

May 11, 2021

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting May 11, 2021

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

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

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

4:45 p.m. Closed Session/6:30 p.m. General Session

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

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

The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Tammy Rhine at (805) 922-4573, extension 4202 by 5:00 p.m. on May 10, 2021.

If you would like to address the SMJUHS Board of Education at the May 11, 2021 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on May 10, 2021. The email address is SMJUHS-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on May 10, 2021. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

I. OPEN SESSION

A. Call to Order

II. ADJOURN TO CLOSED SESSION

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

- A. Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent
 - B. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
 - C. Conference with Labor Negotiators** – The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
 - D. Conference with Legal Counsel regarding Anticipated Litigation** – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): two matters.
 - E. Potential Threat to Public Services or Facilities Pursuant to Government Code §54957(a)** – Consultation with District legal counsel
-

III. RECONVENE IN OPEN SESSION

- A. Call to Order/Flag Salute**
-

IV. ANNOUNCE CLOSED SESSION ACTIONS – Antonio Garcia, Superintendent

V. REPORTS

- A. Student Reports** – Janeyri Antonio/SMHS; Karlee Cullen/ERHS; Ashley Fuerte/Delta; Carlos Rivas/PVHS
 - B. Superintendent’s Report**
 - C. Board Member Reports**
-

VI. PRESENTATIONS

- A. CTE Center** – John Davis, Asst. Superintendent of Curriculum and Instruction; Paul Robinson, Director of Career Technical Education (CTE)
 - B. Summer Program 2021** – John Davis, Asst. Superintendent of Curriculum and Instruction
-

VII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

**1. Reopener Proposals for Negotiations with CSEA 2021-22-
*Appendix C – Information Only (No Action Needed)***

Resource Person: Kevin Platt, Asst. Superintendent of Human Resources; Joni McDonald, Director of 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 June Board meeting. A copy of the proposals are attached.

The proposal from CSEA includes,

- Article 3, Pay and Allowances
- Article 4, Health and Welfare Benefits
- Article 14, Safety

The proposal from the District includes,

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

2. Approval of Classified Bargaining Unit Tentative Agreement on Work Calendars for 2021/22 – Appendix D

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

The District and the California School Employees Association (CSEA) have reached a tentative agreement on work calendars for 2021/22. The Tentative Agreement dated April 28, 2021 will take effect upon approval by both parties. (See Appendix D)

***** IT IS RECOMMENDED THAT** the Board of Education approve the work calendars for 2021/22 with CSEA pursuant to the tentative agreement dated April 28, 2021 and pending ratification by CSEA as presented in Appendix D.

Moved _____ **Second** _____

Roll Call Vote:

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

3. Reduction in Force for Classified Staff – Resolution Number 20-2020-2021

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

The district must reduce certain classified positions due to lack of work or lack of funds. Resolution No. 20-2020-2021 authorizes the administration to proceed with the recommended reduction in force.

Due to lack of work the District must reduce the work hours of certain Transportation positions for the beginning of next school year. New routes will be established and will be selected in the new school year, per the CSEA labor agreement.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 20-2020-2021 which authorizes the administration to proceed with the recommended reduction in classified staff.

Moved _____ Second _____

A Roll Call Vote is Required:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 20-2020-2021**

RESOLUTION IN SUPPORT OF REDUCTION OF CLASSIFIED SERVICES

WHEREAS, the Superintendent recommends, and the Board finds it is in the best interest of the District that certain services now being provided by the District be reduced due to lack of work or lack of funds to the following extent:

<u>Number of Positions</u>	<u>Classification</u>	<u>Disposition</u>
27	Bus Drivers	Reduce total of 46.5 hours

NOW, THEREFORE, BE IT RESOLVED THAT the Superintendent is authorized and directed to issue a Notice of Layoff to the affected classified employee(s) of the District pursuant to California Education Code §45117 no later than 60 days prior to the effective date of the layoff for lack of work or lack of funds resulting from the reduction of services as set forth above.

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 eleventh day of May 2021.

- AYES:**
NOES:
ABSENT:
ABSTAIN:

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

**4. Classified School Employee Week –
Resolution Number 21-2020-2021**

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

Resolution Number 21-2020-2021 declaring May 16 through May 22, 2021 to be Santa Maria Joint Union High School District’s Classified School Employees Week. Classified school employees play crucial roles in education. From the time students board a school bus to the time they head home at the end of the day, every aspect of their education experience is impacted by a classified school employee. Classified employees are integral to public education. Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 21-2020-2021 as presented on the following page.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 21-2020-2021**

**RESOLUTION DECLARING MAY 16 THROUGH MAY 22, 2021
TO BE CLASSIFIED SCHOOL EMPLOYEE WEEK**

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Santa Maria Joint Union High School District Board of Education hereby recognize and honor the contributions of classified professionals to quality education in the State of California and the Santa Maria Joint Union High School District and declares the week of May 16 through May 22, 2021, as Classified School Employee Week in the Santa Maria Joint Union High School District.

PASSED AND ADOPTED by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this eleventh day of May 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

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

5. Day of the Teacher – Resolution Number 22-2020-2021

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

Resolution Number 22-2020-2021 declares May 12, 2021 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 22-2020-2021 as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Resolution Number 22-2020-2021

RESOLUTION DECLARING MAY 12, 2021
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 12, 2021, 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 eleventh day of May, 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

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

B. INSTRUCTION

1. Santa Barbara Countywide Expulsion Plan for 2021-2024 – Appendix E

Resource Person: John Davis, Asst. Superintendent of Curriculum & Instruction

The Santa Barbara Countywide Expulsion Plan for 2021-24 is presented for recommended approval as required by California Education Code § 48926. Education Code § 48926 requires county superintendents, in conjunction with superintendents of the school districts within that county, develop a plan for providing educational services to all expelled pupils in that county. Additionally, each county superintendent of schools, in conjunction with district superintendents in the county, must submit a triennial update to that plan to the State Superintendent of Public Instruction by June 30.

***** IT IS RECOMMENDED THAT** the Board of Education approve the Santa Barbara Countywide Expulsion Plan for 2021-2024 as presented.

Moved _____ **Second** _____

Roll Call Vote:

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

C. BUSINESS

1. APPROVE BID: SMHS 4 PORTABLE CLASSROOMS INSTALLATION (PROJECT #20-357)

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

The administration opened bids on April 30, 2021 for the SMHS 4 PORTABLE CLASSROOMS INSTALLATION (PROJECT #20-357). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Edwards Construction Group	\$195,311.60
Effect Contractors	\$197,000.00
RDZ Contractors	\$248,009.00
Carroll Building Company	\$248,793.00
Moreno Valley Construction	\$339,000.00

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

*** **IT IS RECOMMENDED THAT** the Board of Education approve SMHS 4 PORTABLE CLASSROOMS INSTALLATION (PROJECT #20-357) to the lowest bidder, Edwards Construction Group, for the bid amount of \$195,311.60 to be paid from the Developer Fee Fund (Fund 25).

Moved _____ **Second** _____

Roll Call Vote:

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

2. PVHS Transformer Busway Restoration (PROJECT #20-337)

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

The administration opened bids on April 22, 2021 for the PVHS TRANSFORMER BUSWAY RESTORATION (PROJECT #20-337). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Santa Maria Electric, Inc.	\$178,500.00

One bid was received at bid opening.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the PVHS TRANSFORMER BUSWAY RESTORATION (PROJECT #20-337) to Santa Maria Electric, Inc. for the bid amount of \$178,500.00 to be paid from the Routine Restricted Maintenance and General Funds (Fund 01).

Moved _____ **Second** _____

Roll Call Vote:

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

3. Establish Temporary Interfund Transfers of Special or Restricted Funds – Resolution Number 23-2020-2021

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

California Education Code Section 42603 allows the District to engage in internal borrowings between any fund. Funds may be temporarily transferred to another fund for payment of obligations. The transferred amounts shall not be available for appropriation or considered income to the borrowing fund and shall be repaid in the same fiscal year or in the following fiscal year if the transfer occurs within the final 120 calendar days of the fiscal year.

Borrowing shall occur only when the receiving fund will earn sufficient income in the current fiscal year to repay the amount transferred, and no more than 75 percent of the maximum of funds held in any fund during a current fiscal year may be transferred.

These loans will enable the District flexibility to meet the cash flow needs of all of the District’s individual funds.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 23-2020-2021 allowing temporary loans between the District’s funds during the 2020-2021 school year. These transfers are temporary and must be paid back under the provisions of California Education Code 42603.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 23-2020-2021**

**RESOLUTION TO ESTABLISH TEMPORARY INTERFUND
TRANSFERS OF SPECIAL OR RESTRICTED FUNDS**

WHEREAS, the board of any school district may direct that funds held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Santa Maria Joint Union High School District, in accordance with the provisions of Education Code section 42603 adopts the following authorization for fiscal year 2020-2021 to temporarily transfer funds between funds provided that all transfers are approved by the Superintendent or his designee.

PASSED AND ADOPTED this 11th day of May, 2021, by the following vote:

- AYES:**
- NOES:**
- ABSENT:**
- ABSTAIN:**

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

**4. Self-Insurance Program for Employees (SIPE) Representatives –
Resolution Number 24-2020-2021**

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

The district participates in a Joint Powers Agency for Self-Funding of Workers' Compensation. Each district appoints one representative and one alternate to the SIPE Board of Directors. Resolution Number 24-2020-2021 authorizes the district's appointment of the Director of Facilities & Operations as a representative and the Assistant Superintendent of Human Resources, as an alternate to the SIPE Board of Directors.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 24-2020-2021 authorizing the appointment of a representative and an alternate to the SIPE Board of Directors.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 24-2020-2021**

**RESOLUTION FOR DESIGNATION OF THE OFFICIAL REPRESENTATIVES TO THE
SANTA BARBARA COUNTY SCHOOLS SELF-INSURANCE PROGRAM FOR EM-
PLOYEES (SIPE) JOINT POWERS AUTHORITY BOARD OF DIRECTORS**

WHEREAS, the Board Of Education of the Santa Maria Joint Union High School District recognizes that the Santa Barbara County Schools Self-Insurance Program for Employees (SIPE) is the district's workers' compensation Joint Powers Authority (JPA); and

WHEREAS, through this Resolution, the Board of Education is identifying the official representative and an alternate representative to SIPE.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education of the Santa Maria Joint Union High School District designates the Director of Facilities & Operations as the district's official representative to SIPE and the Assistant Superintendent of Human Resources as the official alternate for the purpose of representation to SIPE.

PASSED AND ADOPTED this 11th day of May, 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

**5. Adoption of School Facilities Needs Analysis – Level II Fees –
Appendix F/Resolution Number 25-2020-2021**

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

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

Current Fee

Level II - \$2.91

Proposed Fee

Level II - \$2.91 – effective May 12, 2021 upon approval

Resolution Number 25 – 2020-2021 authorizes the District to continue assessing the Level II fees for new residential construction pursuant to Government Code Section 65995. The District’s School Facilities Needs Analysis was available for public review at least 30 days prior to the public meeting, as required by law.

A PUBLIC HEARING IS REQUIRED

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

*** **IT IS RECOMMENDED THAT** the Board of Education review, consider, and adopt the findings contained in the School Facilities Needs Analysis and adopt the Level II Fees identified in Resolution No. 25–2020-2021, presented as Appendix F.

Moved _____

Second _____

A Roll Call Vote is Required:

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

6. Public Hearing on Initial Study/Mitigated Negative Declaration and Proposed Righetti High School New Maintenance and Operations Building Project No. 16-236; Approval and Adoption of Resolution No. 26 - 2020-2021 Adopting the Initial Study/Mitigated Negative Declaration, CEQA Findings, Mitigation Measures, and Mitigation Monitoring and Reporting Program for the Project, and Approving the Project – Appendix G/Resolution Number 26-2020-2021

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

The District is proposing the construction and operation of a new 3,480-square foot maintenance and operations building on Assessor's Parcel Number (APN) 107-200-012 of the Ernest Righetti High School campus (APN 107-200-012 and 107-200-013), consisting of 2 maintenance bays, office, break room, laundry, toilet, and miscellaneous rooms, mechanical systems, flooring and tile, ceilings, paint, removal of existing soil, installation of new concrete paving, asphalt, sod and exterior and interior lighting ("Project").

In accordance with the requirements of the California Environmental Quality Act of 1970, as amended ("CEQA"), and CEQA Guidelines, the District has prepared an Initial Study/Mitigated Negative Declaration which evaluates the potential environmental effects of the Project, and a Mitigation Monitoring and Reporting Program ("MMRP") for the Project, which defines the measures which would be imposed on the Project to mitigate or avoid potentially significant environmental impacts of the Project. The Initial Study/Mitigated Negative Declaration concludes that implementation of the Project will not result in a significant effect on the environment because the mitigation and standard measures described in the Initial Study/Mitigated Negative Declaration and MMRP are included in the Project to reduce potential impacts to a less than significant level. The final Initial Study/Mitigated Negative Declaration at the link set forth on Exhibit A to the Resolution, and the MMRP is attached as Exhibit B to the Resolution.

The Board is required to make certain findings under CEQA, as set forth in the Resolution, when adopting a mitigated negative declaration. Board adoption of the final Initial Study/Mitigated Negative Declaration and MMRP for the Project in compliance with CEQA would allow the District to move forward with the Project if the Project is approved.

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 Resolution 26 - 2020-2021, Adopting the Final Initial Study/Mitigated Negative Declaration, CEQA Findings, Mitigation Measures, and MMRP for the Project, and Approving the Project, presented as Appendix G.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

7. Notice of Completion

The following project was substantially completed on January 31, 2021 and in order 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) Career Technical Education and Agriculture Farm, Project 11-102.1 with Vernon Edwards Constructors (Contractor)

*** **IT IS RECOMMENDED THAT** the Board of Education accept the Notice of Completion for Project 11-102.1 as presented.

Moved _____ **Second** _____

Roll Call Vote:

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

VIII. CONSENT ITEMS

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

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

Moved _____ Second _____

Roll Call Vote:

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

A. Approval of Minutes

Regular Board Meeting – April 13, 2021
 Special Board Meeting – May 3, 2021

B. Approval of Warrants for the Month of April 2021 – Jeri will get to me this morning

Payroll	\$8,748,622.28
Warrants	<u>3,890,911.04</u>
Total	<u>\$12,639,533.32</u>

C. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Pyro Spectaculars, Inc.	Graduation Fireworks	\$3,000/ RHS ASB	Yolanda Ortiz
Music Memories & More Custom Events	Services for Senior Gala (Lighting, Music, Décor, Video, etc.)	\$15,606/ PVHS ASB	Yolanda Ortiz
Gray Step Software	ASB Software Program and Training	\$3885/ General Fund	Yolanda Ortiz

REGULAR MEETING May 11, 2021

Miradx, Inc.	COVID Testing for Sports	\$188,550/ AB86 – In-Person Instruction Grant (IPI)	Kevin Platt
AVID Center	Membership Fees	\$18,716/ LCAP 4.2	John Davis
Collaborative Learning Solutions (CLS)	Consultation and Technical Assistance to address Significant Disproportionality for Special Education	\$42,500/ CCEIS and LCAP	John Davis
United We Lead Foundation	English Learner Parent Virtual Academy for 100 participants	\$20,450/ Title 3	John Davis
Jose Navarro	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$14,000/ LCAP 2.4	John Davis
Jenell Navarro	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$14,500/ LCAP 2.4	John Davis
Silvia Marijuan	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$2,000/ LCAP 2.4	John Davis
Jane Lehr	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$4,000/ LCAP 2.4	John Davis
Grace Yeh	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$8,500/ LCAP 2.4	John Davis
Denise Isom	Consultant Services for the SMJUHS D Advancing, Diversity, Inclusion & Equity in Schools Amendment #1	\$12,500/ LCAP 2.4	John Davis
Hatch & Cesario	Legal Services for Special Education	As Needed/ Special Ed	John Davis

D. Facility Report – **Appendix B**

E. Out of State Travel

Name/Reason	Place/Dates	Funding
Eric Blanco, Maria Fruge, Ben Lopez, Victoria Lopez, Donna Trombetta/American School Counselor Annual Conference	Las Vegas, NV/ July 11-14, 2021	LCAP 4.1
Mary Foley, Nicole Pedeliski/ Family, Career and Community Leaders of America National Leadership Conference	Nashville, TN/ June 27-July 2, 2021	LCAP 4.8

F. CTE Center/Agricultural Farm Project #11-102.1: Approval of Amendment No. 5 to Facilities Lease Increasing Guaranteed Maximum Price (GMP)

The CTE Center/Agricultural Farm Project #11-102.1 Guaranteed Maximum Price (GMP) was approved under Amendment No. 1 as \$19,925,033.00. Amendment No. 2 included Change Orders (CO) 1 and 2 increasing the GMP to \$20,440,830.40. Amendment No. 3 included CO's 3 and 4 increasing the GMP to \$20,606,189.94. Amendment No. 4 included CO's 5 and 6 increasing the GMP to \$22,083,219.70.

Amendment No. 5 requests approval for the following: CO No. 7, reflecting a final credit amount of \$4,567.00. It includes a credit for unused District Contract contingency allowances related to offsite utilities, and reimbursements for damaged kitchen worktables. Added work includes software configuration support for communication systems. Additionally, the document reflects a clerical error correction related to the Architects Change Order log. CO No. 7 decreases the GMP from \$22,083,219.70 to \$22,078,652.70.

G. Approval of Board Policies

The policies listed below are presented for approval. The policies were listed for first reading on the April 13, 2021 board agenda.

BP/AR 6146	<p>Board Policy and Administrative Regulation 6146 have been updated to include:</p> <ul style="list-style-type: none"> ▪ A minor revision to clarify that immigrant students enrolled in the newcomer programs in grades 11-12 may be eligible for an exemption from locally established graduation requirements, regardless of whether they transferred between schools after the completion of the second year of high school. ▪ The temporary amendment to the District's graduation requirements for certain students during the 2020-21 school year due to the COVID-19 pandemic.
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H. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO21-01407	USA SHADE & FABRIC STRUCTURES	\$129,059.30	Fund 40 (Special Reserve Capital Outlay) RHS Shade Structure
PO22-00001	CREATIVE BUS SALES	\$413,276.83	General Fund School Bus
PO21-01422	B & H PHOTO-VIDEO, INC.	\$112,174.54	ESSER I- Elementary & Secondary School Emergency Relief Balt Power Towers

I. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Tony Barajas	Golf Program	\$300.00
Richard & Patricia Zweifel	NAMI	\$100.00
Total Pioneer Valley High School		<u>\$400.00</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
EHP Solutions/Tim Kim	School	\$5,000.00
David and Marian Avila	Ag Department	\$8,000.00
The Wonderful Company Foundation	Marimba Band & Ballet Folklorico	\$1,000.00
Comite Civico Mexicano	Marching Band	\$500.00
Total Righetti High School		<u>\$14,500.00</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Mike Draper Memorial Fund	FFA – Sheep	\$1,370.00
Gregory Villegas	Band	\$300.00
Total Santa Maria High School		<u>\$1,670.00</u>

IX. REPORTS FROM EMPLOYEE ORGANIZATIONS

X. OPEN SESSION PUBLIC COMMENTS

If you would like to address the SMJUHS Board of Education at the May 11, 2021 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on May 10, 2021. The email address is SMJUHS-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on May 10, 2021. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

XI. FUTURE ITEMS FOR BOARD DISCUSSION

XII. NEXT MEETING DATE

Unless otherwise announced, the next regular meeting of the Board of Education will be held June 8, 2021. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center.

XIII. FUTURE REGULAR BOARD MEETINGS FOR 2021

June 15, 2021	August 3, 2021	October 12, 2021
July 13, 2021	September 14, 2021	November 9, 2021
		December 14, 2021

XIV. ADJOURN

CLASSIFIED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Pay Rate	Hours		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/E	5.75 to 6.5		
	Retire	Administrative Assistant IV - School Site	PVHS	6/28/21	28/E	8		
	Early Notification Bonus			5/28/21	\$1,000			
	Employ	Instructional Assistant-Spec Ed I	PVHS	4/12/21	13/A	5.5		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/E	5.75 to 6		
	Transfer	Grounds Maintenance I	PVHS to CTE	4/19/21	16/E	4		
	Change in Assignment	Custodian	CTE	4/19/21	15/E	4		
	Employ	Carpenter/Welder	DO	4/19/21	28/A	8		
	Resign	Instructional Assistant-Spec Ed II	PVHS	4/7/21	15/C	6		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/E	4.25 to 5		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/E	5.75 to 6.25		
	Employ	Instructional Assistant-Spec Ed II	PVHS	4/12/21	15/A	6		
	Resign	Instructional Assistant-Spec Ed II	RHS	6/10/21	15/A	6		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/A	4 to 5.25		
	School Reopening Rebid	Bus Driver	DO	4/20/21	18/E	5.75 to 6.5		
	Employ	Instructional Assistant-Spec Ed I	SMHS	4/12/21	13/A	5.5		
	Leave Without Pay	Campus Security Officer	DHS	4/1/21 - 6/11/21	19/E	7.25		
CERTIFICATED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Salary	FTE		
	Employ/Prob 2	Special Education	PVHS	2021-22	5/II	1.0		
	Column Advance	Special Education	PVHS	2021-22	5/V	1.0		
	Retire	Physical Ed	PVHS	7/1/21	25/V	1.0		
	Early Notification Bonus				\$1,000			
	Resign	Math	SMHS	6/11/21	3/III	1.0		
COACHING PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	District	ASB/Booster	Dignity Health	Employee Type
	Stipend	Assistant Athletic Director	SMHS	2020-2021	\$3,450			WALK-ON
	Stipend	CoHead Frosh Boys Baseball	ERHS	2020-2021	\$500			WALK-ON
	Stipend	CoHead Varsity Boys Soccer	PVHS	2020-2021		\$2,000		WALK-ON
	Void Stipend	Assistant Varsity Girls Softball	ERHS	2020-2021	\$2,500			WALK-ON
	Stipend	Assistant Varsity Girls Softball	ERHS	2020-2021	\$2,000			WALK-ON
	Stipend	Assistant Varsity Girls Softball	ERHS	2020-2021	\$500			WALK-ON

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

April 2021 and Coronavirus Activities

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 1 - 50 Classroom and Administration Building: Activities occurring this period include continuation of excavation, grading, compaction, footings, and underground utility infrastructure work. New work includes installation of rebar footing cages and concrete pours. **(Photos)**
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Resubmittal of the package to DSA occurred in early April 2021. Once approved, further project planning activity will be suspended until completion of Increment 1, Phase 1, 50 Classroom construction in April of 2023.

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

- The bid presented by Smith Mechanical, Electrical, and Plumbing was approved by the board at the April 13, 2021 Board meeting. Contract documents are being prepared with construction anticipated to begin June 14, 2021.

SMHS 4 Portable Classrooms – Rachlin Partners

- DSA approved plans were received April 7, 2021. The project was issued as a formal bid on April 9, 2021. Bids are due April 29, 2021 and are expected to be presented to the Board at the May 11, 2021 meeting. Work is estimated to begin May 28, 2021 and complete on August 6, 2021.

2. Ernest Righetti High School Construction Projects

ERHS Maintenance and Operations Building – Rachlin Partners

- The Notice of the California Environmental Quality Act (CEQA) Initial Study/Mitigated Negative Declaration was posted March 15 through April 13, 2021 per CEQA requirements. A presentation to the Board, including a public hearing, will occur at the May 11, 2021 Board meeting. The bid package is being finalized and is expected to be issued on May 12, 2021. Construction remains targeted to begin in early July 2021.

ERHS Phase 2 Improvements – Rachlin Partners

- A construction phase planning meeting, including the project team and Site Administration representatives, occurred April 21, 2021. It was determined that five successive phases would be needed based on the number of unoccupied spaces available for relocation of classrooms impacted by the construction. A detailed phasing schedule spanning approximately 23 months is being created for site approval and inclusion in the bid package. It is anticipated a Notice Inviting Bids will be issued April 30, 2021 with bids due on June 2, 2021. Construction is anticipated to start July 12, 2021.

ERHS Turf Replacement – Support Services

- At the Site administration’s request, the original May 17, 2021 construction start date has been moved to June 14, 2021. The work is expected to take approximately one month to complete.

3. Pioneer Valley High School Construction Projects

PVHS 12 Modular Fire System Revisions – Support Services

- DSA issued a Certificate of Compliance Letter dated April 15, 2021. Final project closeout is complete. This project is closed.

PVHS 3 New Modular Classrooms – Rachlin Partners

- The Architect has completed their evaluation of modular building vendor proposals and submitted the information to Support Services Department staff for review. A meeting will be scheduled with the Architect in late April 2021 to discuss best value options. The project schedule will be established once a determination on the building vendor is complete.

PVHS Relocate 86 HVAC Diffusers – Support Services

- Contracts are in process. Construction is scheduled to commence June 14, 2021 and be complete July 9, 2021.

PVHS Electrical Bus Duct Repair – Support Services

- A bid package was issued March 31, 2021. One bid was received and will be presented to the Board for review at the May 11, 2021 meeting. The actual site work schedule will be established after the arrival of custom material required for the repair. The material has a long lead order time of approximately 16 weeks.

PVHS Carpet Replacement 300 Building – Support Services

- Contracts are in process. The carpet will be purchased under an existing Duarte Piggyback contract, with the installation labor bid separately as an Informal bid. Work is to commence July 10, 2021 and complete July 30, 2021.

4. Career Technical Education Center

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

- The project is substantially complete. Program related equipment and furniture are being moved to the site. Students and staff are now beginning to utilize the barn. A final Notice of Completion and final Contract Amendment, including a Change Order credit, is scheduled to go to the Board for review at the May meeting. Other Lease, Leaseback documentation and contract closeout activities will continue for the next few months.

(Photos)

5. District Wide and Support Services Center District Wide Project Closeout – Support Services

- Closeout of legacy projects continues:
 - SMHS #03-105496 Construction of Classroom Building, Special Education Building: Submitted verification forms indicating installation is complete continue under review at the DSA.
 - SMHS #03-102635 Alteration to Graphic Arts/Restroom bldg. 320 and 320A; Industrial Arts bldg. 500; Home Economics bldg. 210: DSA continues review CO #7. The submitted verification form indicating proper completion of the outstanding CO #7 continues under review at the DSA.
 - SMHS #03-102993, Construction of 22 Classrooms and Toilet Building: As previously noted, it was determined the project showing it included 22 buildings appears to include only 16 buildings under the application number. It seems the original Architect may not have adjusted the actual project scope in the DSA file. Direction from the DSA remains pending on how to proceed.
 - ERHS #03-105187, Alterations to 3 classroom Buildings (C, D, and E): Completion of the evaluation of CO #3 remains pending substitute Architect review.

SSC-SMHS 2021 Paving SSC and Lincoln Street – Flowers and Associates

- After considering the potential impact of installing an additional bus parking pad and canopy, the work at the back parking lot has been put on hold to allow for a more comprehensive area review. The Consultant is continuing to prepare design documents for the slurry seal at the SSC north lobby side parking area and Lincoln Street. Construction remains anticipated to occur during the summer of 2021.

District Wide Roof Repairs 2021 SMHS and PVHS – Support Services

- Contracts preparation is underway. Construction is scheduled to start June 14, 2021 and be complete July 29, 2021.

SSC Purchasing Office Reconfiguration – Ravatt-Albrecht Architects

- Construction plans and specifications are anticipated to be submitted to the City of Santa Maria by end of April 2021. A project schedule estimate will be provided upon completion of the review by the City.

SSC Second Story Office Reconfiguration – Ravatt-Albrecht Architects

- Design package development continues. It is anticipated the package will be submitted to the City of Santa Maria for review in late May. A project schedule estimate will be provided upon completion of the review by the City.

SSC Tire Room Reconfiguration – Ravatt-Albrecht Architects

- Design package development continues. It is anticipated the package will be submitted to the City of Santa Maria for review in late May. A project schedule estimate will be provided upon completion of the review by the City.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

SMHS

- Performed weekly grooming and cleaning of stadium sports turf.
- Resumed recycle cardboard collection program with full return of staff and students.
- Performed preventive maintenance on grounds maintenance equipment: gas powered blowers.
- Performed monthly online and in-person training, including training on floor polishing. (Photos)
- Performed routine landscape maintenance at areas A, B, and C. (Photo)
- Painted new fencing and gate at Ethel Pope Auditorium, softball bleachers and baseball outfield foul poles.
- Performed plumbing repairs in the following areas: 360 Breezeway restrooms, 361, pool, 460 MPR kitchen, and MMLC restroom.
- Repaired the football stadium emergency lighting system.
- Repaired the ASB Business Office facsimile line.
- Restored security video surveillance operation at Wilson Gymnasium lobby and the 350 Math Building.
- Replaced filters and serviced four hydration stations.
- Completed assembly and delivery of seventy-two (72) 75-inch Tatung interactive flat panel monitors with NovoPro collaboration hardware.
- Performed inspection and testing of campus wide emergency systems including AED, eyewash stations, emergency showers, emergency lighting, and the fire alarm system.
- Completed monthly fire extinguisher inspections.
- Performed repairs to door hardware: classrooms 336 and 340.
- Completed preventive maintenance on custodian cleaning equipment: four automatic floor scrubbers.
- Performed preventive maintenance on HVAC systems: 350 Math Building, 360 Science Building, 600 portable classrooms (45 units), 800 Broadway Classroom Building, and the Multi-media Learning Center (MMLC) (9 units).
- Repaired heating and air conditioning for the following classrooms: 118, 350 Math boiler and Hallway, 608, 629, 820, and 901.
- Performed weekly swimming pool inspection.
- Performed weekly test operation of four ADA chair lifts and one passenger elevator.
- Installed hands-free paper towel dispensers: classroom 105, 119 restroom, 362 and 820 restrooms.
- Restored natural gas service to Ethel Pope Auditorium. This line was disconnected in a previous project.
- Performed Covid-19 related additional cleaning tasks.
- Performed removal of tagged obsolete equipment: Art Gallery, MPR Kitchen, 330 A and B, 336, and 644.
- Completed lighting lamp replacement in Administration 123A & 130B, Lincoln custodian room, MMLC, 615, and 910.
- Executed removal of wasp nest at classroom 901.
- Completed assembly of a new dish rack for kitchen.
- Installed MERV 13 filters in HVAC units throughout campus.
- Distributed COVID protection barriers and supplies to classrooms as requested. (Photo)
- Performed regular delivery of PPE to requested areas and predetermined stations.
- Provided support of school event and civic center use activities: SMHS Athletic COVID-19 surveillance testing, student backpack distribution, Faculty Professional Development, Food Bank food distribution (Photo), Lion's Club Speaking contest, Agriculture Department Floral Design Workshop, FFA instructional materials distribution, Spanish Honor Society medal and instructional material distribution, Alpine Club Jog-a-Thon, SMHS football, SMHS Boys & Girls Volleyball, SMHS Cross Country meets, SMHS Boys and Girls Soccer match, SMHS baseball and softball, SMHS Boys & Girls Tennis.
- Preventive work hours - 58
- Routine work hours - 122
- Total work orders completed - 353
- Event setup hours - 152

Ken Groppetti
Plant Manager

REGULAR MEETING

May 11, 2021

PVHS

- Prepared tennis courts for tennis matches.
- Painted the practice field for boys' and girls' soccer.
- Set up the stadium and groomed turf for soccer matches.
- Repaired the EZ-Flo gopher control dispenser which is integrated into the turf irrigation system. (Photo)
- Revised the planters and prepared new walkways with road base in front of the boys' and girls' locker rooms. These will be poured in concrete.
- Assembled the discus throwing cage on the practice field for Track and Field events.
- Painted classroom 321 interior and an athletic equipment storage container.
- Installed a water filter system in the Administration Building break room.
- Assembled and delivered three new storage cabinets in classroom 333 and for the Director of Food Services office.
- Assembled twelve new workshop tables for woodshop 205.
- Relocated two storage containers from the student parking lot to a permanent location behind the Performing Arts Center.
- Assembled and delivered twenty-eight Tatung interactive flat panel monitors and rolling stands to designated classrooms.
- Attended TMA work order system training program.
- Repaired a broken shelf in small gas engines storage room.
- Replaced broken steps on diving platforms 1, 2 and 8 on the pool deck.
- Repaired broken railing on the changing table in classroom 333.
- Removed the Smartboard and related sliding track in classroom 324.
- Replaced projector bulb on the computer projector in classroom 301.
- Assembled rolling workstation carts for PE faculty. (Photo)
- Replaced broken ceiling tile in portable classroom 630.
- Repaired water leak under hand sink in the kitchen.
- Changed out arcing light switch in boys' restroom at the pool and replaced fluorescent light ballasts in girls' restroom at the pool.
- Repaired door threshold girls' restroom at the 400 Building.
- Installed two 4-foot whiteboards on both sides of 75-inch Smartboard interactive flat panel monitor in classroom 219.
- Assembled and delivered a new serving cart for kitchen staff.
- Repaired the security tent and reinstalled it in front of campus.
- Assembled and delivered twenty-eight Tatung interactive flat panel monitors and rolling stands at the CTE Center. (Photo)
- Cut and Set up one way routing through interior hallways for first and second floors in the 300 and 400 Buildings.
- Pressure washed all outdoor lunch tables before students returned to campus. (Photo)
- Installed MERV 13 filters in HVAC units throughout campus.
- Affixed COVID protocol signs to areas identified by District management throughout campus prior to reopening.
- Provided support of school event and civic center use activities: boys' and girls' water polo, boys' and girls' swim, cross country, track & field, soccer, baseball (Photo), softball, basketball, volleyball, and football.
- Preventive work order hours – 8
- Routine work hours – 535
- Total work orders completed – 211
- Event setup hours - 96

Dan Mather
Plant Manager

REGULAR MEETING

May 11, 2021

ERHS

- Performed General landscape maintenance ERHS and DHS.
- Completed gopher control procedures. (Photo)
- Groomed the stadium for football and soccer games.
- Performed Herbicide application at ERHS and DHS.
- Completed preventive maintenance: automatic rolling gate inspection and lubrication.
- Serviced grounds equipment: Gators, leaf blowers, lawn edgers, mowers, trimmers, and chainsaw.
- Distributed work order input tablets to Grounds I and II employees.
- Replaced night lights outside classrooms 429, 435, and tennis courts.
- Revised the lighting timer schedule for the ticket booth lights and general campus lights.
- Performed paint touch-up all building columns campus wide.
- Rerouted water supply lines and drain lines for new cafeteria counters.
- Patched and painted the wall in the cafeteria kitchen following the rerouting of the water lines.
- Repaired the hydration station at Delta High School.
- Performed monthly tests and inspections: AEDs, eye wash stations, emergency lights, emergency showers, fire extinguisher, and campus alarms.
- Completed preventive maintenance on 200 and 300 Building boilers.
- Performed semi-annual HVAC preventive maintenance on the portable classrooms.
- Inspected, lubricated, and adjusted doors in Administration, pool, grounds shop, cafeteria and 100 Building. (Photo)
- Replaced damaged ceiling tiles in classroom 624; added shelving and secured bookshelves in classroom 506.
- Installed a new HVAC unit on the roof of classroom 504; replaced HVAC motor in classroom 317. (Photo)
- Completed plumbing repairs: toilet and urinal flush valves, plugged toilets, and leaky faucets.
- Arranged classroom furniture for return of Seniors per CDPH guidelines.
- Delivered and assembled COVID-19 Personal Protective Equipment and supplies campus wide: Kai-O cleaner, paper towels, disinfecting wipes, gloves, masks, face shields, and protective barriers. (Photos)
- Prepared COVID room, assembled new teacher chairs, assembled ergonomic workstation items, assembled, and delivered Tatung interactive flat panel monitors. Installed MERV 13 filters in HVAC units throughout campus. (Photo)
- Completed annual fire alarm testing.
- Installed new lane lines at Pool. (Photo)
- Provided support of school event and civic center use activities: - tennis, football, track and field, baseball, softball, soccer, volleyball, basketball, FFA Drive Through Event, cheer practice, student study teams, COVID testing room for athletics, daily weight delivery for outdoor weightlifting.
- Preventive work order hours –131 (0 DHS)
- Routine work order hours –69 (includes 4 DHS)
- Total work orders completed – 148 (includes 14 DHS)
- Event setup hours – 95

Danny Sheridan
Plant Manager

Graffiti & Vandalism

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

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



SMHS 50-Classroom Building – Footings and Rebar in Place



SMHS 50-Classroom Building – Early Morning Concrete Pouring for Footings



SMHS 50-Classroom Building – Pouring of Footings Continues



SMHS 50-Classroom Building – Three Story Footings are HUGE!!!



CTE Center – Paul Robinson and Steve Moody Oversee Milling Equipment Setup



CTE Center – Seven Engine Lathes all in a Row



CTE Center – Multi-Axis Computer Controlled Mills Arrive



CTE Center – First Inhabitants Sheepishly Enjoy an Early Breakfast

Photo Gallery – Maintenance & Operations



SMHS - Performing Arts Center is Used to Train Operations Employees on Floor Polishing Techniques



SMHS – Miguel Sanchez Practices Floor Polishing in the Ethel Pope Auditorium Foyer



SMHS – Polished Floor Restoration Practice Takes Place in the Performing Arts Center



SMHS – Nick Canaan Completes Weekly Landscape Maintenance Near Stowell Road



SMHS – COVID-19 Supplies Prepared for Classroom Distribution



SMHS – The Food Bank Distributes Food on Camino Colegio



PVHS – Grounds Crew Repairs the Gopher Control Chemical Dispenser at the Irrigation Well



PVHS – Greg Parker Assembles Workstation Carts for Physical Education Teachers



PVHS – Elias Camacho Assembles Rolling Stands for Tatung Interactive Flat Panel Monitors at the CTE Center



PVHS – Paul Alvarez Power Washes the Student Lunch Tables Prior to Seniors Returning



PVHS – Baseball Fans Enjoy a COVID-Safe View of the Varsity Game



ERHS – José Mendez Sets Gopher Traps Along the Hillside Walkway



ERHS – Jimmy Salutan Inspects and Repairs Campus Doors



ERHS – Bernie Rayner Heads onto the Roof to Repair a Heating Unit



ERHS – Luis Rosa Santos Vacuums a COVID-Ready Classroom



ERHS – Leo Avila Installs COVID-19 Signage in Preparation for Seniors' Return



ERHS – MERV 13 Air Filters are Installed throughout the District



ERHS – Leo Avila and Jordan Markstone Deliver New Pool Lane Lines

REGULAR MEETING
May 11, 2021

APPENDIX C

**Reopener Proposals for Negotiations with
CSEA 2021-22**

March 15, 2021

Via Electronic Mail

Antonio Garcia, Superintendent
Santa Maria Joint Union High School District
2560 Skyway Drive
Santa Maria CA 93455

Re: California School Employees Association and its Central Coast Chapter 455 Initial Proposals

Dear Superintendent Garcia:

The purpose of this letter is to inform the Santa Maria Joint Union High School District (District) that California School Employees Association and its Central Coast Chapter #455 hereby submit the following initial proposal for the 2021-2022 reopener negotiations between the parties.

Article 3 (Pay and Allowances)

- CSEA has an interest in a fair and ongoing increase in total compensation
- CSEA has an interest in adding additional steps to the salary schedule
- CSEA has an interest in updating the longevity schedule

Article 4 (Health and Welfare)

- CSEA has an interest in updating the District's distribution for the Health and Welfare contributions for all members
- CSEA has an interest in updating the eligibility requirements for the Health and Welfare plans for all members

Article 14 (Safety)

- CSEA has an interest in updating safety and security language

CSEA reserves the right to amend, add, and/or withdraw any proposals during 2021-2022 reopener negotiations, with prior notification to the District.

Thank you in advance for your attention to this matter. If you have any questions, comments, or concerns, please contact me at jgonzalez@csea.com or at (818) 502-3844.

Sincerely,

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Labor Relations Representative

Cc: Tami Contreras, Chapter President;
Susie Eichel, Chief Union Steward;
Jerry White, Regional Representative;
Don Snyder, Area I Director;
Espie Medellin, Field Director



Santa Maria Joint Union High School District

2560 SKYWAY DRIVE • SANTA MARIA CA 93455
(805) 922-4573

TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER #455
from the
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

INITIAL PROPOSAL 2021-2022 RE-OPENERS

The Santa Maria Joint Union High School District (SMJUHSD) proposes to negotiate the following Articles for the 2021-2022 Re-opener Negotiations:

AUTOMATIC RE-OPENERS:

ARTICLE 3 – PAY AND ALLOWANCES

The District has an interest in negotiating potential modifications to the salary schedule.

ARTICLE 4 – HEALTH AND WELFARE BENEFITS

The District has an interest in negotiating potential modifications to Health and Welfare benefits.

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

Dated: 04/22/2021

REGULAR MEETING
May 11, 2021

APPENDIX D

**Approval of Classified Bargaining Unit
Tentative Agreement on
Work Calendars for 2021/22**

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

April 28, 2021

The following Agreement reflects the full and complete agreement of the Santa Maria Joint Union High School District (hereinafter "District") and the California School Employees Association and its Central Coast Chapter 455 (hereinafter "CSEA") regarding the 2021-22 bargaining unit work calendar.

The parties agree on the following:

1. The "2021-22 School Year Calendar" (Attachment #1 of this Agreement) shall be used to recognize the 2021-22 holidays for the Association bargaining unit as provided in Article 6.1.1 of the Collective Bargaining Agreement between the District and the Association.
2. The number of work days for each less than 12-month bargaining unit classification as well as their start date and end date for the 2021-22 fiscal year is listed on Attachment #2 of this Agreement.
3. For bargaining unit members assigned to a Monday through Friday schedule, the following holidays will be observed on alternate dates due to the date on which the holidays fall:

Independence Day will be observed on Monday, July 5, 2021.

Christmas Day will be observed on Monday, December 27, 2021.

New Year's Day will be observed on Monday, January 3, 2022.


For those bargaining unit members working a non-traditional work-week, the holidays are specified in Article 6.

5. The number of paid days for 12-month bargaining unit members for the 2021-22 fiscal year is 261 days. They shall be paid each month their same base monthly salary amount regardless of the number of work days in each month. The monthly base salary is reflected on Appendix C of the Collective Bargaining Agreement.
6. Bargaining unit members who are employed by the District during times outside of the dates they are normally in paid status shall receive compensation and benefits on a pro rata basis that are applicable to the classification of the additional assignment or service during their regular work year in accord with Education Code 45102.


7. Any disputes of any of the provisions contained herein shall be resolved utilizing the Grievance Procedures outlined in the Collective Bargaining Agreement. Additionally, violations of statute may be addressed using those resolution processes.

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

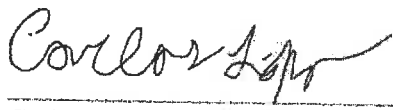
Executed on this 28th day of April, 2021.



Tami Contreras, Chapter President
CSEA and its Central Coast Chapter 455



Joni McDonald
Director of Human Resources





Carlos Lopez
CSEA Labor Representative

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2021/2022 SCHOOL YEAR CALENDAR						
S	M	T	W	T	F	S
				1	2	3
4	5H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
JULY 2021 July 5 - Independence Day Holiday						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
AUGUST August 9 - Certificated Staff Development August 10 - All Staff Workday August 11 - School Begins August 16, 23, 30 - Staff/Collaboration - Early Out August 26 - Back to School Night August 27 - Minimum Day						
			1	2	3	4
5	6H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
SEPTEMBER September 6 - Labor Day Holiday September 13, 20, 27 - Staff/Collaboration - Early Out September 17 - Minimum Day - Progress Reports						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
OCTOBER October 4, 11, 18, 25 - Staff/Collaboration - Early Out October 29 - Minimum Day - Progress Reports						
	1	2	3	4	5	6
7	8	9	10	11H	12	13
14	15	16	17	18	19	20
21	22	23	24	25H	26H	27
28	29	30				
NOVEMBER November 1, 8, 15, 29 - Staff/Collaboration - Early Out November 11 - Veteran's Day as <i>prescribed by law</i> November 22-26 - Thanksgiving Break						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24H	25
26	27	28	29	30	31	
DECEMBER December 6, 13 - Staff/Collaboration - Early Out December 15, 16, 17 - Finals - Fall Semester Ends Winter Break - Dec 20 - Jan 10						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
JANUARY 2022 January 11 - Certificated Staff Development January 12 - All Staff Workday January 13 - Students Return January 17 - Martin Luther King, Jr. Day Observed January 24, 31 - Staff/Collaboration - Early Out						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18H	19
20	21H	22	23	24	25	26
27	28					
FEBRUARY February 7, 14, 28 - Staff/Collaboration - Early Out February 18 - Lincoln's Day February 21 - President's Day February 25 - Minimum Day - Progress Reports						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
MARCH March 7, 14, 21, 28 - Staff/Collaboration - Early Out						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
APRIL April 4, 11, 25 - Staff/Collaboration - Early Out April 8 - Minimum Day - Progress Reports April 14 - Spring Fair - Minimum Day April 15 - Good Friday Holiday April 18 - April 22 - Spring Break						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30H	31				
MAY May 2, 9, 16, 23 - Staff/Collaboration - Early Out May 27, 30 - Memorial Day Holiday						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
JUNE June 6, 7, 8 - Finals Schedule June 8 - Last Day of School June 9 - Graduation/Staff Development						
					1	2
3	4H	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
JULY 2022 July 4 - Independence Day Holiday						

86

94

Board Approved - 3/10/20

	School Closed		2 All Staff Workdays - 8/10, 1/12
	1 HR Collaboration		3 Staff Development Days - 8/9, 1/11, & 6/9
	Minimum Day		Back to School Night 8/26
	Progress Reports		Finals

180

2021-22 Work Year Schedule

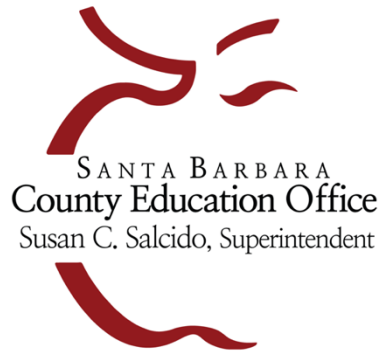
MOS	DAYS	Calendar	ASSIGNMENT	2021 Beg	2022 End	
9.50	181	CL181	Accompanist	11-Aug	8-Jun	
9.50	181	CL181	Behavior Inst Asst-Sp Ed	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst-Bilingual	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst-Multilingual	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst-Sp Ed TLC - Level I	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst-Sp Ed I	11-Aug	8-Jun	
9.50	181	CL181	Inst Asst-Sp Ed II	11-Aug	8-Jun	
9.50	181	CL181	LVN Health Asst	11-Aug	8-Jun	
9.50	181	CL181	Office Assistant	11-Aug	8-Jun	
9.50	181	CL181	School/Comm Liaison	11-Aug	8-Jun	
9.50	181	CL181	Staff Secretary	11-Aug	8-Jun	CTEIG
9.50	182	CL182	Accounting Asst I	10-Aug	8-Jun	
9.50	182	CL182	Career Center Tech	10-Aug	8-Jun	
9.50	182	CL182	Crisis Intervention Consultant	10-Aug	8-Jun	
9.50	182	CL182	Custodian	10-Aug	8-Jun	
9.50	182	CL182	Intervention Lab Specialist	10-Aug	8-Jun	
9.50	183	CL183SEC	Campus Security Asst	10-Aug	9-Jun	
9.50	183	CL183SEC	Campus Security Asst II	10-Aug	9-Jun	
9.50	183	CL183SEC	Campus Security Coord	10-Aug	9-Jun	
9.50	183	CL183SEC	Campus Security Officer	10-Aug	9-Jun	
9.50	183	CL183	Accounting Asst II	9-Aug	10-Jun	Returns on January 14th
9.50	183	CLFSW	Food Serv Lead	9-Aug	8-Jun	
9.50	183	CLFSW	Food Serv Wkr I	9-Aug	8-Jun	
9.50	183	CLFSW	Food Serv Wkr II	9-Aug	8-Jun	
9.50	185	CL185	Bus Driver	9-Aug	8-Jun	2 additional days are FDD Days pd on Jan 11 and June 9
10.00	190	CL190	Health Tech	29-Jul	8-Jun	
10.00	191	CL191	Outreach Consultant	4-Aug	15-Jun	
10.00	191	CL191	Staff Secretary	4-Aug	15-Jun	Spec Ed
10.00	192	CL192	Attendance Tech	3-Aug	15-Jun	
10.00	192	CL192	Attendance Asst	3-Aug	15-Jun	
10.00	192	CL192	Career Center Spec	3-Aug	15-Jun	
10.00	192	CL192	Translators	3-Aug	15-Jun	PVHS & SMHS
10.00	192	CL192	Multilingual Translator-Interpreter	3-Aug	15-Jun	
10.00	196	CL196B	Administrative Asst I-DHS	29-Jul	15-Jun	Returns on January 11th
10.00	196	CL196	Guidance Tech	28-Jul	15-Jun	
10.00	196	CL196	Operations Specialist	28-Jul	15-Jun	
10.00	196	CL196	School Support Secty	28-Jul	15-Jun	
10.50	201	CL201	Library Asst	28-Jul	22-Jun	
10.50	201	CL201	Library Tech	28-Jul	22-Jun	
10.50	202	CL202	Translator	3-Aug	29-Jun	RHS
10.50	206	CL206	Administrative Asst II-Site	22-Jul	22-Jun	Returns on January 11th
10.50	206	CL206	Administrative Asst III-DHS	22-Jul	22-Jun	Returns on January 11th
10.50	206	CL206B	Student Records Specialist - DHS	21-Jul	22-Jun	
11.00	211	CL211A	Student Data Spec	26-Jul	29-Jun	December 20-21 (Work Days) Returns on Jan 11th
11.00	211	CL211A	English Learner Student Data Specialist	26-Jul	29-Jun	December 20-21 (Work Days) Returns on Jan 11th
11.00	211	CL211B	Registrar II	7-Jul	15-Jun	
11.00	211	CL211B	Migrant School Advisor	7-Jul	15-Jun	
11.00	211	CL211C	Migrant Education Recruiter-Statistician	1-Jul	30-Jun	Nov 29 - Dec 17 (Non-Work Days) Returns on Jan 11th
11.00	215	CL215A	Administrative Asst IV-Site	14-Jul	27-Jun	Returns Jan 11th
11.00	215	CL215B	Student Body Bkpr	15-Jul	29-Jun	

**REGULAR MEETING
May 11, 2021**

APPENDIX E

Santa Barbara Countywide Plan For Expelled Students

Triennial Update: 2021-2024



**Santa Barbara
Countywide Plan for
Expelled Students**

Triennial Update: 2021-2024

In Collaboration with Santa Barbara County School Districts

Ballard School District

Blochman 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

Montecito Union School District

Orcutt Union School District

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

Vista del Mar Union School District

Table of Contents

Legal Requirements of a Countywide Expulsion Plan	3
Santa Barbara County Demographic Information	4
Santa Barbara County Suspensions	6
Santa Barbara County Expulsions	7
Best Practice Intervention Strategies	8
Educational Options for Expelled Youth by District	11
FitzGerald Community School	16
Gaps in Service and Strategies for Filling Those Gaps	18
Identified Service Gaps in the 2021-24 Countywide Expulsion Plan	18
Identified Service Gaps in the 2018-21 Countywide Expulsion Plan	19
County and District Agreement for Community School Placement	22
Legal References	24

Legal Requirements of a Countywide Expulsion Plan

California Education Code (EC) Section 48916.1 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 within that county. The initial plan was to be adopted by both the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides specifically 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 Expulsion Plans are required to address the following components:

1. Enumerate the educational alternative services that are currently available for expelled students and outline strategies for improvement during the next three years.
 - Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation of how those 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 2018 Countywide Plan identified gaps in the educational services to expelled pupils, it is recommended that the 2021 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - Were the strategies successful or not? If not, explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.

- For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. 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.

The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, and 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 Plans 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 and one county office of education. 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

Approximately 69,000 ethnically diverse Transitional Kindergarten -12th grade students are educated in Santa Barbara County's public schools. Nearly 43,000 (62.1%) of our county's students are considered low-income, which is higher than the statewide average.

The graduation rate in Santa Barbara County is consistently around 86%. The Santa Barbara County cohort graduation rate is routinely above that of the state. The 2018 Countywide Expulsion Plan identified a gap between graduation rates of Hispanic and African American students and their peers. Hispanic students have made improvements in their graduation rate and in 2019-20 the cohort graduation rate for this subgroup was 87.4% which is above the county cohort rate. A gap in graduation rates continues to exist between African American students and their peers. Additionally American Indian or Alaska Native students report a lower graduation rate than their peers. Both of these subgroups score about 10% lower than the 2019-20 county cohort graduation rate of 86.3%.

The high school dropout rate in Santa Barbara County dropped from 3.5% in 2010-11 school year to a low of 1.7 % in the 2015-16 school year. Most recent data from the 2016-17 school year showed a slight increase to 2.0%, this is still a lower dropout rate than the state average. Although the high school dropout rate is relatively low, a gap exists between some subgroups and their peers; the three highest subgroup rates in Santa Barbara County are Pacific Islander, not Hispanic at 5.4%, African American, not Hispanic at 3.8%, and American Indian or Alaskan Native, not Hispanic at 3.3%. These subgroups are all higher than the county dropout rate of 2%.

Approximately one-quarter of the students in Santa Barbara County are ELs, which translates to nearly 17,500 students. In 2019-20 Spanish is the home language for 45.22% of our county’s ELs, followed by Mixteco at 3.5%. The table below reflects English Learners and Redesignated Fluent English Proficient students by grade level for 2019-20.

Grade	English Learners	Redesignated Fluent English Proficient	Total
Kindergarten	2,568	0	2,568
1	2,178	28	2,206
2	2,289	210	2,499
3	1,914	647	2,561
4	1,531	1,141	2,672
5	1,370	1,227	2,597
6	1,141	1,613	2,754
7	934	1,812	2,746
8	853	2,024	2,877
9	801	2,113	2,914
10	641	2,127	2,768
11	629	1,865	2,494
12	561	1,948	2,509
Total County	17,410	16,755	34,165

In 2019-20, Santa Barbara County educated 7,034 students experiencing homelessness and 263 students in foster care. The percent of students experiencing homelessness in Santa Barbara County is the second highest percent in the state, with 11% of students experiencing homelessness during the 2019-20 school year. Comparatively, only 3% of students statewide experienced homelessness that year.

Santa Barbara County Suspensions

Suspension is defined as the temporary removal of a student from school for a violation of school policies or rules. In 2019-20, schools in Santa Barbara County reported 2,538 suspensions. The majority of these offenses were violence without injury and illicit drug related. The number of suspensions in Santa Barbara County have decreased over the past several years.

The table below reflects Santa Barbara County suspensions by district for 2019-20.

District Name	Total Suspensions	Suspension Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	2	0.1%
Buellton Union Elementary	21	2.2%
Carpinteria Unified	80	2.7%
Cold Spring Elementary	0	0.0%
College Elementary	12	2.0%
Cuyama Joint Unified	0	0%
Goleta Union Elementary	2	0.1%
Guadalupe Union Elementary	41	2.2%
Hope Elementary	4	0.2%
Lompoc Unified	685	3.7%
Los Olivos Elementary	0	0%
Montecito Union Elementary	3	0.3%
Orcutt Union Elementary	201	2.9%
Santa Barbara County Education Office	8	2.2%
Santa Barbara Unified	685	3.2%
Santa Maria Joint Union High	211	1.8%
Santa Maria-Bonita	528	2.1%
Santa Ynez Valley Union High	51	4.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	19	1.6%
Vista del Mar Union	0	0.0%
County Total	2,538	2.4%

Santa Barbara County Expulsions

The 2019-20 Santa Barbara County expulsion rate of 0.04% is below the statewide expulsion rate of 0.06%. Santa Barbara County expulsion rates have steadily declined the past three years. Expulsion offense categories include: violent incident with injury, violent incident without injury, weapons possession, illicit drug related, defiance only and other reasons. The majority of expulsions in 2019-20 were attributed to a violent incident with injury and secondly weapons possession.

The table below reflects Santa Barbara County expulsions by district for 2019-20

District Name	Total Expulsions	Expulsion Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	0	0.0%
Buellton Union Elementary	0	0.0%
Carpinteria Unified	0	0.0%
Cold Spring Elementary	0	0.0%
College Elementary	0	0.0%
Cuyama Joint Unified	0	0.0%
Goleta Union Elementary	0	0.0%
Guadalupe Union Elementary	0	0.0%
Hope Elementary	0	0.0%
Lompoc Unified	5	0.05%
Los Olivos Elementary	0	0.0%
Montecito Union Elementary	0	0.0%
Orcutt Union Elementary	0	0.0%
Santa Barbara County Education Office	0	0.0%
Santa Barbara Unified	2	0.01%
Santa Maria Joint Union High	20	0.22%
Santa Maria-Bonita	0	0.0%
Santa Ynez Valley Union High	0	0.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	0	0.0%
Vista del Mar Union	0	0.0%
County Total	27	0.04%

Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support high-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. Listed below are some of the promising practices employed by Santa Barbara County schools:

- **Data-based Decision Making and Problem Solving**
Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes is used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.
- **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.
- **Advancement Via Individual Determination (AVID)**
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.
- **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.
- **CHAMPS Classroom Management System**
The overall goal of the CHAMPS is to develop a structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. The teacher's goal is to teach students directly how to be successful in specific class situations with an emphasis on increasing student on-task behavior, reducing classroom disruptions and office referrals, improving classroom climate, and establishing respectful and civil interactions.
- **Restorative Practices**
Restorative practice involves problem solving 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.

- **Trauma Informed Care**

Trauma Informed Care 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, exposure to events such as divorce or homelessness, etc. 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.

- **Building Resilience in Students**

Resilient students are better able to adapt in the face of adversity, trauma, tragedy, threats or significant sources of stress. Building resiliency involves intentional practices designed to foster feelings of competence and self-efficacy; promote positive social connections between staff and students, among students, and between schools and home; nurture positive qualities, such as empathy, optimism, and forgiveness; and avoid focusing on failure or negative behaviors.

- **Teen Court**

A juvenile justice diversion program for early teen offenders where youth, accompanied by their parents, go in front of an adult judge and a jury of teen peers, who create unique and restorative sentences, rather than the traditional juvenile justice or school disciplinary process. Students can range from those showing early experimentation with negative activities/behaviors to students that are 1st or 2nd time offenders with the justice system. The youth must take responsibility for their offenses before attending their peer review hearing and agree to accept the sentence provided by the jury.

- **Truancy Programs**

Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARBS). As a former teacher, our County District Attorney has been a strong advocate for truancy reduction, reinstating the County SARB in 2012. The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy.

- **Writing Appropriate Rehabilitation Plans and Monitoring Progress**

A critical component to preparing students to return to their home districts following expulsion is the development of a realistic and attainable rehabilitation plan that is individualized based on the specific needs of the student, including counseling, treatment, academic achievement, rehabilitative programs, and job training. These plans must be monitored for progress to ensure students are successfully meeting the terms, and ongoing counseling and support is necessary to ensure students are taking responsibility for their own progress.

- **Creating Successful Transition Plans**

Transition plans provide a roadmap for successful reintegration back to the home district. Plans should celebrate completion of rehabilitation plans; identify student assets (academic, behavioral, social and emotional) and remaining challenges; identify extra academic or other supports the student may need; identify strategies to help students develop positive attitudes and behaviors; identify counseling supports that may be needed, including trauma-informed practices, anger management, substance abuse, etc.; identify family supports that may help during the transition

period; and identify strategies to help the student regroup when feeling stressed, rather than being removed from the campus.

- **College and Career Opportunities**

College and career guidance and educational opportunities are important student supports. Appropriate 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.

- **Professional Development for Educational Staff**

Educators require a specialized skill set to effectively support the needs of at-risk students. It is necessary to provide training in a variety of areas, such as social-emotional and behavioral health; discipline and intervention procedures; creating positive climates; classroom management; trauma informed care and restorative practices; utilizing data to assess needs and monitor progress; forming strong relationships with parents and families; and collaborating with community-based service providers.

Educational Options for Expelled Youth by District

In order to ensure the needs of students are met, the following educational options, as approved by local district governing boards, reflect educational alternatives provided to expelled students and at-promise students. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their students, referring them to appropriate educational settings, and ensuring that educational programs are provided to expelled students.

District	District Options for Expelled Youth
Ballard School District Enrollment: 125	<ul style="list-style-type: none"> ● Suspended expulsion with option to be placed in an independent study program <p>District's small size and remote geographic location limit expulsion options. District has not suspended or expelled a student in at least 15 years.</p>
Blochman Union School District District Enrollment: 173	<ul style="list-style-type: none"> ● Suspended expulsion with placement on same campus ● Suspended expulsion with option to be placed on an independent or home study program ● Interdistrict transfer students will be returned to district of residence <p>The district reports a very low incidence of behaviors that require suspension or expulsion.</p>
Buellton Union School District District Enrollment: 537	<ul style="list-style-type: none"> ● Placement in another TK-8 school setting ● Suspend expulsion with option to be placed in an independent study program <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
Carpinteria Unified School District District Enrollment: 2,084	<ul style="list-style-type: none"> ● Grades 6-12; Suspend expulsion with placement on same campus or independent study program ● Grades TK-5; No expulsion <p>The district reports a history of low incidence of behaviors that require suspension or expulsion.</p>

<p>Cold Spring School District Enrollment: 178</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus ● Suspend expulsion with placement of District Independent Study program ● Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>College School District Enrollment: 205</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on different campus in same district ● Suspend expulsion with placement of District Independent Study program or Home Study program ● Referral to another public school ● Referral to a charter or private school <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Cuyama Joint Unified School District Enrollment: 183</p>	<ul style="list-style-type: none"> ● Suspend expulsion with referral to District Independent Study program ● Suspend expulsion with placement in alternative site within the district <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Goleta Union School District Enrollment: 3,744</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on a different school campus within the district ● Home instruction
<p>Guadalupe Union School District Enrollment: 1,288</p>	<ul style="list-style-type: none"> ● Suspend expulsion with conditional placement on the same campus ● Suspend expulsion with referral to District Home Teaching Program, if the parent agrees ● Referral to another public school district, pending agreement with a neighboring district ● Recommend and/or referral to counseling rehabilitation program as prerequisite to returning to the regular school program before the expulsion term is completed

<p>Hope School District Enrollment: 775</p>	<ul style="list-style-type: none"> ● Suspended expulsion with placement on a different school campus within the district ● Suspended expulsion with referral to District Independent Study Program <p>District’s small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Lompoc Unified School District Enrollment: 9,231</p>	<ul style="list-style-type: none"> ● Home hospital instruction for K-6 students ● Suspended expulsion with placement on another comprehensive campus – grades 7-12 ● Suspended expulsion with placement in District Alternative school ● Referral to District CDS
<p>Los Olivos School District Enrollment: 161</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus ● Option for parents to enroll student in private school or other school that will accept the student <p>District’s small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Montecito Union School District Enrollment: 375</p>	<ul style="list-style-type: none"> ● Suspend expulsion and refer to District's Independent Study program ● Option for parents to enroll student in private school ● Option for parents to homeschool student ● Option for parents to enroll in an online public or private school ● Option for school and parents to agree to an Interdistrict transfer to a public school that will accept the student <p>The district reports a history of extremely low incidence of behaviors that require expulsion.</p>

<p>Orcutt Union School District Enrollment: 4,846</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on a different school campus within the district ● Suspend expulsion with referral to District Independent Study program ● Option for parents to enroll in charter school, private school, home school or another school district which will accept the student ● District Home Instruction for unique circumstances
<p>Santa Barbara Unified School District Enrollment: 12,684</p>	<ul style="list-style-type: none"> ● Suspend expulsion with placement on same campus, another district school, or district alternative school ● Expel with referral to Quetzal ● Expel with option for parents to enroll student in private school, charter school, adult education, or another school district that will accept the student
<p>Santa Maria-Bonita School District Enrollment: 16,675</p>	<ul style="list-style-type: none"> ● For 7th and 8th, referral to Peter B. FitzGerald Community School, as long as an MOU is in place ● Suspend expulsion with referral to District Independent Study program for K-6 students (if parents choose) ● District Home Instruction for unique circumstances ● Option for parents to enroll in charter school, private school, or another school district which will accept the student
<p>Santa Maria Joint Union High School District Enrollment: 8,953</p>	<ul style="list-style-type: none"> ● Suspended expulsion with referral to alternative program ● Suspended expulsion with referral to District Independent Study or Home Hospital program with parental agreement. ● Referral to Peter B. FitzGerald Community School
<p>Santa Ynez Valley Union High School District Enrollment: 864</p>	<ul style="list-style-type: none"> ● Suspended expulsion with enrollment in a charter school, if parent agrees ● Suspended expulsion with conditional placement on the same campus ● Suspended expulsion with placement on Refugio Continuation High School campus ● Expulsion with referral to District Independent Study program if parent agrees ● Referral to community day school

<p>Solvang School District Enrollment: 606</p>	<ul style="list-style-type: none"> ● Suspended expulsion with placement on the same campus ● Suspended expulsion with placement on District Independent Study program, if parent agrees ● Option for parents to enroll student in private school or other school that will accept the student <p>District’s small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>Vista del Mar Union School District Enrollment: 27</p>	<ul style="list-style-type: none"> ● Suspended expulsion with placement on the same campus ● Suspended expulsion with placement on District Independent Study <p>District’s small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>

FitzGerald Community School

FitzGerald Community School in Santa Maria provides credit-recovery courses and support for students who want to return to and graduate from their schools of residence. FitzGerald offers voluntary enrollment to students seeking an alternative setting in which they feel they can be more successful, and serves students who have been expelled or are at risk of expulsion. FitzGerald Community School also supports students who transition from Los Prietos Boys Camp or Santa Barbara County Juvenile Hall to their home schools.

The main goal is to provide coursework and needed support that will allow students to successfully return to their school of residence within as little as a semester to as much as a year. In-house counseling support is also provided. Some students may remain longer or graduate from the program if they are unable to meet the district credit requirements for graduation in their fourth year of high school. The FitzGerald Community School staff is incredibly successful working with expelled youth and helping these students realize their goals.

Services included at FitzGerald:

- A safe and comfortable school site
- Teacher support and academic guidance that includes an Individualized Learning Plan
- Small class sizes that include paraprofessional support
- Expulsion rehabilitation plan support that includes counseling and community service
- Fuel Education online credit recovery course work.
- English Learner Support
- Opportunities to participate in learning and recreational activities through community partners
Opportunities for parent involvement: parent/teacher conferences, active roles with support services, 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) and Community Action Commission (CAC), 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)
Boys Group	Council on Alcohol and Drug Abuse (CADA)
Girls Group	Council on Alcohol and Drug Abuse (CADA)
Sexual Wellness	Community Action Commission (CAC)

At FitzGerald, students are expected to:

- Be responsible for their own learning, attendance, and behavior
- Be serious about working on a credit recovery plan
- Have the ability and willingness to follow directions, take notes, and complete required assignments
- Behave responsibly and follow the rules set forth by Santa Barbara County Education Office and the FitzGerald Community School

Students are often referred to FitzGerald Community School due to extreme issues related to attendance and behavior. By the time a student is referred to FitzGerald, the home school has already exhausted all their intervention strategies. Due to the small school size, safe learning environment, and the many supports available, students are generally able to get back on track. The table below provides a two year analysis of enrollment, attendance and suspensions.

SCHOOL YEAR	ENROLLMENT	ATTENDANCE RATE	SUSPENSIONS
2018/19	57	75.9%	2
2019/20	56	82.7%	4

Gaps in Service and Strategies for Filling Those Gaps

The 20 districts within Santa Barbara County vary greatly in size and are spread over a large geographic area. Educational programs within the county provide opportunities for students who are in need of traditional and/or alternative educational programs. Together, the local school districts and SBCEO attempt to provide the needed range of services for expelled students.

County-operated community schools were an option for districts with expelled youth until the 2014-15 school year, when it was determined that the cost of operating the programs was prohibitive for the county office. For some of the county’s districts, the geographic location makes it difficult to offer the range of education alternatives often found in larger urban districts. These conditions, along with other identified issues, have prompted districts to seek creative options for their expelled youth. Several of the larger school districts have opened schools and programs to support at-promise and expelled youth. Districts also create agreements with their neighboring districts for the acceptance of expelled youth.

Santa Barbara County educators recognize the need to provide a continuum of educational services for expelled students, therefore the SBCEO Child Welfare and Attendance (CWA) Director assists in facilitating a process for identifying and improving gaps in educational service.

Identified Service Gaps in the 2021-2024 Countywide Expulsion Plan

There is one identified gap that exists with respect to providing educational services to expelled pupils. Below is an overview of the identified gap and strategy to address the gap to be implemented during 2021-24.

Service Gaps	County/District Strategy to Address Gaps 2021-24
Service Gap 1:	
<p>1. 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 geographic location of many districts continues 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 educational 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 referral to other district programs, charter schools, and other available alternative placement options.</p>

Identified Service Gaps in the 2018-2021 Countywide Expulsion Plan

There were four identified gaps that existed with respect to providing educational services to expelled pupils in the 2018-21 countywide expulsion plan. Below is a table that lists the identified gaps in the 2018-21 Countywide Plan and a review of our success in effectively implementing the identified gaps during the last three years.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 1: Referral back to district of residence due to second violation or non-attendance		
<p>1. A student could be expelled from the district of residence under Education Code 48915 and referred to either a district-operated Community Day School, or county-operated Court and Community School Program. This student may fail to attend and/or take advantage of the program offered.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>A rehabilitation plan typically involves District staff members, the student, his/her parent/guardian, and County staff members if the student is referred to FitzGerald Community School.</p> <p>After consultation with districts in Santa Barbara County it was determined there is a need to improve the development and monitoring of rehabilitation plans.</p> <p>SBCEO agreed to facilitate a summit for this purpose in fall of 2018. Districts will continue to collaborate throughout the triennial plan period.</p>	<p>During 2018-19, the CDE resumed the statewide Community Day School Network. The network is focused on bringing together educators who are responsible for working with students, including expelled youth, who have experienced behavioral and attendance challenges in all types of schools. It was determined that rather than hosting a local submit it would be more beneficial to take advantage of the opportunity to attend a regional event with state experts by attending the Central Regional Summit hosted by the San Luis Obispo County Office of Education on December 13, 2018.</p> <p>The JCCS Director coordinated attendance to the "Community Day School Field Colleague Network and California Association of Supervisors of Child Welfare and Attendance Regional Workshop," for school districts in Santa Barbara County. The JCCS Director attended this event along with representatives from school districts in Santa Barbara and San Luis Obispo County.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gaps 2: Students in small and remote school districts		
<p>2. Small school districts within Santa Barbara County 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 school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>After consultation with districts in Santa Barbara County it was determined that SBCEO will arrange scheduled meetings to explore creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, etc. These meetings will include panel discussions, invited speakers, and group brainstorming. SBCEO will also explore and share creative placement ideas used in other counties.</p>	<p>School districts have successfully implemented the previously referenced "Best Practice Intervention Strategies" in their districts. Since 2019 there have not been any expulsions in small school districts. Therefore, a meeting to discuss and create placement options was not needed.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 3: Students in grades one through six		
<p>3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. These younger students cannot attend the programs designed for middle and high school students.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>The above-mentioned SBCEO meetings would be used to explore creative educational placements for expelled youth in grades one through six as well. The primary solution for districts will likely be referrals to neighboring districts, and part of the discussion will include inter-district agreements and processes. The affected districts would then enter into cooperative agreements to serve the elementary students in their local settings.</p>	<p>We are fortunate in Santa Barbara County that in the prior three years no students in grades one through six have been expelled. In the event a student in grades one through six is expelled they are referred to a neighboring school district through an interdistrict transfer agreement.</p>
Service Gap 4: Expulsions for non-mandatory offenses		
<p>4. The number of expulsions has been reduced between 2015-16 and 2016-17 school years and we anticipate additional reductions once data for 2017-18 becomes available. SBCEO and Santa Barbara County school districts are committed to continuing this trend and further reducing expulsions.</p>	<p>SBCEO will collaborate with county school district partners to:</p> <ul style="list-style-type: none"> ● Review individualized learning plans (i.e., “pre” rehabilitation plans) to assist districts in targeting interventions and supports for students at high-risk of expulsion. ● Create a continuum of strategies, resources and supports for reducing the number of expulsions. 	<p>As anticipated in the 2018 plan, the number of expulsions in Santa Barbara County has reduced significantly. We believe this decline is attributed to several factors: changes to district expulsion policy and practice; the on-going professional development in implementing MTSS; and the additional layers of support available for students throughout the county.</p>

County and District Agreement for Community School Placement

FitzGerald Community School – Referral Process:

FitzGerald serves students in grades 7-12 under an MOU with two local school districts: Santa Maria – Bonita School District (SMBSD) and Santa Maria Joint Union High School District (SMJUHSD). Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUHSD reviews all students who have completed their commitments at Los Robles High School or have been enrolled for more than 30-days at Dos Puertas School to see if they would benefit from receiving the additional supports available at FitzGerald prior to returning to the district.

1. District submits referral to FitzGerald Community School along with the following supporting documents:
 - Transcript
 - All testing records (SBAC, ELPAC, etc.)
 - Immunization records w/ TDAP
 - Discipline/behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
2. Upon receipt of a completed packet, FitzGerald staff contacts the parent to arrange an enrollment/orientation meeting.
3. Once the parent and student have completed the enrollment/orientation process, the student begins school the following day or in certain circumstances the same day.

FitzGerald Community School: Transition to Home District

Students typically transition back to their district of residence at the end of the semester based upon the type of placement.

Expelled Students: Education Code 48916

1. The student has met the terms and condition of their rehabilitation plan as outlined by the referring school district.
2. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Involuntary Placements: Education Code 1981(b)(c)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.
3. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Voluntary Placements: Education Code 1981(d)(2)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Legal References

To better serve students Countywide Expulsion Plans shall consider relevant Education Code in the development and response to suspension and expulsion. Below are the applicable Education Code sections that were reviewed as part of the 2021-24 Countywide Expulsion Plan development process.

Suspension (often suspension leads to expulsion)

- Education Code 48900 (v) – Provides school administrators the discretion to impose age appropriate alternatives to suspension and expulsion on students subject to discipline as long as the alternative is designed to address the specific behavior of the student.
- Education Code 48900 (w) – The legislature wants alternative means of correction to be used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.
- Education Codes 48900.5 and 48900.6 – These codes together present guidance on alternative means of correction, including such alternatives including restorative approaches and community service.

Expulsion

- Education Code 48915 - Explains provisions related to student expulsion.

Enrollment and Transfer

- Education Code 1981 – Explains the conditions under which a county board may enroll students in a county community school program.
- Education Code 48201 (b)(1) – Details notice provisions related to transfers of expelled students.
- Education Code 48915.1 – Explains the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

Credits and Graduation Requirements

- Education Code 48645.5 – Details the requirement that LEA's must accept partial credit for completed coursework. Provides guidance on issuing diplomas.
- Education Code 51225.1 – Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

- Education Code 52066 – Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.
- California School Dashboard – The State of California has employed a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, attendance and student discipline. Alternative education schools are eligible to participate in the Dashboard Alternative School Status (DASS) reflecting modified methods of determining performance on state and local indicators.

Joint Transition Policy

- Education Code 48647(a)(b) – Explains recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner.

Provisions for Foster, Homeless Youth

- Education Code 48918.1 – Provides guidance to the LEA when the expulsion is for a foster child or homeless youth.

APPENDIX F

RESOLUTION NUMBER 25 - 2020-2021 Regarding the Levying and Collection of Alternative School Facilities Fees (Level II Fees)

and

SCHOOL FACILITIES NEEDS ANALYSIS

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

**REGULAR MEETING
MAY 11, 2021**

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 25 - 2020-2021**

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

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

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

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

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

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

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

1. The District has been determined by the State Allocation Board to meet the eligibility requirements for new construction funding.
 - (a) The existing capital facility debt is over 15% of the bonding capacity. The bonding capacity is \$207,691,840 and the capital facility debt is 125,234,305 or 60.3%. The debt consists of GO bonds and COP financings.
 - (b) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms. There are currently 409 classrooms in the District of which 131 are portables. This results in a total of 32.0% portables.

2. The District has conducted a School Facilities Needs Analysis consistent with the requirements of Government Code section 65995.6 whereby the District has determined the need for school facilities to accommodate unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five (5) years.
3. The District's School Facilities Needs Analysis results in a maximum alternative residential fee of **\$2.91** per square foot of assessable residential construction.
4. The purpose of the alternative Level 2 fees is to provide school facilities for unhoused students that will be generated as a result of the construction of new residential units in the District over the next five (5) years.
5. The alternative Level 2 fees must be used exclusively for the school facilities identified in the District's School Facilities Needs Analysis consistent with Government Code section 65995.5, subdivision (f).
6. There is a reasonable relationship between the need for school facilities and the type of development on which the fees are imposed because, as set forth in the District's School Facilities Needs Analysis, the construction of new residential units generates students that cannot be housed without additional facilities in that the District currently lacks facility capacity to house significant numbers of existing students in grades kindergarten through twelfth grade.
7. There is a reasonable relationship between the use of the fees and the types of development projects on which the fees are imposed in that new residential units of all types generate students who will attend the District schools, these students cannot be housed by the district without the construction of additional facilities, and the fees will be solely expended to finance these new additional facilities.
8. There is a reasonable relationship between the amount of the fees and the cost of the facilities attributable to the construction of new residential units on which the fees are imposed in that the square footage of all types of residential units has a direct relationship to the number of students generated and, thus, to the facilities which the District must add to accommodate these students.

BE IT FURTHER RESOLVED that the Board conducted a noticed public hearing at a board meeting on May 11, 2021 at the Santa Maria Joint Union High School District, 2560 Skyway Drive, Santa Maria, CA 93455, at which time information contained in the District's School Facilities Needs Analysis was presented, together with the District's responses to all written comments received regarding the School Facilities Needs Analysis. The Board hereby adopts the School Facilities Needs Analysis and incorporates its School Facilities Needs Analysis herein by reference; and

BE IT FURTHER RESOLVED, that the Board hereby establishes an alternative Level 2 Fee of **\$2.91** per square foot of new residential construction; and

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

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

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

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

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

PASSED AND ADOPTED this 11th day of May 2021 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

2560 Skyway Drive

Santa Maria, CA 93455

Phone: (805) 922-4573

SCHOOL FACILITIES NEEDS ANALYSIS

Level 2 Developer Fee Study

March 2021

Mr. Antonio Garcia, Superintendent



Facility Problem Solvers

Prepared by:
SchoolWorks, Inc.
8331 Sierra College Blvd., Suite 221
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(916) 733-0402
www.SchoolWorksGIS.com

Table of Contents

Chapter 1:	Executive Summary	1
Chapter 2:	Context and Legal Requirements	2
	A. History and Context of SB 50 School Facility Fees	2
	B. Legal Requirements to Impose Alternate Fees	3
Chapter 3:	Data Used in Analysis	5
	A. Pupil-per-Home Yield Rates	5
	B. Housing Projection for Next Five Years	6
	C. Enrollment from New Housing in Five Years	6
	D. Capacity and Space Available for Students from New Residential Units	7
	E. State Construction Grant Amount for Unhoused Pupils from New Housing.....	9
	F. Site Acquisition and Site Development Grant Allowance.....	9
	G. Projects to be Financed with Level 2 Fees.....	11
Chapter 4:	Calculation of Level 2 Fee	12
	A. Reduce Cost by Other Available Funds, Including Owned Sites	13
Chapter 5:	Nexus Between Fees and Projects Subject to Fees	15
	A. Procedural Requirements for School Facility Fees.....	15
	B. Background and Current Conditions in the District.....	15
	C. Specific Criteria for Levy of School Facility Fees.....	16
	D. Notice of Change and Time of Implementation.....	19
	E. Conclusion.....	19
	F. District Map.....	20
Chapter 6:	Findings and Conclusions	21

Chapter 1: Executive Summary

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

Enrollment in grades 9-12 for the current school year (2020/21) was 8,953 students at the time of the official enrollment census taken in the fall. Most schools are operating close to maximum capacity, and some schools are over design capacity and rely on portables to temporarily accommodate students. Projects will be needed to provide additional space.

Residential development is projected to add 1,773 housing units in the next five years according to the new development projects being planned in the communities served.

Applying the methodology prescribed by State law for Level 2 Fees (see next section for a more detailed discussion), this School Facilities Needs Analysis finds the Santa Maria Joint Union High School District justified in levying a fee of **\$2.91 per square foot** on residential development subject to the fee. This fee may be applied by the District as an alternate to other School Facility Fees.

Expected revenues from Level 2 fees in the next five years are projected to be approximately \$6.89 million. This fee will provide up to one-half of the cost of needed school projects, with the other half expected to be provided by the State. Additional District funds may be required to supplement these fees to provide the quality of schools required by the District's students.

Chapter 2: Context and Legal Requirements

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

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

A. History and Context of SB 50 School Facility Fees

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

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

Level 1: similar to 1986 fee structure, now \$4.08 per sq. foot³

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

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

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

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

¹ Chapter 407, Statutes of 1998

² Statewide Proposition 1-A, November 3, 1998

³ Rate approved January 22, 2020

⁴ See Calif. Government Code Section 65995.5

⁵ See Calif. Government Code Section 65995.7

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

B. Legal Requirements to Impose Alternate Fees

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

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

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

2. Be eligible for New Construction funding

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

3. Satisfy two of the four following tests:

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

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

(c) The existing capital facility debt is over 15% of the bonding capacity. The bonding capacity is \$207,691,840 and the capital facility debt is \$125,234,305 or 60.3%. The debt consists of GO bonds and COP financings.

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

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

(d) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms. There are currently 409 classrooms in the District of which 131 are portables. This results in a total of 32.0% portables.

4. Prepare a School Facilities Needs Analysis

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

5. Follow the procedures and process identified in State law

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

Chapter 3: Data Used in Analysis

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

Data elements to be reviewed include:

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

A. Pupil-per-Home Yield Rates

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

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

The homes built in the District during the past five years were matched with the data base of students enrolled to determine these yield factors. The addresses for the housing units were compared to the student data for 2020. The method was to identify as many new homes built within the five year window that could be mapped in the GIS program. The permits were pulled at least 6 months prior to the date of the student data collection (October 2020) to ensure they could be occupied.

Data is presented as required by grade level group.

Pupil-per-home yield results:

	9-12	Total
Single Family	0.1702	0.1702
Multi-Family	0.1268	0.1268
All Types	0.1461	0.1461

B. Housing Projection for Next Five Years

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

**New Residential Units in the Next Five Years
(2021/22 through 2025/26)**

Dwelling Type	<u>5 Year Total</u>
Single Family	790
Multi-Family	983
All Types	1,773

These projections are estimates and precise numbers in a given year may vary from the table, however the total for the five year period reflects plans approved and in process. The average number of housing units projected to be built per year is 355 units.

C. Enrollment from New Housing in Five Years

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

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

**Santa Maria Joint Union High
 New Students Projected by Grade Level
 For Development Through 2026**

Grade Level	Student Yields for New Residential Dev.	Students Projected
Single Family		790 Units
9-12	0.1702	134
Total		134
Multi Family		983 Units
9-12	0.1268	125
Subtotal		125
All Development		1773 Units
9-12	0.1461	259
Totals		259

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

As calculated by the State's prescribed methodology on form SAB 50-02 and then adjusting for the projects constructed since the baseline was established, a total of 8,315 spaces exist in the District's schools as shown below.

SANTA MARIA JOINT UNION HIGH Capacity of Existing Facilities				
		<u>9-12</u>	<u>SDC</u>	<u>TOTAL</u>
SB50 Baseline:		3,348	144	3,492
Completed Projects	Project #	Capacity Added/Grants Funded		
Pioneer Valley High	1	2,697	70	2,767
Righetti (Ernest) High	2	54	0	54
Delta High	3	243	0	243
Santa Maria High	4/5	434	0	434
Pioneer Valley High	6	108	0	108
Righetti (Ernest) High	7	1,026	0	1,026
CTE Center/Ag Farm	8	191	0	191
Totals for School Facility Projects:		4,753	70	4,823
Grand Totals		8,101	214	8,315

After determining the enrollment, the number of students must be compared to the District's existing capacity based on the "baseline" capacity total used when applying for

state new construction funds. The difference between the students and existing capacity is the “space available”. The “unhoused students” generated from the new housing developments are those that remain after accounting for any space available and used to calculate the allowable Level 2 Fees. The capacity in this chart includes a 38 classroom addition to Righetti High and the CTE Center/Ag Farm project which are currently in line for funding from the State School Building Program.

Santa Maria Joint Union High
Unhoused Students from Development Through 2026

Grade Level	Students From New Housing	Total Enrollment through 2026	Space Needed	Capacity per SB 50	Space Available	Net Unhoused Students
	[1]	[2]	[3]	[4]	[5]	[6]
9-12	253	8,579	8,326	8,101	0	253
SDC	6	220	214	214	0	6
Total	259	8,799	8,540	8,315	0	259

- [1] Projected added enrollment through 2026 based on planned residential development
- [2] Based on SAB 50-01 methodology with 1773 housing units
- [3] Space needed within existing facilities to house students living in existing housing units
- [4] Based on SB 50 methodology of capacity calculation
- [5] Space available for students from new developments
- [6] Net unhoused students in 2026 due to new housing developments

The "Total Enrollment through 2026" shows the projected enrollment in five years based on the cohort survival methodology and adjusts for the projected impact of the new housing developments. It is not a demographics-based analysis and may not match the local district enrollment projections.

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

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

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

The result of this table is the "Net Unhoused Students" which will be used to determine the costs of the facility needs. Therefore, of the 259 new students projected from new developments, there are 259 (100.0%) that will need to be housed in new facilities.

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

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

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

Allowable Grant Costs for Projected Unhoused Students

<u>Grade Level</u>	<u>Unhoused Students</u>	<u>Per-Pupil Grant Allowance</u>	<u>Total Grant Cost</u>
9-12	253	\$17,290	\$4,374,370
SDC	6	\$24,224	\$145,344
TOTALS	259		\$4,519,714

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

F. Site Acquisition and Site Development Grant Allowance

1. Eligible Site Acquisition Costs

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

Site Needs

Average Size Schools

	<u>Acres</u>	<u>Students</u>	<u>Projected Unhoused Students</u>	<u>Equivalent Sites Needed</u>	<u>Site Acres Needed</u>
High School	40	1500	259	0.17	6.91
				TOTAL	6.91

For purposes of calculating the Level 2 Fee, the District will need 6.91 acres of additional land. The site costs are based on acquisition at \$301,640 per acre for sites useable for school purposes based on Department of Education standards. The total site cost is projected to be \$2,084,332. The total amount included for 50% of the total site acquisition costs is \$1,042,166.

The average cost per acre used for site acquisition is based on the site purchase by Santa Maria-Bonita Elementary School District for the Liberty Elementary site. It is in the OPSC records as project number 50/69120-00-017. The site cost was \$3,378,364 for an 11.2 acre parcel. Based on a review of current parcels available for sale within the district boundaries, this is a reasonable assumption for the current cost of land.

2. Eligible Site Development Costs

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

The development costs were derived from historical project costs funded by the State. The average amounts totaled \$298,105 for high school sites. The total need is for 6.91 acres to be developed at a cost of \$2,059,906. The 50% eligible site development costs that can be included in the Level 2 computation totals \$1,336,020 and includes the allowance for general site development of \$306,067. The following figure summarizes the site acquisition and development costs.

COST OF SITES NEEDED

	Acres Needed	Land Cost/Acre	Land Cost	Development Cost/Acre	Dev. Cost	Total Site Needs
High School	3.73	\$301,640	\$1,125,117	\$293,931	\$1,096,363	\$2,221,480
Totals	3.73		\$1,125,117		\$1,096,363	\$2,221,480

50% portion: \$562,559 \$548,181

General Site Development

	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
High School	3.73	\$20,266	\$75,592	3.75%	\$87,584	\$163,176
Totals	3.73					\$163,176

Total 50% Site Development Costs: \$711,357
Total 50% Land & Development Costs: \$1,273,916

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

G. Projects to be Financed with Level 2 Fees

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

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

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

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

Chapter 4: Calculation of Level 2 Fee

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

After figuring the aggregate projected costs, the total was divided by the number of projected residential units to derive the per unit cost. After dividing the per unit cost by the average square footage for the average residential unit, the per square foot assessment amount was established. Based on these calculations, the Level 2 Fee within the Santa Maria Joint Union High School District for the next 12 months is calculated to be **\$2.91** per square foot, for residential units.

The average size single family housing unit built in the District in the past four years has averaged 1,764 square feet. The proposed multi-family units are projected to average 991 square feet per unit and include both townhome and apartment units.

Santa Maria Joint Union High SB 50 Level 2 Fee Determination

Grade Level	Base Need			Land Acquisition & Site Development			Total Need
	Unhoused Students	Cost per Student	Total Cost	Land Acquisition	Site Development	Total Land & Site Dev.	
9-12	253	[1]		[2]	[3]	[4]	
SDC	6	\$17,290	\$4,374,370	\$1,042,166	\$1,336,020	\$2,378,186	\$6,752,556
		\$24,224	\$145,344	\$0	\$0	\$0	\$145,344
Totals	259		\$4,519,714	\$1,042,166	\$1,336,020	\$2,378,186	\$6,897,900

New Housing Unit Area

Unit Type	Number of Units	Area per Unit	Total Area	Level 2 Fee \$/Sq. Ft.
Single Family	790	1,764	1,393,560	
Multi Family	983	991	974,153	
Totals	1,773		2,367,713	\$2.91

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

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

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

[4] Total cost assumes 6.91 acres to be acquired

The grant amounts shown include the amounts allowed by OPSC for fire alarms and sprinklers as of January 2021.

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

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

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

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

2. Voter Approved Bond Measure

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

3. Surplus Property

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

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

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

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

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

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

Level 3 Fee Calculation

	<u>Amount</u>
Total Facility Needs based on 50% allowance:	\$6,897,900
Total Facility Needs based on 100% allowance:	\$13,795,800
Local Funds Available:	\$0
Net Facility Needs due to residential development:	\$13,795,800
Area of projected residential units:	2,367,713
Level 3 Fee per square foot:	\$5.83

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

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

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

Chapter 5: Nexus Between Fees and Projects Subject to Fees

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

A. Procedural Requirements for School Facility Fees

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

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

B. Background and Current Conditions in the District

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

Combining the preceding factors has established a cost to accommodate new students from residential developments of \$5.83 per square foot, the local one-half share of which is **\$2.91** per square foot. Fees under other statutes apply to commercial and senior housing projects.

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

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

C. Specific Criteria for Levy of School Facility Fees

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

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

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

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

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

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

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

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

¹¹ Educ. Code 17620(a)(1)

¹² Educ. Code 17620(a)(3)

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

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

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

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

a. **Need for additional school facilities**

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

b. **Reasonableness of the Identified Projects**

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

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

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

¹³ Generally, this requires a specific deed restriction.

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

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

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

a. **Amount attributable to residential development**

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

b. **Feasibility of funding project**

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

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

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

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

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

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

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

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

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

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

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

D. Notice of Change and Time of Implementation

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

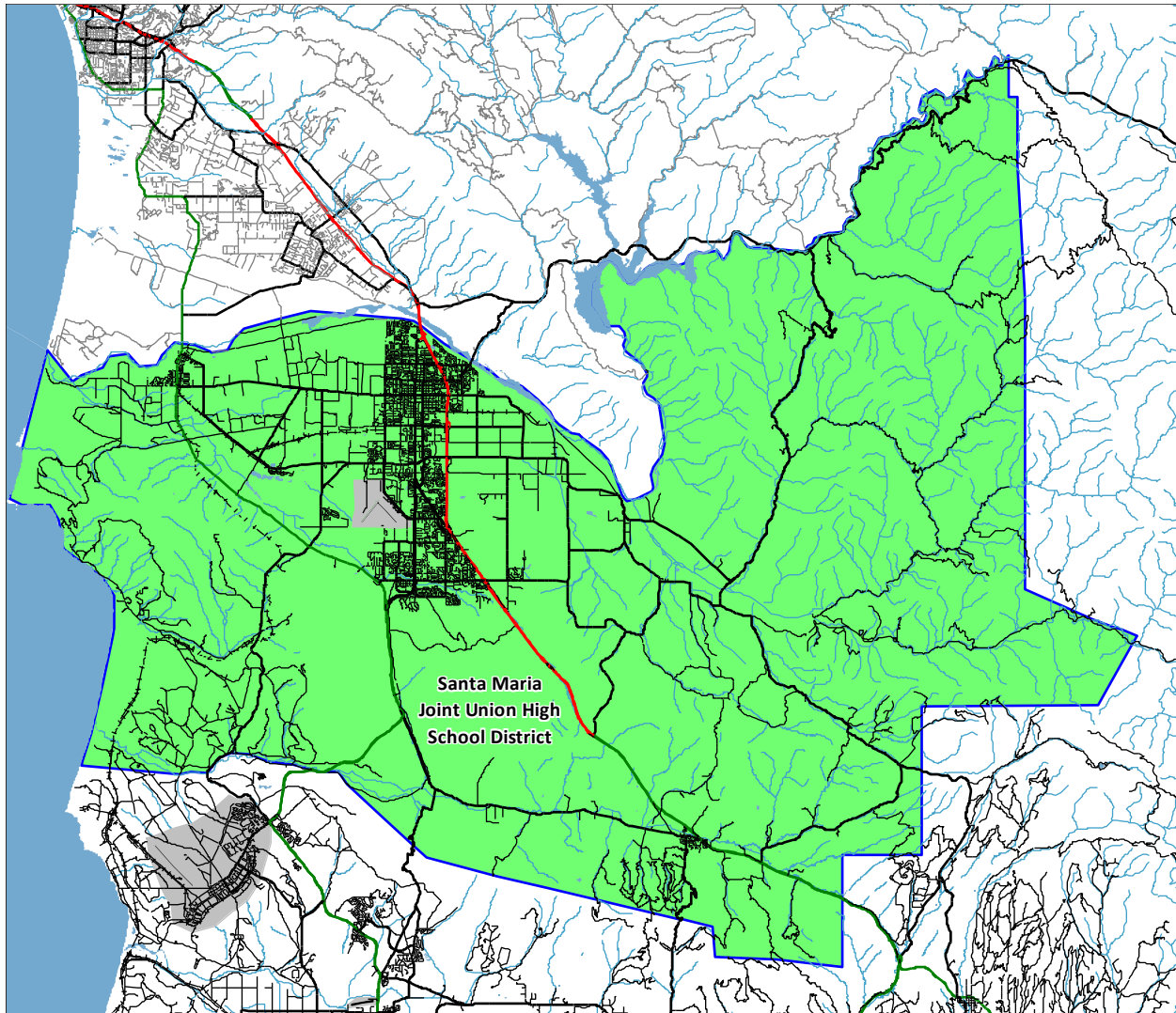
E. Conclusion

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

¹⁴ See Government Code Section 65995.6(f).

F. District Map

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



Chapter 6: Findings and Conclusions

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

- A. The Santa Maria Joint Union High School District has applied for and been found to be eligible for New Construction funding from the State School Facilities Program.**
- B. The Santa Maria Joint Union High School District has completed a School Facilities Needs Analysis, and properly adopted that Analysis after providing public notice, responding to comments, and taking action as prescribed by law.**
- C. The Santa Maria Joint Union High School District meets at least two of the four tests required by Government Code Section 65995.5 (b)(3):**
 - (c) The existing capital facility debt is over 15% of the bonding capacity.
 - (d) More than 20% of the District's total classrooms have been determined by criteria of the Office of Public School Construction to be "portable" classrooms.
- D. Fees collected under authority of Section 65995.5 or Section 65995.7 shall be expended as required by statute.**
- E. The District has met necessary nexus and notice requirements.**
- F. A Level 2 "Alternate" Fee is justified in the amount of \$2.91 per square foot of residential development. This is an increase of \$1.65 above the high school portion of the standard Level 1 Fee (30.77% of \$4.08 = \$1.26 Level 1 Fee)**

Respectfully Submitted,



Ken Reynolds
SchoolWorks, Inc.

Appendices

SCHOOL FACILITY NEEDS ANALYSIS 2021

Santa Maria Joint Union High School District

- *SAB 50-01 Enrollment Certification/Projection*
- *New Construction Eligibility (OPSC)*
- *Annual Adjustment to School Facility Program Grants*
- *Site Development Costs*
- *Assessed Value*
- *Capital Facility Debt*

STATE OF CALIFORNIA
ENROLLMENT CERTIFICATION/PROJECTION

SAB 50-01 (REV 05/09)

STATE ALLOCATION BOARD
 OFFICE OF PUBLIC SCHOOL CONSTRUCTION

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

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

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

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

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

Part I. Projected Enrollment

1. Fifth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

2. Tenth-Year Projection

Enrollment/Residency - (except Special Day Class pupils)

K-6	7-8	9-12	TOTAL

Special Day Class pupils only - Enrollment/Residency

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

Part A. K-12 Pupil Data

Grade	7th Prev.	6th Prev.	5th Prev.	4th Prev.	3rd Prev.	2nd Prev.	Previous	Current
K	/	/	/	/	/	/	/	/
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
TOTAL								

Part B. Pupils Attending Schools Chartered By Another District

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

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

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

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

	Elementary	Secondary	TOTAL
Non-Severe			
Severe			
TOTAL			

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

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

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

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

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

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

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

NAME OF DISTRICT REPRESENTATIVE (PRINT OR TYPE) _____

SIGNATURE OF DISTRICT REPRESENTATIVE _____

DATE _____ TELEPHONE NUMBER _____

E-MAIL ADDRESS _____



→ Project Main Page

[Return to Search Results](#)

DSA eTracker: 03-114673
 Application: 50/69310-00-004
 County: Santa Barbara
 District: Santa Maria Joint Union High
 Site: SANTA MARIA HIGH
 District Rep: Ms. Yolanda Ortiz

Details	Fund Releases	Budget Summary	Transaction Detail	Modernization Eligibility	New Construction Eligibility
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District Code	Attendance Area	Original SAB Approval Date	Recent SAB Approval
69310	0	2/27/2002	5/22/2019

SAB 50-03 New Construction Eligibility Information

New Construction Baseline Eligibility

Grade Level:	K - 6	7 - 8	9 - 12	Non-Severe	Severe
Established Eligibility:	0	0	3648	53	19
SAB Approvals/Adjustments:	0	-1	-1285	42	58
Remaining Eligibility:	0	-1	2363	95	77

SAB 50-03 Eligibility Document Status/Dates

Status:	PM Complete
Date Signed:	1/3/2001
Date Received:	1/8/2001
SAB Approval Date:	2/27/2002

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 27, 2021

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-20	Adjusted Grant Per Pupil Effective 1-1-21
Elementary	1859.71	\$12,451	\$12,628
Middle	1859.71	\$13,169	\$13,356
High	1859.71	\$16,756	\$16,994
Special Day Class – Severe	1859.71.1	\$34,987	\$35,484
Special Day Class – Non-Severe	1859.71.1	\$23,399	\$23,731
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$15
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$20
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$34
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$62	\$63
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$44	\$45
Automatic Sprinkler System – Elementary	1859.71.2	\$209	\$212
Automatic Sprinkler System – Middle	1859.71.2	\$248	\$252
Automatic Sprinkler System – High	1859.71.2	\$258	\$262
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$659	\$668
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$442	\$448

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 27, 2021

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-20	Adjusted Grant Per Pupil Effective 1-1-21
Elementary	1859.78	\$4,741	\$4,808
Middle	1859.78	\$5,014	\$5,085
High	1859.78	\$6,565	\$6,658
Special Day Class - Severe	1859.78.3	\$15,110	\$15,325
Special Day Class – Non- Severe	1859.78.3	\$10,109	\$10,253
State Special School – Severe	1859.78	\$25,185	\$25,543
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$154	\$156
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$154	\$156
Automatic Fire Detection/Alarm System – High	1859.78.4	\$154	\$156
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$424	\$430
Automatic Fire Detection/Alarm System – Special Day Class – Non- Severe	1859.78.4	\$284	\$288
Over 50 Years Old – Elementary	1859.78.6	\$6,586	\$6,680
Over 50 Years Old – Middle	1859.78.6	\$6,966	\$7,065
Over 50 Years Old – High	1859.78.6	\$9,119	\$9,248
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$20,993	\$21,291
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$14,038	\$14,237
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$34,986	\$35,483

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, January 27, 2021

Grant Amount Adjustments

New Construction / Modernization / Facility Hardship / Seismic Mitigation / Joint Use	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-20	Adjusted Grant Amount Effective 1-1-21
Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.82.2 1859.125 1859.125.1	\$204	\$207
Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.82.2 1859.125 1859.125.1	\$366	\$371
Portable Therapy/Multipurpose Room/Other (per square foot)	1859.72 1859.73.2 1859.77.3 1859.82.1 1859.125 1859.125.1	\$46.55	\$47
Portable Toilet Facilities (per square foot)	1859.72 1859.73.2 1859.82.1 1859.125 1859.125.1	\$118.62	\$120

New Construction Only	SFP Regulation Section	Adjusted Grant Amount Effective 1-1-20	Adjusted Grant Amount Effective 1-1-21
Parking Spaces (per stall)	1859.76	\$15,834	\$16,059
General Site Grant (per acre for additional acreage being acquired)	1859.76	\$20,266	\$20,554
Project Assistance (for school district with less than 2,500 pupils)	1859.73.1	\$7,615	\$7,723

Determination of Average State allowed amounts for Site Development Costs

Elementary Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Davis Jt Unified	3	9.05	\$532,282	38.4%	\$1,473,469	2004	\$162,814	
Dry Creek Jt Elem	2	8.5	\$516,347	46.2%	\$1,509,322	2002	\$177,567	
Dry Creek Jt Elem	5	11.06	\$993,868	20.1%	\$2,387,568	2006	\$215,874	
Elk Grove Unified	5	12.17	\$556,011	48.2%	\$1,648,316	2001	\$135,441	
Elk Grove Unified	10	11	\$690,120	48.2%	\$2,045,888	2001	\$185,990	
Elk Grove Unified	11	10	\$702,127	48.2%	\$2,081,483	2001	\$208,148	
Elk Grove Unified	14	10	\$732,837	46.2%	\$2,142,139	2002	\$214,214	
Elk Grove Unified	16	9.86	\$570,198	46.2%	\$1,666,733	2002	\$169,040	
Elk Grove Unified	17	10	\$542,662	46.2%	\$1,586,243	2002	\$158,624	
Elk Grove Unified	20	10	\$710,730	43.2%	\$2,034,830	2003	\$203,483	
Elk Grove Unified	25	10	\$645,923	38.4%	\$1,788,052	2004	\$178,805	
Elk Grove Unified	28	10.03	\$856,468	24.4%	\$2,130,974	2005	\$212,460	
Elk Grove Unified	39	9.91	\$1,007,695	20.1%	\$2,420,785	2006	\$244,277	
Folsom-Cordova Unified	1	9.79	\$816,196	20.1%	\$1,960,747	2006	\$200,281	
Folsom-Cordova Unified	4	7.5	\$455,908	46.2%	\$1,332,654	2002	\$177,687	
Folsom-Cordova Unified	5	8	\$544,213	46.2%	\$1,590,776	2002	\$198,847	
Folsom-Cordova Unified	8	8.97	\$928,197	11.2%	\$2,063,757	2007	\$230,073	
Galt Jt Union Elem	2	10.1	\$1,033,044	38.4%	\$2,859,685	2004	\$283,137	
Lincoln Unified	1	9.39	\$433,498	46.2%	\$1,267,148	2002	\$134,947	
Lodi Unified	3	11.2	\$555,999	46.2%	\$1,625,228	2002	\$145,110	
Lodi Unified	10	11.42	\$1,245,492	46.2%	\$3,640,669	2002	\$318,798	
Lodi Unified	19	9.93	\$999,164	11.2%	\$2,221,545	2007	\$223,721	
Lodi Unified	22	10	\$1,416,212	7.7%	\$3,051,426	2008	\$305,143	
Natomas Unified	6	8.53	\$685,284	46.2%	\$2,003,138	2002	\$234,834	
Natomas Unified	10	9.83	\$618,251	43.2%	\$1,770,061	2003	\$180,067	
Natomas Unified	12	9.61	\$735,211	24.4%	\$1,829,275	2005	\$190,351	
Rocklin Unified	8	10.91	\$593,056	46.2%	\$1,733,548	2002	\$158,895	
Stockton Unified	1	12.66	\$1,462,232	7.7%	\$3,150,582	2008	\$248,861	
Stockton Unified	2	10.5	\$781,675	43.2%	\$2,237,946	2003	\$213,138	
Stockton Unified	6	12.48	\$1,136,704	20.1%	\$2,730,703	2006	\$218,806	
Tracy Jt Unified	4	10	\$618,254	46.2%	\$1,807,204	2002	\$180,720	
Tracy Jt Unified	10	10	\$573,006	38.4%	\$1,586,202	2004	\$158,620	
Washington Unified	1	8	\$446,161	46.2%	\$1,304,163	2002	\$163,020	
Washington Unified	4	10.76	\$979,085	7.7%	\$2,109,575	2008	\$196,057	
Totals		341.16			\$68,791,833	Average	\$201,641	2021 Adjusted Value \$271,725
Middle and High Schools			Original	Inflation	2009 Adjusted	Project	2009	
District	Project #	Acres	OPSC Site Development	Factor	Site Development	Year	Cost/Acre	
Western Placer Unified	4	19.3	\$5,973,312	24.4%	\$7,431,085	2005	\$385,030	
Roseville City Elem	2	21.6	\$1,780,588	48.2%	\$2,639,311	2000	\$122,190	
Elk Grove Unified	4	66.2	\$8,659,494	48.2%	\$12,835,704	2000	\$193,893	
Elk Grove Unified	13	76.4	\$9,791,732	48.2%	\$14,513,986	2001	\$189,974	
Elk Grove Unified	18	84.3	\$13,274,562	43.2%	\$19,002,626	2003	\$225,417	
Grant Jt Union High	2	24	\$2,183,840	48.2%	\$3,237,039	2000	\$134,877	
Center Unified	1	21.2	\$1,944,310	46.2%	\$2,841,684	2002	\$134,042	
Lodi Unified	2	13.4	\$1,076,844	46.2%	\$1,573,849	2002	\$117,451	
Lodi Unified	6	13.4	\$2,002,164	46.2%	\$2,926,240	2002	\$218,376	
Galt Jt Union Elem	1	24.9	\$2,711,360	46.2%	\$3,962,757	2002	\$159,147	
Tahoe Truckee Unified	2	24	\$2,752,632	43.2%	\$3,940,412	2003	\$164,184	
Davis Unified	5	23.3	\$3,814,302	43.2%	\$5,460,199	2003	\$234,343	
Woodland Unified	3	50.2	\$8,664,700	46.2%	\$12,663,792	2002	\$252,267	
Sacramento City Unified	1	35.2	\$4,813,386	46.2%	\$7,034,949	2002	\$199,856	
Lodi Unified	4	47	\$7,652,176	46.2%	\$11,183,950	2002	\$237,956	
Stockton Unified	3	49.1	\$8,959,088	43.2%	\$12,824,996	2003	\$261,202	
Natomas Unified	11	38.7	\$3,017,002	38.4%	\$4,175,850	2004	\$107,903	
Rocklin Unified	11	47.1	\$11,101,088	24.4%	\$13,810,282	2005	\$293,212	
Totals		679.3			\$142,058,711	Average	\$209,125	2021 Adjusted Value \$255,639
Middle Schools:		260.7			\$49,447,897	Middle	\$189,704	\$255,639
High Schools:		418.6			\$92,610,814	High	\$221,217	\$298,105



SANTA BARBARA COUNTY
SCHOOL DISTRICT BONDING CAPACITY
Estimated as of February 28, 2021

District	Total Gross Value ¹ (Fiscal year 2019-20)	Multiplier ²	Maximum Bonding Capacity	Principal Outstanding ³ (As of 7/1/2020)
Santa Maria Joint Union High School C	16,615,347,205	1.25%	207,691,840	108,014,254

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

Source: County of Santa Barbara Auditor's Website - Property Tax Revenues Reporting System: <https://ac.co.santa-barbara.ca.us/loginpw.asp>. Search Property Tax --> Assessed Taxable Value for Fiscal Year 2020-21.

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

3 **Principal Outstanding** from general obligation bonds.

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

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2020**

NOTE 8 – LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the year ended June 30, 2020 consisted of the following:

	Balance July 01, 2019	Additions	Deductions	Balance June 30, 2020	Balance Due In One Year
Governmental Activities					
General obligation bonds	\$ 110,739,253	\$ -	\$ 5,295,000	\$ 105,444,253	\$ 4,835,000
Unamortized premium	7,061,730	-	561,542	6,500,188	561,542
Accreted interest	7,761,734	1,069,046	-	8,830,780	-
Subtotal general obligation bonds	125,562,717	1,069,046	5,856,542	120,775,221	5,396,542
Direct placement general obligation bonds	5,995,000	-	3,425,000	2,570,000	2,570,000
Subtotal direct placement general obligation bonds	5,995,000	-	3,425,000	2,570,000	2,570,000
Total general obligation bonds	131,557,717	1,069,046	9,281,542	123,345,221	7,966,542
Direct placement certificates of participation	2,302,685	-	413,601	1,889,084	444,290
Total certificates of participation	2,302,685	-	413,601	1,889,084	444,290
Compensated absences	558,863	191,348	-	750,211	-
Net OPEB liability	18,484,807	-	1,775,457	16,709,350	-
Net pension liability	97,800,137	4,149,953	-	101,950,090	-
Total	\$ 250,704,209	\$ 5,410,347	\$ 11,470,600	\$ 244,643,956	\$ 8,410,832

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

A. Compensated Absences

Total unpaid employee compensated absences as of amounted to \$750,211. This amount is included as part of long-term liabilities in the government-wide financial statements.

B. Certificates of Participation

The annual requirements to amortize the certificates of participation outstanding at June 30, 2020 are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 444,290	\$ 57,814	\$ 502,104
2022	479,009	43,095	522,104
2023	509,825	27,279	537,104
2024	455,960	11,144	467,104
Total	<u>\$ 1,889,084</u>	<u>\$ 139,332</u>	<u>\$ 2,028,416</u>

APPENDIX G

RESOLUTION NUMBER 26 - 2020-2021

**ADOPTING THE INITIAL STUDY/MITIGATED
NEGATIVE DECLARATION, CEQA FINDINGS,
MITIGATION MEASURES, AND THE MITIGATION
MONITORING AND REPORTING PROGRAM FOR
THE ERNEST RIGHETTI HIGH SCHOOL NEW
MAINTENANCE AND OPERATIONS BUILDING
PROJECT No. 16-236,
AND APPROVING THE PROJECT**

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 26 - 2020-2021

ADOPTING THE INITIAL STUDY/MITIGATED NEGATIVE DECLARATION, CEQA FINDINGS, MITIGATION MEASURES, AND THE MITIGATION MONITORING AND REPORTING PROGRAM FOR THE ERNEST RIGHETTI HIGH SCHOOL NEW MAINTENANCE AND OPERATIONS BUILDING PROJECT No. 16-236, AND APPROVING THE PROJECT

WHEREAS, the Santa Maria Joint Union High School District (“District”) is proposing the construction and operation of a new 3,480-square foot maintenance and operations building on Assessor’s Parcel Number (APN) 107-200-012 of the Ernest Righetti High School campus (APNs 107-200-012 and 107-200-013), consisting of 2 maintenance bays, office, break room, laundry, toilet, and miscellaneous rooms, mechanical systems, flooring and tile, ceilings, and paint will be applied, removal of existing soil, installation of new concrete paving, asphalt, sod and exterior and interior lighting. (“Project”); and

WHEREAS, the District is the lead agency on the Project, and the Board of Education (“Board”) is the decision-making body for the proposed Project; and

WHEREAS, prior to commencement of the Project, the District must comply with the California Environmental Quality Act of 1970, as amended (“CEQA”); and

WHEREAS, the District has retained School Site Solutions, Inc., to prepare an Initial Study and a Mitigated Negative Declaration for the Project in accordance with the requirements of CEQA the CEQA Guidelines; and

WHEREAS, the scope of the Project analyzed under the Initial Study/Mitigated Negative Declaration is further described in the Initial Study/Mitigated Negative Declaration. A link to the copy of the Initial Study/Mitigated Negative Declaration is set forth on Exhibit “A” and incorporated herein by reference; and

WHEREAS, the Initial Study/Mitigated Negative Declaration concludes that implementation of the Project will not result in a significant effect on the environment because the mitigation and standard measures described in the Initial Study/Mitigated Negative Declaration are included in the Project to reduce potential impacts to a less than significant level; and

WHEREAS, pursuant to Public Resources Code Sections 21091 and 21092, the District, as the lead agency for the Project, posted a Notice of Intent on the District’s website and at the District Support Services Center, filed the Notice of Intent with the County Clerk for posting, directly mailed the Notice of Intent to public agencies through the State Clearing House and requesting parties, and provided copies of the Initial Study/Mitigated Negative Declaration to the public for review and comment for a thirty (30) day period beginning March 15, 2021 and ending April 13, 2021; and

WHEREAS, the District did not receive any public comments from the public or other interested agencies regarding the Initial Study/Mitigated Negative Declaration on or before the close of the public review period on April 13, 2021; and

WHEREAS, in connection with the approval of a project involving the preparation of an initial study/mitigated negative declaration that identifies one or more potentially significant environmental effects, CEQA requires the decision making body of the lead agency to incorporate feasible mitigation measures that would reduce those potentially significant environment effects to a less-than-significant level; and

WHEREAS, whenever a lead agency approves a project requiring the implementation of measures to mitigate or avoid potentially significant effects on the environment, CEQA also requires a lead agency to adopt a mitigation monitoring and reporting program to ensure compliance with the mitigation measures during project implementation. A copy of the Mitigation Monitoring and Reporting Program (“MMRP”) for the Project, which defines the measures which would be imposed on the Project to mitigate or avoid potentially significant environmental impacts, is attached hereto as Exhibit “B” and incorporated herein by reference; and

WHEREAS, the Board has carefully reviewed and considered the Initial Study/Mitigated Negative Declaration for the Project, together with the proposed mitigation measures, CEQA findings, and Mitigation Monitoring and Reporting Program (“MMRP”) for the Project, at its regularly scheduled meeting of May 11, 2021; and

WHEREAS, on May 11, 2021, the Board heard and received all oral and written testimony and evidence that was made, presented, or filed, and all persons present at the meeting were given an opportunity to hear and be heard with respect to any matter related to the Initial Study/Mitigated Negative Declaration, proposed MMRP, and the Project; and

WHEREAS, based on the CEQA findings, mitigation measures, and other findings set forth in this Resolution, and based on staff’s recommendations, public testimony, and evidence received, and all other evidence in the administrative record, the Board desires to adopt the Initial Study/Mitigated Negative Declaration and the MMRP; and

WHEREAS, the Board further desires to approve the Project; and

WHEREAS, all other legal prerequisites to the adoption of this Resolution and approval of the Project have occurred.

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

Section 1 - Recitals. That all of the recitals set forth above are true and correct.

Section 2 - Compliance with CEQA. That the Board has independently reviewed and analyzed the Initial Study/Mitigated Negative Declaration and other information in the record and has considered the information contained therein prior to acting upon or approving the Project. Based on all evidence in the administrative record for the Project, the Board hereby makes the following specific findings:

- (1) Finding 1: The Initial Study/Mitigated Negative Declaration prepared for the Project has been completed in compliance with CEQA and the CEQA Guidelines.

Evidence: The relevant documents used in the preparation of the Initial Study/Mitigated Negative Declaration are filed in the Project record. Public review of the Initial Study/Mitigated Negative Declaration was conducted March 15, 2021, to April 13, 2021. On March 15, 2021, the Notice of Intent was filed with the County Clerk for posting, was posted by the District on its website and at the District Support Services Center and was directly mailed to public agencies through the State Clearing House and requesting parties.

- (2) Finding 2: The Initial Study/Mitigated Negative Declaration prepared for the Project contains a complete and accurate reporting of the environmental impacts associated with the Project.

Evidence: The Initial Study/Mitigated Negative Declaration describes the Project and evaluates potential environmental impacts of the Project across 21 environmental topics in accordance with the CEQA Guidelines.

- (3) Finding 3: The Board has considered the Initial Study/Mitigated Negative Declaration, together with all comments received during the public review process.

Evidence: The District did not receive any written comments to the Initial Study/Mitigated Negative Declaration during the public comment period. The Board has considered all information provided in the Initial Study/Mitigated Negative Declaration and other information in the record at the May 11, 2021, Board Meeting, including any written and oral comments received at the May 11, 2021, Meeting and responses provided.

- (4) Finding 4: The Initial Study/Mitigated Negative Declaration represents the independent judgment and analysis of the District as lead agency for the Project.

Evidence: The District, assisted by School Site Solutions, Inc., a professional environmental consultant, prepared and circulated the Initial Study/Mitigated Negative Declaration. The District exercised overall control and direction of the CEQA review process for the Project. The Board considered and reviewed the Initial Study/Mitigated Negative Declaration and considered all public comments and information received, prior to taking action on the Mitigated Negative Declaration. The Board, exercising its independent judgment and analysis, decided to adopt the Mitigated Negative Declaration.

- (5) Finding 5: The Project will not result in a significant effect upon the environment because the mitigation measures described in the MMRP have been added to the Project.

Evidence: After consideration of the Initial Study/Mitigated Negative Declaration, public comments received, and other information in the record, the Board has found that the proposed mitigation measures will reduce potential effects to less than significant and that no new evidence has been presented to the Board to indicate that revisions to the proposed mitigation measures or the Project will reduce potentially significant effects to less than significant. The Initial Study/Mitigated Negative Declaration has not been substantially revised since public notice of its availability was provide, and no mitigation measures or Project revisions were added or required.

- (6) Finding 6: Based on its review of the whole record before it, there is no substantial evidence in the record supporting a fair argument that the Project will have a significant effect on the environment.

Evidence: After consideration of the Initial Study/Mitigated Negative Declaration, public comments received, and other information in the record, the Board has found that the Project as proposed and described in the Mitigated Negative Declaration, with the adoption of the mitigation measures in the MMRP, would not have a significant effect on the environment.

Section 3 - Location and Custodian of Records. The location and custodian of records with respect to all of the relevant documents and any other material which constitutes the administrative record for the Initial Study/Mitigated Negative Declaration are as follows:

Gary Wuitschick, Director of Support Services
Santa Maria Joint Union High School District
2560 Skyway Drive
Santa Maria, California 93245

The Initial Study/Mitigated Negative Declaration and MMRP are: (1) on file in at the District Office, located at 2560 Skyway Drive, Santa Maria, California 93455; (2) available on the District's website at http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Departments/DocumentsCategories/Documents/ISMND%20Righetti%20HS%20031521_%7BSIS87F116848F9B%7D.pdf and (3) available for inspection by any interested person.

Section 4 - Adoption of Initial Study/Mitigated Negative Declaration and MMRP. That the Board hereby adopts the Initial Study/Mitigated Negative Declaration and the MMRP, including all of the mitigation measures set forth in the MMRP.

Section 5- Approval of Project. The Board hereby approves the Project as identified and evaluated in the Initial Study/Mitigated Negative Declaration and authorizes the Superintendent, or his authorized designee, to take all steps necessary to proceed with the Project.

Section 6 - Notice of Determination. That the Board hereby directs School District staff to file a Notice of Determination within five (5) working days after the Board's adoption of the Initial Study/Mitigated Negative Declaration.

APPROVED, PASSED AND ADOPTED at a regular meeting of the Board of Education of the Santa Maria Joint Union High School District held on this 11th day of May, 2021 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

EXHIBIT "A"

**Link to Initial Study/Mitigated Negative Declaration
Righetti High School New Maintenance and Operations Building**

IS/MND Document Link:

http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Departments/DocumentsCategories/Documents/ISMND%20Righetti%20HS%20031521_%7BSIS87F116848F9B%7D.pdf

EXHIBIT "B"

MITIGATION MONITORING AND REPORTING PROGRAM (MMRP) Righetti High School New Maintenance and Operations Building

This Mitigation and Monitoring Reporting Program (MMRP) has been formulated based upon the findings of the Initial Study/Mitigated Negative Declaration (IS/MND) prepared for the proposed Ernest Righetti High School New Maintenance and Operations Building Project (proposed project). The purpose of the MMRP is to ensure the implementation of avoidance and minimization measures and mitigation measures identified as part of the environmental review for the project. The MMRP includes the following information:

- A list of avoidance and minimization measures and mitigation measures;
- The timing for implementation of the measure;
- The party responsible for implementing the measure;
- The agency/city department responsible for monitoring the implementation; and
- The monitoring action and frequency.

The Santa Maria Joint Union High School District (District) must adopt a MMRP or an equally effective program, if it approves the proposed project with the mitigation measures included in the IS/MND. Public Resources Code, Section 21081.6(a) requires an agency to adopt a program for reporting or monitoring mitigation measures that were adopted or made conditions of project approval.

Table 1: Mitigation Monitoring and Reporting Program

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
AESTHETICS				
<i>There are no mitigation measures for Aesthetics.</i>				
AGRICULTURAL AND FOREST RESOURCES				
<i>There are no mitigation measures for Agricultural and Forest Resources.</i>				
AIR QUALITY				
<p>Mitigation Measure AQ-1: <i>These measures are required for all projects involving earthmoving activities regardless of the project size or duration. The measures are based on policies adopted in the 1979 AQAP for Santa Barbara County. Proper implementation of these measures is assumed to fully mitigate fugitive dust emissions.</i></p> <ul style="list-style-type: none"> • <i>During construction, use water trucks or sprinkler systems to keep all areas of vehicle movement damp enough to prevent dust from leaving the site. At a minimum, this should include wetting down such areas in the late morning and after work is completed for the day. Increased watering frequency should be required whenever the wind speed exceeds 15 mph. Reclaimed water should be used whenever possible. However, reclaimed water should not be used in or around crops for human consumption.</i> • <i>Minimize amount of disturbed area and reduce on site vehicle speeds to 15 miles per hour or less.</i> • <i>If importation, exportation and stockpiling of fill material is involved, soil stockpiled for more than two days shall be covered, kept moist, or treated with soil binders to prevent dust generation. Trucks transporting fill material to and from the site shall be tarped from the point of origin.</i> • <i>Gravel pads shall be installed at all access points to prevent tracking of mud onto public roads.</i> • <i>After clearing, grading, earth moving or excavation is completed, treat the disturbed area by watering, or revegetating, or by spreading soil binders until the area is paved or otherwise developed so that dust generation will</i> 	<p><i>Construction plans shall show identified dust control measures; District shall ensure implementation.</i></p>	<p><i>During construction activities.</i></p>	<p><i>District, Contractor</i></p>	<p><i>Verified by:</i></p> <p><i>Date:</i></p>

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
<p><i>not occur.</i></p> <ul style="list-style-type: none"> <i>The contractor or builder shall designate a person or persons to monitor the dust control program and to order increased watering, as necessary, to prevent transport of dust offsite. Their duties shall include holiday and weekend periods when work may not be in progress. The name and telephone number of such persons shall be provided to the Air Pollution Control District prior to grading/building permit issuance and/or map clearance.</i> 				
<p>Mitigation Measure AQ-2: <i>The following measures are required by state law:</i></p> <ul style="list-style-type: none"> <i>All portable diesel-powered construction equipment shall be registered with the state's portable equipment registration program OR shall obtain an APCD permit.</i> <i>Fleet owners of mobile construction equipment are subject to the California Air Resource Board (CARB) Regulation for In-Use Off-Road Diesel Vehicles (Title 13, California Code of Regulations (CCR), §2449), the purpose of which is to reduce oxides of nitrogen (NOx), diesel particulate matter (DPM), and other criteria pollutant emissions from in-use off-road diesel-fueled vehicles. Off-road heavy-duty trucks shall comply with the State Off-Road Regulation. For more information, see www.arb.ca.gov/msprog/ordiesel/ordiesel.htm.</i> <i>Fleet owners of mobile construction equipment are subject to the CARB Regulation for In-Use (On-Road) Heavy-Duty Diesel-Fueled Vehicles (Title 13, CCR, §2025), the purpose of which is to reduce DPM, NOx and other criteria pollutants from in-use (on-road) diesel-fueled vehicles. On-road heavy-duty trucks shall comply with the State On-Road Regulation. For more information, see www.arb.ca.gov/msprog/onrdiesel/onrdiesel.htm.</i> <i>All commercial off-road and on-road diesel vehicles are subject, respectively, to Title 13, CCR, §2449(d)(3) and §2485, limiting engine idling time. Idling of heavy-duty diesel construction equipment and trucks during loading and unloading shall be limited to five minutes; electric auxiliary power units should be used whenever possible.</i> 	<p><i>Construction plans shall show identified dust control measures; District shall ensure implementation.</i></p>	<p><i>During construction activities.</i></p>	<p><i>District, Contractor</i></p>	<p><i>Verified by:</i></p> <p><i>Date:</i></p>

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
<p><i>The following measures are recommended:</i></p> <ul style="list-style-type: none"> • <i>Diesel equipment meeting the CARB Tier 3 or higher emission standards for off-road heavy-duty diesel engines should be used to the maximum extent feasible.</i> • <i>On-road heavy-duty equipment with model year 2010 engines or newer should be used to the maximum extent feasible.</i> • <i>Diesel powered equipment should be replaced by electric equipment whenever feasible.</i> • <i>Equipment/vehicles using alternative fuels, such as compressed natural gas (CNG), liquefied natural gas (LNG), propane or biodiesel, should be used on-site where feasible.</i> • <i>Catalytic converters shall be installed on gasoline-powered equipment, if feasible.</i> • <i>All construction equipment shall be maintained in tune per the manufacturer's specifications.</i> • <i>The engine size of construction equipment shall be the minimum practical size.</i> • <i>The number of construction equipment operating simultaneously shall be minimized through efficient management practices to ensure that the smallest practical number is operating at any one time.</i> • <i>Construction worker trips should be minimized by requiring carpooling and by providing for lunch onsite.</i> 				
BIOLOGICAL RESOURCES				
<i>There are no mitigation measures related to Biological Resources.</i>				
CULTURAL RESOURCES				
<p>Mitigation Measure CULT-1: <i>In the event archaeological remains are encountered during grading, construction, landscaping or other construction-related activity, the District and/or their agents, representatives or contractors shall stop or redirect work immediately. The District shall retain a P&D approved archaeologist and Native American representative to evaluate the significance of the find in compliance with the provisions of Phase 2 investigations of the County Archaeological Guidelines and funded by the District.</i></p>	<p><i>Project plans shall include required components to limit impacts to cultural resources.</i></p>	<p><i>During construction activities.</i></p>	<p><i>District, Contractor, Qualified Archaeologist</i></p>	<p><i>Verified by:</i> <i>Date:</i></p>

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
<i>If remains are found to be significant, they shall be subject to a Phase 3 mitigation program consistent with County Archaeological Guidelines and funded by the District.</i>				
ENERGY				
<i>There are no mitigation measures related to Energy.</i>				
GEOLOGY AND SOILS				
Mitigation Measure GEO-1: Structures shall be designed by the engineer/architect in accordance with the seismic parameters presented in the applicable sections of the California Building Code (CBC) in effect at the time that the project is permitted. Design, grading, and construction shall be performed in accordance with the requirements of the CBC.	Construction plans shall show identified seismic parameters consistent with the CBC; District shall ensure implementation.	Prior to construction and during construction activities.	District	Verified by: Date:
Mitigation Measure GEO-2: If paleontological resources are encountered during the course of ground disturbance, work in the immediate area of the find shall be redirected and the District shall retain a qualified paleontologist to assess the find for scientific significance. If determined to be significant, the fossil shall be collected from the field. The paleontologist may also make recommendations regarding additional mitigation measures, such as paleontological monitoring. Scientifically significant resources shall be prepared to the point of identification, identified to the lowest taxonomic level possible, cataloged, and curated into the permanent collections of a museum repository. If scientifically significant paleontological resources are collected, a report of findings shall be prepared to document the collection.	Project plans shall include required components to limit impacts to paleontological resources.	During construction activities.	District, Contractor, Qualified Paleontologist	Verified by: Date:
GREENHOUSE GAS EMISSIONS				
<i>There are no mitigation measures related to Greenhouse Gas Emissions.</i>				
HAZARDS AND HAZARDOUS MATERIALS				
<i>There are no mitigation measures related to Hazards and Hazardous Materials.</i>				
HYDROLOGY AND WATER QUALITY				
<i>There are no mitigation measures related to Hydrology and Water Quality.</i>				
LAND USE AND PLANNING				
<i>There are no mitigation measures related to Land Use and Planning.</i>				
MINERAL RESOURCES				

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
<i>There are no mitigation measures related to Mineral Resources.</i>				
NOISE				
<p>Mitigation Measure NOISE-01: <i>The District, including all contractors and subcontractors shall limit construction activity, including equipment maintenance and site preparation, to the hours between 7:00 a.m. and 4:00 p.m., Monday through Friday. No construction shall occur on weekends or State holidays. Non-noise generating construction activities such as interior plumbing, electrical, drywall and painting (depending on the compressor noise levels) are not subject to these restrictions. Any subsequent amendment to the Comprehensive General Plan, applicable Community or Specific Plan, or Zoning Code noise standard upon which these construction hours are based shall supersede the hours stated herein. The District shall provide and post a sign stating these restrictions at all construction site entries. Signs shall be posted prior to commencement of construction and maintained throughout construction. The District shall demonstrate that required signs are posted prior to grading/building permit issuance and pre-construction meeting. Building inspectors and permit compliance staff shall spot check and respond to complaints.</i></p>	<p><i>Construction plans shall show construction hours and other identified noise requirements; District shall ensure implementation.</i></p>	<p><i>During construction activities.</i></p>	<p><i>District, Contractor</i></p>	<p><i>Verified by:</i> <i>Date:</i></p>
<p>Mitigation Measure NOISE-02: <i>Stationary construction equipment that generates noise that exceeds 65 dBA at the project boundaries shall be shielded with appropriate acoustic shielding and/or noise control devices to P&D's satisfaction, and shall be located at a minimum of 200 feet from occupied residences to the west of the project site. All equipment shall be properly maintained to ensure that no additional noise, due to worn or improperly maintained parts, would be generated. The District shall designate the equipment area with appropriate acoustic shielding on building and grading plans. Equipment and shielding shall be installed prior to construction and remain in the designated location throughout construction activities. The District shall demonstrate that the acoustic shielding is in place prior to commencement of construction activities. P&D compliance staff shall perform site inspections throughout construction to ensure compliance.</i></p>	<p><i>Construction plans shall show construction equipment requirements and required noise buffers on the west side of the project; District shall ensure implementation.</i></p>	<p><i>During construction activities.</i></p>	<p><i>District, Contractor</i></p>	<p><i>Verified by:</i> <i>Date:</i></p>
POPULATION AND HOUSING				
<i>There are no mitigation measures related to Population and Housing.</i>				
PUBLIC SERVICES				
<i>There are no mitigation measures related to Public Services.</i>				
RECREATION				

Mitigation Measure	Implementation Actions	Timing Requirements	Monitoring/Reporting Responsibility	Verified By and Date
<i>There are no mitigation measures related to Recreation.</i>				
TRANSPORTATION				
<i>There are no mitigation measures related to Transportation.</i>				
TRIBAL CULTURAL RESOURCES				
<i>There are no mitigation measures related to Tribal Cultural Resources.</i>				
UTILITIES AND SERVICE SYSTEMS				
<i>There are no mitigation measures related to Utilities and Service Systems.</i>				
WILDFIRE				
<i>There are no mitigation measures related to Wildfire.</i>				