFORMATION ONLY - Appendix E

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

The Contract with California School Employees Association, Chapter 455, allows the parties to reopen articles for negotiation. In order to commence negotiations with CSEA and to fulfill conditions of the EERA or Rodda Act, the Board needs to acknowledge receipt of the proposal from CSEA and present the District proposal for an initial reading. This presentation fulfills the public notice requirements of the Educational Employment Relations Act (EERA or “Rodda Act”) at Government Code Section 3547. A public hearing will be held at the April Board meeting. A copy of the proposals was attached as Appendix E.

The proposal from CSEA includes:

- Article 3, Pay and Allowances
- Article 4, Health and Welfare Benefits
- Article 8, Leaves of Absence

The proposal from the District includes:

- Article 3, Pay and Allowances
- Article 4, Health and Welfare Benefits
- Article 10, Transfers

NO ACTION REQUIRED.

INSTRUCTION

Approval of CDE Specific Waiver for Non-Public School Placement

Resource Person: Dr. Krista Herrera, Assistant Superintendent of Curriculum & Instruction; Frances Evans, Director of Special Education

District Administration is seeking Board approval to request a Specific Waiver from the CDE State Board of Education to waive California Education Code Section 56366(d), the requirement for state certification, to allow the use of federal and state special education funds for the placement of district resident student into an uncertified nonpublic school for students with disabilities. The nonpublic school placement is specific to Judge Rotenberg Center, a Non-Public Placement (NPS)/Residential Therapeutic Center (RC) located in Canton, Massachusetts or Shrub Oak International School, also a Non-Public Placement (NPS)/Residential Therapeutic Center (RC), located in Mohegan Lake, New York.

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

Roll Call Vote:

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

BUSINESS

Public Disclosure of Agreement and Approval of Increase for Food Services Positions in the Classified Bargaining Unit - Appendix F

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreement on the District’s financial status. Administration is proposing a two-range increase for food services positions in the Classified Bargaining Unit. The proposed increase is effective April 1, 2024.

The total cost of the recommended increase in 2023-2024 is projected to be \$16,727 paid with cafeteria funds. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix F.

A motion was made by Mr. Aguilar and seconded by Ms. Hernandez to approve the AB 1200 Public Disclosure of the Agreement for the Classified Bargaining Unit effective April 1, 2024. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Income and expenditures have been updated in accordance with revenues, grant awards, personnel and other expenditure adjustments. The working budget, as shown in the Projected Year Totals column of the 2023-2024 Second Interim Report has been adjusted to reflect these changes, is presented as Resolution Number 10-2023-2024.

A motion was made by Ms. Hernandez and seconded by Mr. Aguilar to approve Resolution Number 10-2023-2024 authorizing budget revisions as identified in the 2023-2024 Second Interim Report. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Measure H2016 Bond Audit for Year Ended June 30, 2023

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with Proposition 39 Bond Funding Requirements, an independent audit of the financial statements of the proceeds and expenditures from the issuance of the Measure H2016 Bond was conducted for the year ended June 30, 2023. The audit was completed by the firm of Christy White Accountancy Corporation. The audit report is hereby presented to the Board of Education for review and acceptance. Copies of the report are on file at the District Support Services Center for review by the public.

It was clarified that the balance on this particular bond is committed to existing projects and is expected to be spent by June 30th of this year.

A motion was made by Mr. Aguilar and seconded by Ms. Hernandez to review and accept the Measure H2016 Bond Financial Statements for the year ended June 30, 2023. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Inflationary Increase of Developer Fees: Level I – Appendix H, Resolution 11-2023-2024

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Legislation (AB 2926 Sterling, passed in October 1986) authorized public school districts to levy fees to assist in mitigating impact of facilities due to the growth in student populations from new construction and expansion of residential properties within district boundaries. The State Allocation Board approved an inflationary increase to the fees at their January 24, 2024 Board meeting.

Type of Development	SAB Approved Rates	Previous SAB Rates	Change	Prior District Split	NEW District Split
Residential	\$5.17	\$4.79	\$0.38	\$1.37	\$1.48
Commercial/Industrial	\$0.84	\$0.78	\$0.06	\$0.22	\$0.24

Resolution Number 11-2023-2024 presented as Appendix H authorizes the district to adjust the developer fees for residential, commercial, and industrial properties pursuant to Government Code Section 65995. Exhibit A of the resolution is the district’s Developer Fee Justification Study, dated February 2024. Exhibit B of the resolution is a sample of the fee split agreement that the district has with four of our feeder elementary districts – Blochman, Guadalupe, Orcutt and Santa Maria-Bonita and the fee split schedule.

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

A motion was made by Dr. Garvin and seconded by Ms. Hernandez to approve Resolution Number 11-2023-2024, increasing the School Developer Fees – Level I per State Allocation Board approved rates, effective May 13, 2024. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Approve Bid: Pioneer Valley High School Kitchen Door Enlargement (Project #20-331)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on February 20, 2024, for the Pioneer Valley High School Kitchen Door Enlargement (Project #20-331). The bid recap and administrative recommendation follows:

Bidder	Base Bid
Diani Building Corp. <i>Santa Maria, CA</i>	\$29,930.00

One (1) contractor, holding general building contractor “B” or license, attended the voluntary job walk on February 13, 2024. One (1) bid was received by administration. Diani Building Corp. was determined to be the apparent low bidder.

A motion was made by Ms. Hernandez and seconded by Mr. Aguilar to approve the Pioneer Valley High School Kitchen Door Enlargement (Project #20-331) to the lowest bidder, Diani Building Corp., for the bid amount of \$29,930.00 to be paid from Fund 01. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Award of Contract: District Wide Edge Switch Refresh, E-Rate (Project # 24-480)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened Request for Proposals (RFP’s) on March 5, 2024, for the District Wide Edge Switch Refresh (Project #24-480). Participation in the RFP included meeting requirements of the Telecommunications Act of 1996, (commonly known as E-Rate), and that all proposals must be submitted by approved National Association of State Procurement Officials (NASPO), NASPO VALUEPOINT Authorized Resellers. The resulting proposal recap and administrative recommendation follows:

Bidder	Base Bid
ConvergeOne, Inc. <i>Bloomington, Minnesota</i>	\$2,244,010.60

GigaKom <i>San Diego, California</i>	\$3,457,590.60
---	----------------

Two (2) proposals were received and evaluated using the District specified criteria included in the RFP documents. After review and evaluation by administration, ConvergeOne, Inc. was determined to have met the Districts contract, service, and cost requirements and was deemed lowest bidder.

A motion was made by Dr. Garvin and seconded by Mr. Aguilar to approve the award of the District Wide Edge Switch Refresh (Project #24-480) to ConvergeOne, Inc. for the proposed amount of \$2,244,010.60 to be paid from Fund 01. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Award Of Contract: District Wide Wireless Access Point Upgrade, E-Rate (Project # 24-481)

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened Request for Proposals (RFP's) on March 5, 2024, for the District Wide Wireless Access Point Upgrade (PROJECT #24-481). Participation in the RFP included meeting requirements of the Telecommunications Act of 1996, (commonly known as the E-Rate), and that all proposals must be submitted by approved National Association of State Procurement Officials (NASPO), NASPO VALUEPOINT Authorized Resellers. Four (4) proposals were received and evaluated using the District specified criteria included in the RFP documents. The resulting proposal recap and administrative recommendation follows:

Bidder	Base Bid
InTCHSolutions <i>Irvine, California</i>	\$534,813.14
SEHI Computer Products, Inc. <i>San Clemente California</i>	\$719,094.85
ConvergeOne, Inc. <i>Bloomington, Minnesota</i>	\$979,376.77

GigaKom <i>San Diego, California</i>	\$1,236,517.83
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After review and evaluation by administration, ConvergeOne, Inc. was determined to have met the District’s contract, service, and cost requirements. ConvergeOne, Inc. earned the most points per the rating system, followed by Gigakom. InTCHSolutions and SEHI Computer Products, Inc. offered alternative hardware solutions which did not meet the minimum technical requirements as specified in the RFP.

A motion was made by Ms. Hernandez and seconded by Mr. Aguilar to approve the award of the District Wide Wireless Access Point Upgrade, E-Rate (Project #24-481) to ConvergeOne, Inc for the proposed amount of \$979,376.77 to be paid from Fund 01. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

CONSENT ITEMS

It was requested by a board member for the district to consider purchasing more American made products or European made goods moving forward.

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

Roll Call Vote:

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

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

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

Payroll	\$ 11,321,274.13
Warrants	\$ 3,553,187.88

Total \$ 14,874,462.01

C. Attendance Report

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

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
SOS Entertainment	DJ sound, lighting and photo booth services for PVHS Prom on May 4, 2024.	\$12,455/ASB	Yolanda Ortiz
SOS Entertainment	DJ sound, lighting and photo booth services for ERHS Prom on April 27, 2024.	\$7,000/ASB	Yolanda Ortiz
Kern County Superintendent of Schools	The KCSOS Multilingual Education Consultant delivered professional development on English Language Development (ELD) for teachers and instructional assistants on January 8th and January 10th, 2024. This training was tailored to address the specific needs identified through the Multilingual Shadowing study conducted.	\$9,909.80/Title III Professional Learning Development	Krista Herrera
ECS Imaging, Inc.	Laserfiche Cloud Professional Document Management for Employee Notifications requiring acknowledgement from March 1, 2024 to March 1, 2025.	NTE \$24,228.00	Kevin Platt

E. Facility Report – **Appendix B**

F. 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 requested 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 the website <https://www.publicsurplus.com/sms/browse/home>. Auction notice will be posted in no less than three

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public places within the District, including the District's website at <http://www.smjuhsd.org>

Tag #	Asset Category	Description	Serial #
10896	COMPUTER	DELL LATITUDE D620	
20255	COMPUTER	DELL AIO	
21505	COMPUTER		
22767	MONITOR	DELL MONITOR	
26439	PRINTER	PRINTER	NYA36892
27008	COMPUTER	WINDOWS 8 FRAME	
28524	COMPUTER	DELL OPTIPLEX 3030	
28543	COMPUTER	DELL OPTIPLEX 3030	
37195	COMPUTER	DELL D56F LAPTOP	1CDYZ53
37199	COMPUTER	DELL XPS LAPTOP	J9S0063
37580	COMPUTER	DELL XPS LAPTOP	3652063
12391	PRINTER	HP LASERJET	CNBY818161
13163	MONITOR	15" FLAT PANEL MONITOR	4C6OGHU
13750	MONITOR	15" FLAT PANEL	51G15FS
24073	AV EQUIP	BENQ PROJECTOR MP626	PD17A00308031
24153	COMPUTER	LATITUDE E6510	5TD9ZN1
25845	PRINTER	PRINTER, HP LASERJET PRO 400	VNB5P01306
26354	COMPUTER	OPTIPLEX 3011 AIO	1F9BKO2
26355	COMPUTER	OPTIPLEX 3011 AIO	1FB8KO2
26361	COMPUTER	OPTIPLEX 3011 AIO	1FBBKO2
26705	COMPUTER	OPTIPLEX 9010 AIO	CB9KGX1
27451	COMPUTER	OPTIPLEX 9020 AIO	FX51K02
28736	PRINTER	FARGO DTC4500E ID CARD PRINTER	B6160596
29314	MONITOR	DELL #A6997010 TOUCH MONITOR	A143010958
37555	LAPTOPS	XPS 15 7590 LAPTOP	
37557	LAPTOPS	XPS 15 7590 LAPTOP	
	PRINTER	HP OFFICEJET PRO 8210	CN6A7DT0G4
	PRINTER	PRINTER	U63878H2N979769
	PRINTER	HP LASERJET PRO P1606DN	VNB3F81204
	SCANNER	CANON SCANLIDE 60	4ZK006084

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

Administrative Recommendation to order expulsion: 377363, 377448, 358595

Administrative Recommendation to suspend the order of expulsion: 378378

H. Discard or Sell Obsolete Textbooks

The following textbooks were submitted for discard by various sites:

Textbook Title	ISBN #	# of Copies	Site
Career Choices and Changes 4 th Edition	978-1-878787-17-0	257	PVHS
Adobe Dreamweaver CS5	0-538-47869-1	40	PVHS
Entrepreneurship 2 nd Edition	1-63126-635-7	36	PVHS
Clinical Kinesiology and Anatomy 5 th Edition	0-8036-2363-1	60	PVHS

I. Approval of Board Policies

The board policies listed below were presented for approval. These policies were listed for first reading on the February 13, 2024 board agenda.

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

J. K-12 Strong Workforce Program (SWP) Round 6 - Memorandum of Understanding (MOU)

In the summer of 2018, the California legislature introduced the K12 Strong Workforce Program (K12 SWP) as an ongoing statewide funding opportunity. It is designed to support K–12 local education agencies (LEAs) in creating, improv-

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ing, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. SMJUHS D will partner with SBCEO as part of a consortium to support CTE pathway completion. For Round 6, SMJUHS D has been allotted \$374,000 to support our CTE students.

K. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Rebecca Wingerden (RHS) & Laura Branch (RHS) Attend Yellowstone's Prequel: Wildlife & Humans	June 6, 2024- June 14, 2024 Bozeman & Yellowstone National Park, MT	Field course to explore roadside geology in Yellowstone National Park.	CTEIG
ERHS Counselors: Norma Hernandez , Erin Consorti, Julie Utterback, Saira Perez & Raul Reyes American School Counseling Association Annual Conference	July 13-16, 2024 Kansas City, Missouri	This conference is the premier event for in-depth school counseling-related educational sessions. It includes four days of breakout sessions, general sessions, and networking events to enhance school counseling knowledge, improve school counseling program and discover best practices in the field.	LCAP Goal 4.1
Tyler Dickinson Participate in Certified American Grown Floral Design Team	April 13-18, 2024 Washington, DC	The First Lady's Luncheon is a gathering of current and former spouses of Members of Congress, Administration officials, business leaders, philanthropists and friends of The Congressional Club Museum and Foundation, to honor The First Lady and to champion bi-partisan community service. Certified American Grown and its growers supply all the flowers for the event to ensure that more and more consumers and policy makers understand the importance of supporting the unique, local & domestic floral industry.	LCAP 3.5

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Dr. Krista Herrera, Ivan Diaz (SMHS), Kevin Ilac (PVHS), Glynda Maddaleno (DHS) Attend Innovative Schools Summit	July 8-12, 2024 Las Vegas, NV	Attend the nation's top k-12 education conference that brings together internationally recognized thought leaders, administrators, teachers, and consultants to share innovative best practices and research-based methodologies.	Title 1
Jeff Cooper (DHS,) & Catherine Carpenter (DHS) + 4 Students VEX Robotics World Championship	April 24-28, 2024 Dallas, TX	Compete in the Robotics World Championship.	LCAP 3.3
Tiffany Cunningham (RHS) Kognity Science Leadership Forum	March 19-20, 2024 Denver, CO	Participate in the Kognity Science Leadership Forum taking place at the National Science Teachers Association for a day of collaboration and workshops to learn from and share best practices with other science leaders.	LCAP 1.1

L. Annual Update of Pupil Transportation Services Plan – **Appendix I**

In accordance with Education Code Section 39800.1 (a) the district adopted a plan describing the transportation services it will offer to its pupils and how it will prioritize planned transportation services for pupils who are low income. The plan requirement shall be updated by April 1 each year and is a condition of receiving 60% transportation funding under Education Code Section 41850.1. It was recommended that the Board of Education approve the Annual Update of Pupil Transportation Services Plan as presented in Appendix I.

M. Authorization to Utilize Region 14 ESC/OMNIA Partners - Lenovo, LLC for the Length of the Contract through November 30, 2025

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that the purchase of Technology Solutions, Products and Services be made utilizing the provisions of the PCC that allows purchasing from Region 14 ESC/OMNIA Partners - Lenovo, LLC - Contract Number 01-146 through November 30, 2025 with the option to renew for five (5) additional one (1) year periods through November 30, 2030.

- N. Authorization to Utilize NASPOVP-California for District-wide Purchases of Dell Marketing, L.P. Computer Equipment, Peripherals & Related Services for the length of the Contract through June 30, 2025

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the Public Contract Code, “school districts may, without competitive bidding, utilize contracts, master agreements, multiple award schedules... established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of computer equipment, peripherals and related services be made utilizing the provisions of the Public Contract Code that allow purchasing from a NASPOVP-California – National Association of State Procurement Officials Value Point – California Agreement Number 7-23-70-55-01 from Master Agreement Number 23026, utilizing Dell Marketing, L.P., the servicing vendor, through June 30, 2025.

- O. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO24-01325	Lenovo	\$1,600,779.38	2024/25 Lenovo tablets / General Fund LCAP 5.2
PO24-01326	Lenovo	\$77,054.81	Workstation TS tiny (base), keyboard & mouse (37 qty) PVHS LAB / General Fund CTEIG
PO24-01336	Madland Toyota Lift, Inc.	\$87,055.46	Toyota lift truck / Bond Fund 26 H2016 & General Fund CTEIG
PO24-01356	Santa Barbara County SELPA	\$194,130.00	FY 23-24 Non-public school placements / General Fund special ed mental health

- P. Acceptance of Gifts

Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Sherrie/David Amido	Cheer	\$100.00
Thomas H./Judith M. Proffitt	Athletics-General	\$100.00
Allied Universal	Warrior Goats	\$500.00
Medley Sapp/Mark Resnick	Coach Sapp Memorial Scholar.	\$893.00
Children's Creative Project	Marimba/Ballet Folklorico	\$2,900.00
Allied Universal	Warrior Goats	\$500.00
Wood Mountain, Inc. Holiday Fund-raising Prog.	Girls Golf	\$2,066.75
Wood Mountain, Inc. Holiday Fund-raising Prog.	Softball	\$4,077.25

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Rudolph/Kristie Molina	Cheer	\$100.00
Total Righetti High School		<u>\$11,237.00</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Maria FFA Boosters	FFA	\$15,000.00
The Kharazi Foundation	John Root's Class	\$500.00
Hormel Investments	Glenn Goldin's Class	\$3,000.00
Total Santa Maria High School		<u>\$18,500.00</u>
District Office		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
EHP Solutions	Curriculum & Instruction Dept	Items valued at \$488.95
Patrick Ang	Curriculum & Instruction Dept	Photo Session valued at \$500.00
Chick-fil-A Enos Ranch	Curriculum & Instruction Dept	Gift cards valued at \$162.25
Culver Newlin	Curriculum & Instruction Dept	Gift cards valued at \$200.00
Uline	Curriculum & Instruction Dept	Items valued at \$145.00
Flowers & Associates	Curriculum & Instruction Dept	\$1000.00
Turnitin	Curriculum & Instruction Dept	Gift cards valued at \$150.00
Total District Office		<u>\$2,646.20</u>

FUTURE BOARD MEETINGS FOR 2024

Unless otherwise announced, the next regular meeting of the Board of Education will be held on April 16, 2024.* Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2024:

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

**Not on the second Tuesday of the month*

ADJOURN

The meeting was adjourned at 8:12 p.m.