

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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



BOARD OF EDUCATION

Regular Meeting

December 12, 2023

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

5:15 p.m. Closed Session

6:30 p.m. General Session

YouTube links to VIEW only:

English: <https://www.youtube.com/channel/UCvPYs34lm9h0dAwgfi-gDGg>

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

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

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

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

PUBLIC COMMENT:

The public may address the Board of Education on any item of interest that is within the Board's jurisdiction. If you would like to address the Board at the December 12, 2023 meeting, see the options for participation below. Please note: The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
- B. **In writing:** Submit your comment via email to SMJUHS-Dublic-Comment@smjuhsd.org by 3:00 p.m. on December 11, 2023. Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.

AGENDA

I. OPEN SESSION

A. Call to Order

II. CLOSED SESSION PUBLIC COMMENTS

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

III. ADJOURN TO CLOSED SESSION

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

- A. Student Matters**– Education Code § 35146 and § 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
 - B. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve appointment, evaluations, discipline, dismissal, and release of employees 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).
 - D. Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent
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IV. RECONVENE IN OPEN SESSION

A. Call to Order/Flag Salute

V. ANNOUNCE CLOSED SESSION ACTIONS

VI. ORGANIZATION FOR YEAR DECEMBER 12, 2023 TO DECEMBER 2024

A. Election of President

As outlined in Board Bylaw 9100, the Board will elect a President from its members during an open session of their annual organizational meeting.

*** **IT IS RECOMMENDED THAT** the Board of Education elect a President from its members for the new term of December 12, 2023 to December 2024.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

B. Turn meeting over to new elected President

C. Election of Clerk

As outlined in Board Bylaw 9100, the Board will elect a Clerk from its members during an open session of their annual organizational meeting.

*** **IT IS RECOMMENDED THAT** the Board of Education elect a Clerk from its members for the new term of December 12, 2023 to December 2024.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

D. Appointment of Secretary to the Board of Education

As outlined in Board Bylaw 9100, the Board will appoint the Superintendent as secretary to the Board during an open session of their annual organizational meeting.

*** **IT IS RECOMMENDED THAT** the Board of Education appoint Antonio Garcia as the Secretary of the Board of Education.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

E. School Board Representative to the SBC Committee on School District Organization

The Board of Education is required to designate a representative to elect members to the Santa Barbara County Committee on School District Organization (“County Committee”). Education Code Section 35023 specifies that the representative must be a member of the governing board and must be selected at the annual organizational meeting.

The sole function of the board representative is to nominate and elect the eleven members of the Santa Barbara County Committee on School District Organization. The current representative is Jack Garvin with Diana Perez as alternate.

*** **IT IS RECOMMENDED THAT** the Board of Education elect a representative and alternate to the County Committee on School District Organization.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

F. Selection of Meeting Dates, Time, and Place for 2024

To facilitate payroll requirements and other reporting deadlines, the administration recommends the Board meet each month on the dates listed below.

The meetings will be held at 5:15 p.m. (closed meeting) and 6:30 p.m. (open meeting) at the District Support Services Center.

January 16, 2024*	May 14, 2024	August 6, 2024*
February 13, 2024	June 4, 2024*	September 10, 2024
March 12, 2024	June 12, 2024*	October 8, 2024
April 16, 2024*	July 9, 2024	November 12, 2024
		December 10, 2024

* *Not on second Tuesday of the month*

*** **IT IS RECOMMENDED THAT** the Board of Education approve the proposed dates and times for meetings of the Board of Education for 2024.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

VII. REPORTS

- A. Student Reports** - Perla Delgado-Paniagua/SMHS; Leilanni-GaoShoua Mendoza/DHS; Teya Nastaskin/ERHS; Camila Uribe-Quezada/PVHS
- B. Superintendent’s Report**
- C. Board Member Reports**

VIII. REPORTS FROM EMPLOYEE ORGANIZATIONS

IX. OPEN SESSION PUBLIC COMMENTS

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

X. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Variable Term Waiver Request

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

Reynoso, Director of Certificated Human Resources

The California Commission on Teacher Credentialing requires public notice when the district intends to employ a certificated staff member based on a Variable Term Waiver. The district has made a diligent search for fully qualified and competent Dean of Students for the 2023-24 school year.

Jay Edwards is applying for a Variable Term Waiver. Mr. Edwards will serve as a Dean of Students for grades 9-12 at Pioneer Valley High School.

This waiver will be applicable for the 2023-24 school year.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the Variable Term Waiver Request, as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

B. INSTRUCTION

1. Approval of Board Policy Revision – *Appendix D*

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

Using CSBA model policies and regulations, as well as the District’s practices, District staff is requesting approval on the proposed policy. Board policies provide general guidance based on law and principles.

Board Policy	Description
BP 6146.1	<p>High School Graduation Requirements</p> <p>The proposed revision includes an addition of a third year of Mathematics beginning with the graduating class of 2028.</p>

*** **IT IS RECOMMENDED THAT** the Board of Education approve the revisions for BP/AR 6146.1, as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

2. Adoption of Instructional Materials

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

The Savvas ‘enVision’ instructional materials proposal is presented to the Board of Education for approval. These instructional materials are aligned with the common core. The Savvas ‘enVision’ curriculum was selected by a team of Math teachers representing each site in the district as part of a year-long selection process. Six different publisher curriculums were previewed during the 2022-23 and 2023-24 school years, with ‘enVision’ being selected in September. General information about these instructional materials may be accessed at: <https://www.savvas.com/solutions/mathematics/core-programs/envision-integrated-math/data/pages/virtual-sampling>

*** **IT IS RECOMMENDED THAT** the Board of Education adopt the Savvas ‘enVision’ instructional materials proposal as presented.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

C. BUSINESS

1. Delegation of Governing Board Powers and Duties – Resolution 7-2023-2024

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Education Code Section 35161 grants the Board of Education the authority to delegate various powers and duties to employees of the district to act on its behalf. It is necessary to update the resolution and authorized signatures, annually and in addition to periodic changes of personnel.

Approval of Resolution 7-2023-2024 and the submission of Authorized Signature forms, designate various staff to act on behalf of the Board of Education with specific limitations and restrictions.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 7-2023-2024 Delegating Specific Powers and Duties of the Board of Education and the submission of Authorized Signature forms and notify the County Superintendent of Schools accordingly.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 7-2023-2024**

DELEGATION OF GOVERNING BOARD POWERS/DUTIES

WHEREAS, Education Code Section 35161 provides that “the governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...” , and

WHEREAS, Education Code Section 35161 further provides that the governing board “may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.” and

WHEREAS, the Governing Board of the Santa Maria Joint Union High School District recognizes that while the authority provided in Education Code Section 35161 authorizes the Board to delegate any of its powers and duties, the Governing Board retains the ultimate responsibility over the performance of those powers or duties.

WHEREAS, the Governing Board further recognizes that where other education code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed.

NOW, THEREFORE, BE IT RESOLVED, that in accordance with the authority provided in Education Code 35161, the Governing Board of the Santa Maria Joint Union High School District hereby delegates to the following officers or employees of the district, the authority to act on its behalf in performance of the duties and powers granted to the Board by law, as indicated below and subject to the following limitations and restrictions:

- Antonio Garcia, District Superintendent
 - Delegated Power or Duty: Ability to make budget revisions to expenses and/or cash transfers between funds, approve payroll warrants, commercial warrants, purchase orders, contracts and process change orders for bids and contracts. Designated as a district representative with the State of California – State Allocation Board/Office of Public School Construction.

- Yolanda Ortiz, Assistant Superintendent of Business Services
 - Delegated Power or Duty: Ability to make budget revisions to expenses and/or cash transfers between funds, approve payroll warrants, commercial warrants, purchase orders, contracts and process change orders for bids and contracts. Designated as a district representative with the State of California – State Allocation Board/Office of Public School Construction.

- Michelle Coffin, Director of Fiscal Services
 - Delegated Power or Duty: Ability to make budget revisions to expenses and/or

cash transfers between funds, approve payroll warrants, commercial warrants, purchase orders and contracts.

- Maria Malkin, Fiscal Manager II
 - Delegated Power or Duty: Ability to make cash transfers, approve payroll warrants and commercial warrants.

- Kevin Platt, Assistant Superintendent of Human Resources
 - Delegated Power of Duty: Ability to approve contracts.

- Reese Thompson, Director of Maintenance, Operations and Transportation
 - Delegated Power or Duty: Ability to approve contracts.

- Gary Wuitschick, Director of Facilities and Logistics
 - Delegated Power or Duty: Ability to approve purchase orders and contracts.

PASSED AND ADOPTED this 12th day of December 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

2. Public Disclosure of Agreement and Approval of Compensation Increase for Unrepresented (Athletic Trainers), Confidential, Classified Management and Certificated Management – Appendix H

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreement on the District’s financial status. Administration is proposing health benefit increases for non-bargaining unit members which consist of unrepresented (athletic trainers), confidential, classified management and certificated management employees. The proposed increase and longevity program is effective January 1, 2024.

The total ongoing cost of the recommended increase is projected to be \$74,266. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix H.

*** **IT IS RECOMMENDED THAT** the Board of Education approve the AB 1200 Public Disclosure of the Agreement for Unrepresented (Athletic Trainers), Confidential, Classified Management and Certificated Management effective January 1, 2024.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

3. 2023-2024 First Interim Report – Appendix E

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

California Education Code requires each school district to file two interim reports detailing the financial and budgetary status to the County Office of Education. The First Interim report shall cover the period ended October 31, and be approved by the Board of Education no later than 45 days after the close of this period.

The County Superintendent shall certify in writing that the district can meet its financial obligations for the remainder of the fiscal year, based on current forecasts and assumptions, and for the subsequent two fiscal years.

The certification shall be classified as:

- 1) Positive Certification will be assigned indicating that the district can meet its financial obligations for the current and subsequent two years, or
- 2) Qualified Certification will be assigned to a school district if it may not meet its financial obligations for the current year and the subsequent two years, or
- 3) Negative Certification will be assigned to a school district that, based upon current projections, will be unable to meet its financial obligations for the remainder of the fiscal year or in the subsequent two fiscal years.

The full report is in accordance with the state-adopted Standards and Criteria, is posted on the District website at www.smjuhsd.org.

*** **IT IS RECOMMENDED THAT** the Board of Education adopt a Positive Certification for the First Interim report for fiscal year 2023-2024 as shown in Appendix E.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

4. Authorization to Make Budget Revisions – Resolution Number 5-2023-2024

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Income and expenditures have been updated in accordance with revenues, grant awards, personnel, and other expenditure adjustments. The working budget, as shown in the Projected Year Totals column of the 2023-2024 First Interim Report has been adjusted to reflect these changes, is presented as Resolution Number 5-2023-2024.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 5-2023-2024 authorizing budget revisions as identified in the 2023-2024 First Interim Report.

Moved _____

Second _____

A Roll Call Vote is Required:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 5-2023-2024

AUTHORIZATION FOR BUDGET REVISIONS

WHEREAS, the Board of Education adopted its budget on June 14, 2023 for the fiscal year 2023-2024; and

WHEREAS, income will be received and expenditures in certain classifications will be required in excess of amounts budgeted therefore; and

WHEREAS, Education Code Section 42602 authorizes that the Board may budget and use any unbudgeted income provided during the fiscal year; and

WHEREAS, Education Code Section 42600 authorizes that transfers may be made from the designated fund balance or the unappropriated funds balance to any expenditure classification or between expenditure classifications at any time by written resolution of the district governing board;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of the Santa Maria Joint Union High School District hereby authorizes budget revisions be made as reflected in the 2023-2024 First Interim Report.

PASSED AND ADOPTED this 12th day of December 2023 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

5. Annual Accounting for School Facilities Fees – Resolution Number 6-2023-2024 /Appendix F

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with California Government Code Section 66006, the district shall, within 180 days after the close of the fiscal year, make available to the public an accounting of developer fees collected. The district is required to identify the type of fees collected, beginning and ending fund balance and interest earnings, attached hereto as Exhibit A of Resolution No. 6-2023-2024. In addition, the district shall list proposed projects for a period of five years, attached hereto as Exhibit B of Resolution No. 6-2023-2024. Section 66001 requires districts collecting developer fees to make additional findings every five years in which those fees remained unexpended at the end of a fiscal year.

A public hearing is required.

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

*** **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 6-2022-2023, as presented in Appendix F.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

XI. CONSENT ITEMS

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

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

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

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

Special Board Meeting – October 30, 2023
 Regular Board Meeting – November 14, 2023

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

Payroll	\$ 11,368,694.78
Warrants	\$ 5,868,110.89
Total	\$ 17,236,805.67

C. Attendance Report

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

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Paul Luelmo	Contractor will provide research services to the school district as it pertains to the CCEIS Plan such as conducting research on parents of children with autism, collecting, analyzing, and presenting data as required and delivering a comprehensive report outlining findings and recommendations within agreed upon timeframe from November 7, 2023 to January 30, 2024.	\$7,000/ CCEIS 3 Funds	Krista Herrera
Corazon del Pueblo	Loteria Art Study and Community Engagement Collaboration renewal that engages students with a variety of texts and cultural/societal	\$52,325/Title IV	Krista Herrera

REGULAR MEETING December 12, 2023

	images, as well as create engagement with their peers and the local community through February 2024.		
Solution Tree, Inc.	Solution Tree will provide a speaker, Brandon Jones, and presentation materials for <i>Educator Wellness</i> Professional Development on January 8, 2024.	\$30,925/Title I	Krista Herrera
Knowledge Saves Lives, Inc.	Provide guidance and support in developing Comprehensive School Safety Plans and complete risk assessment for the new building at SMHS from December 2023 to June 2024.	\$11,495/LCAP 6.3	Krista Herrera
Kimberly Ellis Consulting	The consultant will conduct a thorough assessment to identify learning gaps, customize programs based on identified needs, establish assessment metrics for program effectiveness, evaluate and adapt programs for continuous improvement as well as Canvas LMS course development. Develop curriculum ensuring alignment with SMJUHSD objectives and goals. Create visually appealing and engaging graphics, design multimedia elements to enhance understanding. Guide the effective use of visuals to enhance learning outcomes from January 1, 2024 to January 1, 2027.	\$175,000 per year for a total of \$525,000/ Title IV for 3 years	Krista Herrera
Central Coast Safety	CPR/1st Aid renewal course will be provided on January 10, 2024.	\$50 per person; NTE \$3,000/ General Fund	Kevin Platt

- E. Facility Report – **Appendix B**
- F. Obsolete Equipment – **Appendix C**

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

of items for sale at auction will be posted in no less than three public places within the District, including the District’s website at www.smjuhsd.org

G. Clinical Practicum Agreement for 2023-24 School Year / Memorandum of Understanding for 2023-24 School Year

Emerson College has requested the District's participation in their Clinical Practicum program for the 2023-24 school year, effective January 1, 2024, whereby the District would provide the graduate training for the Master of Science degree in Communication Disorders and Sciences, emphasis in Speech-Language Pathology and Audiology.

Azusa Pacific University has requested the District’s participation in their Memorandum of Understanding for Adapted Physical Education fieldwork.

The District’s participation in these programs benefits the new student(s) that are training for the clinical program and allows the District firsthand experience with prospective students for future clinical vacancies.

H. Student Matters - Education Code § 35146 and § 48918

Administrative Recommendation to order expulsion: 377052, 377264, 607116, 377226, 377988, 358529, 358019, 377147, 370409, 378249, 370450, 378668, 377208.

Administrative Recommendation for student re-admission from expulsion/suspended order and/or expulsion: 370068, 369367, 370009, 369324, 357834, 368617, 363937, 607062, 606942, 606536, 363146, 364148, 369719, 607987, 363243, 368718, 607343, 606865, 606813, 606252.

I. New Course Approval – **Appendix G**

The following new courses are being presented to the Board of Education for approval:

New Course Title	Description
Health and Wellness for Life	This course A-G elective course will assist students in becoming health literate individuals who can critically analyze, and problem solve when confronted with the health issues of today. Students will become self-directed learners by obtaining accurate health-related knowledge and skills, to understand, access and use health information and services, develop lifelong positive health-related attitudes and behaviors, and make wise decisions related to their personal health and safety. Students will be their own health advocates on topics including personal and community health, mental, emotional, and social health, nutrition,

	physical activity, alcohol, tobacco, and other drugs, growth, development, and sexual health.
English/Math Dual Support	The class is designed to support students with concepts from both English and math taught in their co-requisite core course. This dual class will be taken when both English and math support are required for incoming 9th grade students whose indicators place them below grade level.

- J. Authorization to Utilize Amazon Services, LLC for District-wide Online Marketplace for the Purchases of Products and Services for the Length of the Contract through January 18, 2026

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the Public Contract Code, “school districts may, without competitive bidding, utilize contracts, master agreements, multiple award schedules... established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends utilizing Amazon Services, LLC (the servicing vendor) district-wide for On-Line Marketplace for the Purchases of Products and Services per the provisions of the public contract code that allow purchasing through the U.S. Communities Government Purchasing Alliance, Contract #R-TC-17006, Renewal #2, effective January 19, 2024 to January 18, 2026.

- K. Santa Maria High School Reconstruction Project #17-267: Approval of Amendment No. 10 to the Facilities Lease, Including Change Order No. 10 Increasing the Guaranteed Maximum Price (GMP) Amount.

The SMHS Reconstruction #17-267 Project Increment 1, Phase 0 GMP provided by Vernon Edwards Constructors was approved under Amendment No. 1 as \$2,739,104.00 Amendments No. 2 through No. 9 increased the GMP to \$67,237,120.04.

Amendment No. 10 including CO No. 10 provides for modifications to Increment 1, Phase 1 New 50 Classroom and Administration Building plans. CO No. 10 added scope includes privacy curtain adjustments, added administration area clocks and speakers, dedicated fax line wiring, sod, power cabling for new copier, emergency signage, restroom locksets, fence replacement at the East parking area, and additional power circuits in all science labs. The cost of the added work is \$202,104.02 which increases the total GMP to \$67,439,224.06.

- L. Notice of Completion

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

ERNEST RIGHETTI HIGH SCHOOL SLOPE STABILIZATION, #23-476 with Joseph Construction and Consulting, Inc., Contractor. Substantial Completion on November 8, 2023.

M. Approval of Board Policies

The board policies listed below are presented for approval. The policies were listed for first reading on the November 14, 2023 board agenda.

Board Policy	Description
BP 3312	<p>Contracts</p> <p>Board Policy has been updated to reflect NEW LAW (SB 1439, 2022) related to conflict of interest from campaign contributions and NEW LAW (SB 34, 2022) related to bribery of a public official, and include a general statement requiring Governing Board members and district employees who are involved in the making of contracts on behalf of the district to comply with the district's conflict of interest policy.</p>
BP 3551	<p>Food Service Operations/Cafeteria Fund</p> <p>Board Policy updated to reflect NEW LAW (SB 490, 2022) which requires districts participating in the National School Lunch and/or Breakfast Program, with annual reimbursement of \$1,000,000 or more, to (1) specify in the solicitation for bids and contracts for an agricultural food product that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies, including if the quality of the domestic product is inferior to the quality of the nondomestic product or if the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product, and (2) retain documentation justifying the use of the exception for three years from the date of purchase. Policy also updated to reflect NEW LAW (AB 778, 2022) which requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when certain conditions are met.</p>
AR 3551	<p>Food Service Operations/Cafeteria Fund</p> <p>Regulation updated to include the requirement for a district with an on-site food facility to arrange to recover the maximum amount of edible food that would otherwise be disposed of and donate it to a local food recovery organization, and maintain records related to edible food recovery including</p>

	a list of each food recovery service or organization that collects or receives the district's edible food, contact information for the service or organization, the types of food, frequency, and quantity that will be collected or hauled by the district, and a copy of contracts or written agreements between the district and food recovery services or organizations. Regulation also updated to reflect California Department of Education Nutrition Services Division Management Bulletin SNP-04-2022 which raises the excess net cash resources limitation to six months' average expenditures.
BP 3555	Nutrition Program Compliance Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of Bostock v. Clayton County to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.
Exhibit 3555	Nutrition Program Compliance Exhibit updated to reflect current language of the United States Department of Agriculture Nondiscrimination Statement.

N. Henry Mayo Newhall Foundation Grant

The Henry Mayo Newhall Foundation has awarded SMJUHSD a \$72,000 grant for college bound graduates in 2024. In collaboration with the comprehensive school sites staff, students will be selected by applying via an application and autobiographical essay in the springtime through their College & Career Centers. The District will provide the Foundation a brief report describing the grant accomplishments and use of the funds by August 1, 2024.

O. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Tyler Dickinson (PVHS) & Kristie VanHorn (SMHS) + 2 Students SM Elks- NFR Golden Circle of Champions	Las Vegas, NV December 5-10, 2023	Students will participate in the Agricultural Experience Project supervision and event coordination for Golden Circle of Champions Benefit Event for Pediatric Cancer to raise awareness and funds. Students	LCAP 3.5

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Event Preparation		in attendance are using this as a Service-Learning project to compete for State and National awards.	
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P. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO24-00896	Career Tech Media, LLC	\$79,200.00	Custom career guide magazine / General Fund CTEIG
PO24-01005	SAAVAS Learning Company, LLC	\$549,349.38	envision Math Integrated I Textbooks / General Fund Lottery

Q. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
WePay/Snap Raise (aka Snap! Mobile Inc.)	Cross Country	\$ 3,359.61
WePay/Snap Raise (aka Snap! Mobile Inc.)	Football	\$ 7,694.20
WePay/Snap Raise (aka Snap! Mobile Inc.)	Boys' Waterpolo	\$275.60
Church of Jesus Christ of Latter-Day Saints	Ballet Folklorico	\$200.00
Elks Recreation Inc.	FFA Tyler Land Judging	\$ 1,500.00
Ramsey Asphalt Construction Corp.	Girls' Soccer	\$ 5,000.00
Total Pioneer Valley High School		<u>\$18,029.41</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Cal RTA - Santa Maria Division 17	Ballett Folklorico	\$520.00
Allied Universal	Warrior Goats	\$500.00
Allied Universal	Warrior Goats	\$448.91
Allied Universal	Warrior Goats	\$1,000.00
Total Righetti High School		<u>\$2,468.91</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Damm Fine Pizza LLC	Close Up Club	\$96.29
Nancy Pacheco	Close Up Club	\$186.74
Elks Recreation Inc	FFA OH, FFA Sheep, FFA Swine	\$1500.00
The Church of Jesus Christ of Latter-Day Saints	Ballet Folklorico	\$200.00
Susan Jones CPA	Close Up Club	\$100.00
Total Santa Maria High School		<u>\$2,083.03</u>

XII. FUTURE BOARD MEETINGS FOR 2024

REGULAR MEETING
December 12, 2023

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

Regular Board Meetings for 2024:

February 13, 2024	June 4, 2024 *	September 10, 2024
March 12, 2023	June 12, 2024*	October 8, 2024
April 16, 2024*	July 9, 2024	November 12, 2024
May 14, 2024	August 6, 2022*	December 10, 2024

**Not on the second Tuesday of the month*

XIII. ADJOURN

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

October 02, 2023 through October 27, 2023

	Third Month 2022-23			Third Month 2023-24			Cumulative ADA			
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year	
							ADA % to CBEDS	ADA	ADA % to CBEDS	ADA
ERNEST RIGHETTI HIGH										
Regular	2266	2118.90	93.2%	2205	2086.15	93.9%		2141.48		2108.36
Special Education	126	110.55	89.2%	118	110.50	91.7%		109.82		109.93
Independent Study	64	63.75	97.9%	41	37.15	98.3%		60.64		31.70
Independent Study Spec Ed	9	8.45	100.0%	9	7.60	85.9%		6.57		6.96
Short Term Independent Study	0	0.00	0.0%	2	2.20	100.0%		0.02		1.13
CTE Program	5	3.00	60.0%	5	3.25	65.0%		3.25		3.41
Home and Hospital Reg Ed	1	1.00	100.0%	5	4.40	94.6%		0.54		3.91
Home and Hospital Spec Ed	3	1.65	78.6%	2	2.00	100.0%		0.64		1.48
TOTAL RIGHETTI	2474	2307.30	93.0%	2387	2253.25	93.7%		2322.96		2266.88
SANTA MARIA HIGH										
Regular	2839	2706.50	95.2%	2751	2628.55	95.2%		2719.75		2625.39
Special Education	263	236.50	90.5%	253	228.80	90.2%		237.63		232.32
Independent Study	20	16.30	90.8%	8	6.95	97.2%		11.43		5.98
Independent Study Spec Ed	1	1.00	100.0%	3	2.60	86.7%		1.00		2.63
CTE Program	8	6.05	62.7%	7	4.45	70.1%		6.68		4.07
Home and Hospital Reg Ed	4	4.50	80.4%	17	13.40	83.0%		2.70		10.96
Home and Hospital Spec Ed	4	2.40	60.0%	3	2.95	98.3%		1.93		2.77
TOTAL SANTA MARIA	3139	2973.25	94.8%	3042	2887.70	94.8%		2981.12		2884.13
PIONEER VALLEY HIGH										
Regular	2909	2777.15	95.4%	2816	2696.90	95.2%		2792.25		2726.13
Special Education	219	200.25	91.5%	201	181.50	89.8%		201.32		184.21
Independent Study	60	60.65	100.0%	49	42.80	100.0%		54.95		30.36
Independent Study Spec Ed	0	0.00	0.0%	8	4.55	95.8%		0.00		2.30
Short Term Independent Study	0	0.00	0.0%	1	0.55	100.0%		0.00		0.20
Home and Hospital Reg Ed	11	8.45	87.6%	12	10.55	95.9%		6.75		7.84
Home and Hospital Spec Ed	5	4.10	88.2%	3	2.90	96.7%		3.25		2.82
TOTAL PIONEER VALLEY	3204	3050.60	95.1%	3090	2939.75	94.9%		3058.52		2953.86
PROGRAM E DAY TREATMENT @ LINCOLN STREET	8	3.65	57.0%	10	5.30	56.7%		4.05		5.50
DISTRICT SPECIAL ED TRANSITION	22	21.45	100.0%	14	13.40	95.7%		20.41		13.54
DISTRICT SPECIAL ED TRANS/VOC MM	15	15.00	100.0%	19	18.70	95.9%		15.39		19.09
ALTERNATIVE EDUCATION										
Delta Continuation	297	237.06	79.7%	298	232.81	77.8%		237.19		235.75
Delta Independent Study	45	27.15	67.4%	41	4.90	11.9%		15.09		4.71
Delta Independent Study 12+	3	2.45	39.5%	0	0.00	0.0%		0.88		0.04
Delta Short Term Independent Study	0	0.00	0.0%	0	0.60	86.0%		0.00		0.25
Reach Program—ERHS	6	5.45	83.2%	12	6.45	57.8%		5.29		4.30
Reach Program—SMHS	0	0.00	0.0%	16	10.70	76.4%		0.00		11.46
Reach Program—PVHS	11	7.45	67.1%	16	10.40	79.1%		5.11		7.32
Delta HS I.S. Program P	8	6.36	67.6%	0	0.00	0.0%		3.50		0.00
TOTAL ALTERNATIVE EDUCATION	370	285.92	77.3%	383	265.86	69.4%		267.06		263.85
TOTAL HIGH SCHOOL DISTRICT	9232	8657.17	93.8%	8945	8383.96	93.7%		8669.51		8406.83

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Leave Without Pay	Administrative Assistant II-School Site	SMHS	1/09/24-2/19/24	24/E	8
	Employ	Campus Security Assistant II	RHS	11/27/23	17/A	7.5
	Employ	Custodian	SMHS	12/1/23	15/A	8
	Release	Administrative Assistant II-SSC	DO	11/8/23	24/A	8
	Promote	Grounds Maintenance II	RHS	12/18/23	21/B	8
	Resign	Buyer	DO	11/22/23	22/A	8
	Resign	Student Information Systems Analyst	DO	12/15/23	31/B	8
	Leave Without Pay	Attendance Technician	RHS	10/25/23-04/25/24	20/E	8
	Employ	Instructional Assistant-Bilingual	SMHS	11/13/23	13/A	6.5
	Out of Class	Human Resources Specialist-Benefits	DO	11/29/2023	30/A	8
	Promote	Staff Secretary	SMHS	1/10/2024	18/A	8
	Promote	Administrative Assistant III-DHS	DHS	12/11/23	26/B	8
	Retire	Guidance Technician	RHS	12/30/23	22/E	8
	Promote	Instructional Assistant - Special Ed II	SMHS	1/10/24	15/A	6
	Employ	Instructional Assistant	RHS	11/27/23	11/A	6.5
	Leave Without Pay	Career Center Specialist	PVHS	10/23/23-11/13/23	20/D	8
	Promote	Maintenance Worker I	SMHS	1/2/24	21/C	8
	Employ	Campus Security Assistant II	PVHS	11/15/23	17/A	6
	Employ	Instructional Assistant-Bilingual	PVHS	11/27/23	13/A	6.5
	Leave Without Pay	Instructional Assistant-Bilingual	RHS	1/9/24-4/30/24	13/E	6.5
	Employ	Instructional Assistant-Special Ed I	CTE	12/4/23	13/A	6
	Resign	Computer Network Technician	SMHS	12/5/23	28/E	8
CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Prep Period Teaching Assignment	Social Science	DHS	1/8/24-6/6/24	33/V	0.2
	Prep Period Teaching Assignment	Family Consumer Science	RHS	1/8/24-6/6/24	27/IV	0.2
	Prep Period Teaching Assignment	Special Education	PVHS	1/8/24-6/6/24	4/IV	0.2
	Prep Period Teaching Assignment	Math	PVHS	1/8/24-6/6/24	21/V	0.2
	Prep Period Teaching Assignment	Math	SMHS	1/8/24-6/6/24	11/IV	0.2
	Prep Period Teaching Assignment	Math	SMHS	1/8/24-6/6/24	2/III	0.2
	Prep Period Teaching Assignment	Science	PVHS	1/8/24-6/6/24	24/V	0.2
	Prep Period Teaching Assignment	English	RHS	1/8/24-6/6/24	30/V	0.2
	Prep Period Teaching Assignment	Social Science	RHS	1/8/24-6/6/24	15/V	0.2
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	1/II	0.2
	Prep Period Teaching Assignment	Int'l Language	PVHS	1/8/24-6/6/24	15/V	0.2
	Prep Period Teaching Assignment	Physical Education	RHS	1/8/24-6/6/24	15/V	0.2
	Employ/Temp	School Counselor	PVHS	1/8/24-6/7/24	1/IV+5	1.0

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Prep Period Teaching Assignment	Math	PVHS	1/8/24-6/6/24	18/V	0.2
	Prep Period Teaching Assignment	Visual Performing Arts	RHS	1/8/24-6/6/24	8/V	0.2
	Prep Period Teaching Assignment	Special Education	DHS	1/8/24-6/6/24	17/V	0.2
	Prep Period Teaching Assignment	Social Science	DHS	1/8/24-6/6/24	30/V	0.2
	Prep Period Teaching Assignment	English	RHS	1/8/24-6/6/24	6/V	0.2
	Prep Period Teaching Assignment	Special Education	SMHS	1/8/24-6/6/24	14/V	1.0
	Prep Period Teaching Assignment	English	PVHS	1/8/24-6/6/24	13/V	0.2
	Prep Period Teaching Assignment	Math	DHS	1/8/24-6/6/24	14/V	0.2
	Prep Period Teaching Assignment	Family Consumer Science	PVHS	1/8/24-6/6/24	28/IV	0.2
	Prep Period Teaching Assignment	Agriculture	PVHS	1/8/24-6/6/24	7/V	0.2
	Prep Period Teaching Assignment	English	RHS	1/8/24-6/6/24	29/V	0.2
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	16/V	0.2
	Prep Period Teaching Assignment	Special Education	PVHS	1/8/24-6/6/24	7/V	0.2
	Prep Period Teaching Assignment	English	PVHS	1/8/24-6/6/24	21/V	0.2
	Prep Period Teaching Assignment	Math	DHS	1/8/24-6/6/24	14/V	0.2
	Prep Period Teaching Assignment	Science	DHS	1/8/24-6/6/24	14/V	0.2
	Prep Period Teaching Assignment	Social Science	SMHS	1/8/24-6/6/24	11/V	0.2
	Prep Period Teaching Assignment	Agriculture	RHS	1/8/24-6/6/24	9/V	0.2
	Prep Period Teaching Assignment	Agriculture	RHS	1/8/24-6/6/24	35/V	0.2
	Prep Period Teaching Assignment	In School Intervention	SMHS	1/8/24-6/6/24	28/V	0.2
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	4/IV	0.2
	Prep Period Teaching Assignment	Math	SMHS	1/8/24-6/6/24	11/IV	0.2
	Prep Period Teaching Assignment	Special Education	PVHS	1/8/24-6/6/24	31/V	0.2
	Prep Period Teaching Assignment	Special Education	SMHS	1/8/24-6/6/24	6/V	1.2
	Prep Period Teaching Assignment	Special Education	SMHS	1/8/24-6/6/24	19/V	0.2
	Prep Period Teaching Assignment	Math	SMHS	1/8/24-6/6/24	3/IV	1.2
	Prep Period Teaching Assignment	Special Education	SMHS	1/8/24-6/6/24	15/V	1.2
	Prep Period Teaching Assignment	Math	SMHS	1/8/24-6/6/24	2/V	0.2
	Prep Period Teaching Assignment	Home Ec/English	DHS	1/8/24-6/6/24	23/V	0.2
	Prep Period Teaching Assignment	Special Education	RHS	1/8/24-6/6/24	18/V	0.2
	Prep Period Teaching Assignment	Special Education	RHS	1/8/24-6/6/24	8/V	0.2
	Prep Period Teaching Assignment	English	PVHS	1/8/24-6/6/24	10/V	0.2
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	36/V	0.2
	Prep Period Teaching Assignment	English	DHS	1/8/24-6/6/24	22/V	0.2
	Prep Period Teaching Assignment	Special Education	SMHS	1/8/24-6/6/24	5/V	0.2
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	23/V	0.2
	Prep Period Teaching Assignment	Ethnic & Gender Studies	PVHS	1/8/24-6/6/24	3/IV	0.2
	Prep Period Teaching Assignment	In School Intervention	SMHS	1/8/24-6/6/24	18/V	0.2
	Prep Period Teaching Assignment	Science	DHS	1/8/24-6/6/24	28/V	0.2

CERTIFICATED PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	Salary	FTE	
	Prep Period Teaching Assignment	Science	RHS	1/8/24-6/6/24	7/V	0.2	
	Prep Period Teaching Assignment	English	PVHS	1/8/24-6/6/24	9/V	0.2	
	Prep Period Teaching Assignment	Ethnic & Gender Studies	PVHS	1/8/24-6/6/24	10/V	0.2	
	Prep Period Teaching Assignment	English	DHS	1/8/24-6/6/24	20/V	0.2	
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	29/V	0.2	
	Prep Period Teaching Assignment	Int'l Language	RHS	1/8/24-6/6/24	21/V	0.2	
	Prep Period Teaching Assignment	Math	RHS	1/8/24-6/6/24	17/V	0.2	
	Prep Period Teaching Assignment	Physical Education	RHS	1/8/24-6/6/24	23/V	0.2	
	Prep Period Teaching Assignment	Agriculture	PVHS	1/8/24-6/6/24	19/V	0.2	
COACHING PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	District	ASB/Booster	Type
	Stipend	Intramural Sports- DHS	DHS	2023-2024	\$3,183		CLASS.
	Stipend	Head Varsity Boys Basketball	SMHS	2023-2024	\$4,939		CERT.
	Stipend	Head JV Boys Basketball	SMHS	2023-2024	\$3,705		CERT.
	Stipend	Head Frosh Boys Basketball	SMHS	2023-2024	\$3,705		CLASS.
	Stipend	Head Varsity Girls Basketball	SMHS	2023-2024	\$4,939		WALK-ON
	Stipend	Head JV Girls Basketball	SMHS	2023-2024	\$3,705		CLASS.
	Stipend	Head Frosh Girls Basketball	SMHS	2023-2024	\$3,705		WALK-ON
	Stipend	Head Varsity Boys Soccer	SMHS	2023-2024	\$4,116		WALK-ON
	Stipend	Head JV Boys Soccer	SMHS	2023-2024	\$1,853		WALK-ON
	Stipend	CoHead JV Boys Soccer	SMHS	2023-2024	\$1,234		WALK-ON
	Stipend	Head Varsity Girls Soccer	SMHS	2023-2024	\$4,116		CLASS.
	Stipend	Head JV Girls Soccer	SMHS	2023-2024	\$3,087		WALK-ON
	Stipend	Head Varsity Boys Wrestling	SMHS	2023-2024	\$2,334		CERT.
	Stipend	CoHead Varsity Boys Wrestling	SMHS	2023-2024	\$2,331		WALK-ON
	Stipend	Head JV Boys Wrestling	SMHS	2023-2024	\$1,750		CLASS.
	Stipend	CoHead JV Boys Wrestling	SMHS	2023-2024	\$1,749		CLASS.
	Stipend	Head Varsity Girls Wrestling	SMHS	2023-2024	\$4,000		CLASS.
	Stipend	CoHead Varsity Girls Wrestling	SMHS	2023-2024	\$665		CLASS.
	Stipend	Head JV Girls Wrestling	SMHS	2023-2024	\$3,000		CLASS.
	Stipend	CoHead JV Girls Wrestling	SMHS	2023-2024	\$499		WALK-ON
	Stipend	Winter Assistant Athletic Director	SMHS	2023-2024	\$3,842		CERT.
	Stipend	Head Varsity Boys Basketball	ERHS	2023-2024	\$4,939		CERT.
	Stipend	Head JV Boys Basketball	ERHS	2023-2024	\$2,075		WALK-ON
	Stipend	CoHead JV Boys Basketball	ERHS	2023-2024	\$1,000		CERT.
	Stipend	CoHead Frosh Boys Basketball	ERHS	2023-2024	\$1,000		CERT.
	Stipend	Head Varsity Girls Basketball	ERHS	2023-2024	\$4,939		CERT.
	Stipend	Head JV Girls Basketball	ERHS	2023-2024	\$3,705		WALK-ON
	Stipend	Head Frosh Girls Basketball	ERHS	2023-2024	\$2,505		WALK-ON
	Stipend	Head Varsity Boys Soccer	ERHS	2023-2024	\$3,000		WALK-ON
	Stipend	CoHead Varsity Boys Soccer	ERHS	2023-2024	\$1,116		WALK-ON

December 12, 2023

COACHING PERSONNEL ACTIONS							
Name	Action	Assignment	Site	Effective	District	ASB/Booster	Type
	Stipend	Head JV Boys Soccer	ERHS	2023-2024	\$2,600		CLASS.
	Stipend	CoHead JV Boys Soccer	ERHS	2023-2024	\$487		WALK-ON
	Stipend	Head Varsity Girls Soccer	ERHS	2023-2024	\$4,116		WALK-ON
	Stipend	Head JV Girls Soccer	ERHS	2023-2024	\$3,087		WALK-ON
	Stipend	Head Varsity Boys Wrestling	ERHS	2023-2024	\$4,665		CERT.
	Stipend	Head JV Boys Wrestling	ERHS	2023-2024	\$3,499		CERT.
	Stipend	Head Varsity Girls Wrestling	ERHS	2023-2024	\$4,665		CERT.
	Stipend	Head JV Girls Wrestling	ERHS	2023-2024	\$3,499		CERT.
	Stipend	Winter Assistant Athletic Director	ERHS	2023-2024	\$1,921		CERT.
	Stipend	Winter Assistant Athletic Director	ERHS	2023-2024	\$1,921		CERT.
	Stipend	Head Varsity Boys Basketball	PVHS	2023-2024	\$3,339		CERT.
	Stipend	CoHead Varsity Boys Basketball	PVHS	2023-2024	\$1,600		WALK-ON
	Stipend	Head JV Boys Basketball	PVHS	2023-2024	\$3,005		CERT.
	Stipend	CoHead JV Boys Basketball	PVHS	2023-2024	\$700		WALK-ON
	Stipend	Head Frosh Boys Basketball	PVHS	2023-2024	\$3,005		CLASS.
	Stipend	CoHead Frosh Boys Basketball	PVHS	2023-2024	\$700		WALK-ON
	Stipend	Head Varsity Girls Basketball	PVHS	2023-2024	\$4,939		CERT.
	Stipend	Head JV Girls Basketball	PVHS	2023-2024	\$3,205		WALK-ON
	Stipend	CoHead JV Girls Basketball	PVHS	2023-2024	\$500		WALK-ON
	Stipend	Head Frosh Girls Basketball	PVHS	2023-2024	\$2,005		WALK-ON
	Stipend	CoHead Frosh Girls Basketball	PVHS	2023-2024	\$500		WALK-ON
	Stipend	Head Varsity Boys Soccer	PVHS	2023-2024	\$4,116		CERT.
	Stipend	Head JV Boys Soccer	PVHS	2023-2024	\$2,300		WALK-ON
	Stipend	CoHead JV Boys Soccer	PVHS	2023-2024	\$787	\$1,513	CERT.
	Stipend	CoHead JV Boys Soccer	PVHS	2023-2024		\$1,500	CLASS.
	Stipend	Head Varsity Girls Soccer	PVHS	2023-2024	\$4,116		WALK-ON
	Stipend	Head JV Girls Soccer	PVHS	2023-2024	\$3,087		WALK-ON
	Stipend	Head Varsity Boys Wrestling	PVHS	2023-2024	\$4,200		CERT.
	Stipend	CoHead Varsity Boys Wrestling	PVHS	2023-2024	\$468		CERT.
	Stipend	CoHead Varsity Boys Wrestling	PVHS	2023-2024		\$1,500	CERT.
	Stipend	CoHead Varsity Boys Wrestling	PVHS	2023-2024		\$1,250	WALK-ON
	Stipend	CoHead Varsity Boys Wrestling	PVHS	2023-2024		\$1,250	WALK-ON
	Stipend	Head JV Boys Wrestling	PVHS	2023-2024	\$3,200		CERT.
	Stipend	CoHead JV Boys Wrestling	PVHS	2023-2024	\$299	\$1,233	CERT.
	Stipend	Head Varsity Girls Wrestling	PVHS	2023-2024	\$4,665		WALK-ON
	Stipend	Head JV Girls Wrestling	PVHS	2023-2024	\$1,749	\$251	WALK-ON
	Stipend	CoHead JV Girls Wrestling	PVHS	2023-2024	\$1,750		WALK-ON
	Stipend	Winter Assistant Athletic Director	PVHS	2023-2024	\$1,280		CERT.
	Stipend	Winter Assistant Athletic Director	PVHS	2023-2024	\$1,281		CERT.
	Stipend	Winter Assistant Athletic Director	PVHS	2023-2024	\$1,281		CERT.

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

November 2023

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners (Huckabee)

- Increment 1, Phase 1 - 50 Classroom and Administration Building: Activities and installations this period includes mail room cabinetry adjustments, facsimile line tie-in, assorted punch list items, proposed Morrison Street bus drop-off cost evaluation. The work related to the drop-off is now tentatively scheduled to occur during summer of 2024. New work development and installation include an electrical feed to support a new copier, chain link fencing and vehicle access gate replacement at the Ethel Pope Auditorium to match 50 Classroom rail fencing, design of additional notification devices in the Administration areas and Classroom hallways, and evaluation of teacher requested adjustments to the culinary classrooms. Softball field work occurring this period includes grading, compaction, underground utilities, concrete, base flat work, dugout footings, cinder block installation, soil amendments, and fencing. The softball field completion is now expected to occur January 15, 2024, depending on weather conditions. **(Photo)**
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Final plan and specification revisions continue to be developed. Input from District administration, site administration, and department teacher representatives will be evaluated for inclusion in the final plans. The contractor will conduct a cost review following receipt of final architectural plan revisions.

SMHS Irrigation Well – Facilities and Logistics

- A proposal for geologic evaluations was received from the geologist to determine the potential for a well. Specifications will be created upon completion of the evaluation. Work is expected to commence in January 2024.

SMHS CTE Modernization – Rachlin Partners (Huckabee)

- Activities and installations this period include continued mechanical/electrical/plumbing, door painting, drywall, interior painting, insulation, rollup doors, lighting, HVAC systems and controls, vehicle lift footing design and pricing, and door installation preparation. New work includes installation of guardrails, Fiberglass Reinforced Plastic wall covering at restrooms, and concrete cutting for lift footings. Hydraulic fluid containing soil remains stored in sealed containers on site. Final lift designs were incorporated into the hydraulic fluid soil removal action plan which is under review by Millennium Consulting and the County of Santa Barbara Health Department. If approved, it will be provided to the Air Pollution Control District (APCD) for final approval. Pouring new footings for the five two-post vehicle lifts is impacting the completion schedule and the teaching access schedule to the auto shop. A portion of the auto shop is in use by staff and students. **(Photos)**

SMHS CTE Shade Canopy – Rachlin Partners (Huckabee)

- Architectural and engineering schematic design activities are ongoing. The architect, District, and site administration visited the site October 30, 2023, to review options for layouts. Construction is currently estimated to occur during the summer of 2024.

2. Ernest Righetti High School Construction Projects

ERHS Phase 2 Improvements – Rachlin Partners (Huckabee)

- All work related to the installation of the projectors and screens occurring separately from the main project is complete. With the completion of this work, a final closeout documentation package for the main project is being prepared for submittal to DSA.

ERHS New Softball Field – PBK Architects

- Responses to District questions received through legal counsel included information on an acceptable combination practice field layout. District and site representatives are reviewing the combined field layout. Upon receipt of the noted details, a revised layout will be provided for final review.

ERHS Boys and Girls Locker Room Modification – PBK Architects

- Additional comments and questions were received in November from legal counsel after review of layouts provided by the District. District and site representatives are reviewing the plans and comments for further adjustments.

ERHS CTE Modernization – Rachlin Partners (Huckabee)

- New and continuing activities and installation occurring this period include mechanical, electrical, roll-up doors, door hardware, lighting, controls, paving demolition, grading, and new ADA asphalt path. The original construction contract completion date of September 4, 2023, is extended to accommodate development and installation of change order work including revised ADA asphalt pathway, compressor relocation, lighting modifications, revised equipment layout, as well as added electrical and data. A new construction completion date is under evaluation but is estimated to occur in late December 2023.

ERHS Southeast Parking Stormwater System Installation – Flowers and Associates

- Initial project scope development continues including a drainage system at the southeast parking area including tie into the northeast parking lot, and completion of paving repairs. Work remains targeted to occur during the summer of 2024.

ERHS CTE Shade Canopy – Rachlin Partners

- A site visit by the architect and District representatives to review project scope occurred October 30, 2023. Construction design document activities have commenced. Construction is planned to occur during the summer of 2024.

ERHS Slope Maintenance – Facilities and Logistics

- Work including repair and maintenance of the slope east of the existing softball field was completed November 8, 2023, well ahead of the original November 26, 2023, contract date. Additionally, site Maintenance and Operations completed hydroseeding the hillside to help with soil stabilization. Final documentation and project closeout activities are underway. [\(Photo\)](#)

ERHS Cafeteria Serving Windows and Line Counter Modifications – Rachlin Partners

- A site visit with the Architect and District representatives was held in late October to review the project scope. The Architect is preparing an Architectural and Engineering services proposal. Construction is tentatively planned to occur the summer of 2024 if funding is available. [\(Photo\)](#)

3. Pioneer Valley High School Construction Projects

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

- Final documentation, payment, and DSA closeout activities continue.

PVHS 10 Portable Classrooms Installation – Rachlin Partners (Huckabee)

- Several closeout items were completed: repair of a loose ramp landing panel, a handrail extension, and technology related details. Closeout documentation and payment activities continue.

4. Mark Richardson Career Technical Education Center & Agriculture Farm

MRCTECF New Maintenance and Operation Building – 19 six Architects

- Final DSA design package developments are complete. The design package remains scheduled for submittal November 29, 2023. A project schedule update by the architect will occur upon DSA acceptance of the design package.

MRCTECF Front Office Space Design– 19 six Architects

- All punch list work is complete. Document closeout and payment processing activities continue. [\(Photo\)](#)

MRCTECF Well Pump and Electrical Installation – Facilities and Logistics

- The site has provided desired flow information to the consultant. The sizing of the variable pump is under review. Upon determination of the pump size, an architectural and electrical engineering services contract will be requested.

MRCTECF Landscaping – Maintenance and Operations

- The original site landscape architect was engaged to complete the landscape design and installation.
- Two site visits resulted in an initial design review meeting. A second design review meeting was convened included interested faculty. The architect will prepare construction and bidding documents following these meetings.

5. District Wide and Support Services Center

District Wide Project Closeout – Facilities and Logistics

- Closeout of legacy projects continues:
 - SMHS #03-103743 Wilson Gymnasium Renovation: Destructive testing to allow for inspection of roof anchors remains pending scheduling with the consultant, architect, and DSA inspector.

Arc Flash Safety Assessment – Maintenance and Operations

- Electrical arc flash potential and utility supply evaluations of the MRCTEAF, Delta High School, and Support Services Center remain scheduled for completion in January 2024 with the ERHS site assessment scheduled for summer 2024.

ERHS & SMHS 2023 Pavement Maintenance – Rachlin Partners (Huckabee)

- Project closeout documentation and final payment activities are ongoing.

ERHS and SMHS 7 Portables Roofing: Facilities and Logistics

- Specifications are under review by Maintenance & Operations. Bid package and project schedule development is underway. Work is anticipated to occur during summer of 2024.

Gary Wuitschick
Director – Facilities and Logistics

Maintenance & Operations

SMHS

- Pressure washed the pool deck and continued with campus wide window cleaning.
- Adjusted and lubricated all roll gates and relocated lunch tables.
- Set goals and painted lines for the upcoming soccer season.
- Inspected, serviced, and repaired multiple doors across campus. (Photo)
- Replaced missing tiles in outdoor showers at the pool.
- Replaced damaged GFCI outlets in the stadium boxes around track.
- Labeled electrical circuits campus wide.
- Rerouted data cables for the Hudl sports camera.
- Provided data and set brackets for the new monitors in the Administration Building. (Photo)
- Repaired several plumbing issues and installed a new water heater at The Lincoln Center.
- Replaced damaged window screens on multiple portable classrooms and the cafeteria serving windows.
- Completed monthly inspections of AEDs, emergency lighting, fire alarms, and fire extinguishers.
- Installed new warming ovens in the kitchen and adjusted the refrigerator doors.
- Installed new sports league championship banners in the gym.
- Routed power to the new sewing desks in classroom 119.
- Installed classroom flags in the 50-Classroom Building.
- Cleaned and removed obsolete equipment and furniture from the hallway in the 360 Science Building.
- Provided support of school event and civic center use activities: Grand Opening of the 50-Classroom Building, College Night, Academic Awards Night, MPAC Meeting, Football Hall of Fame Night Dinner, and Celebration, SMYFL Games, Professional Learning, Parent Night, and Multiple Sports Field Preparations.
- Preventive work order hours – 15
- Routine work hours – 833
- Total work orders completed – 192
- Event setup hours – 105

Danny Sheridan
Plant Manager

PVHS

- Prepared the baseball and softball fields, tennis courts, and pool for upcoming seasons.
- Repaired electric gate issues, and locks across campus.
- Unloaded and delivered stage props for the Little Shop of Horrors Play. (Photo)
- Installed a new fire extinguisher in vehicle #495.
- Installed flags in the Administration Building that were donated by the class of 2022. (Photo)
- Repaired the jack on the pressure washer trailer.
- Diagnosed and replaced a wash sink water heater in the CTE Construction Shop.
- Installed a new light switch for the patio at the CTE center.
- Repainted the Panther statue and plaque in quad.
- Cleared several drinking fountain drains at the 300 Building.
- Provided support of school event and civic center use activities: Class of 2027 Fundraiser Kick-Off, AVID GSU Presentation, Cross Country Team Dinner, Freshman Football Banquet, Share Club Lunch Rally, AVID Pumpkin Decorating Contest, 12th Grade Financial Aid Parent Night, Cross Country End of Season Awards Banquet, YFL Football Practices and Games, and CIF Water Polo Games.
- Preventive work order hours – 10 (includes 0 CTE)
- Routine work hours – 307 (includes 0 CTE)
- Total work orders completed – 238 (includes 17 CTE)
- Event setup hours – 29 (includes 1 CTE)

Tyson Ellis
Plant Manager

REGULAR MEETING
December 12, 2023

ERHS

- Cleaned tennis courts for upcoming matches.
- Removed and reinstalled fencing on Bradley Road for the slope stabilization project. (Photo)
- Groomed the turf field and set up for soccer tryouts.
- Flushed the storm drains to prepare for the winter rains.
- Repainted field lines on the practice field for freshman and youth football practices.
- Installed two rotating lights in classroom 403 for the upcoming drama production.
- Replaced a return valve and copper pipe in the pool room.
- Painted “motorcycle only” stalls in the student parking lot.
- Painted “school bus only drop-off” curb and touched up various exterior painted surfaces at Delta.
- Installed a bulletin board and keyboard tray for staff in the Administration Building.
- Repaired the HVAC unit on top of classroom 429.
- Assembled mobile stands and delivered four 75" Vivitek monitors to classrooms 223, 232, 316, and 622.
- Repaired an electrical outlet in the stadium.
- Diagnosed and repaired the HVAC thermostats in classrooms 221, 603, and 618.
- Provided support of school event and civic center use activities: Taco Tuesday, Reach Higher Academy, College Lunch Party, 10th Grade Parent Night, Hearing Screening, All Staff Meeting, FFA Lunch Social, ASB Fall Club Day Rally, Day of the Dead Carnival, CAASP 12th Grade Ceremony, Girls Volleyball games, Thursday Football Commitment meal, Football Games, and the Annual FFA Hosted Kinderpatch. (Photo)
- Preventive work order hours – 36 (includes 0 DHS)
- Routine work order hours – 270 (includes 39 DHS)
- Total work orders completed – 198 (includes 20 DHS)
- Event setup hours – 99 (includes 0 DHS)

Dan Mather
Plant Manager

SSC

- Replaced all cores and keys at Delta High School. (Photo)
- Installed carpet in the Professional Development Center and Conference Room B.
- Removed two portable office trailers from the warehouse.
- Trained all Maintenance I employees on master key systems and installation. (Photo)
- Installed new mulch in the west parking lot planters.

Reese Thompson
Director of Maintenance, Operations, and Transportation

Graffiti & Vandalism

- DHS \$ 0
- ERHS \$ 0
- SMHS \$ 180
- PVHS \$ 0

Reese Thompson
Director – Maintenance, Operations, and Transportation

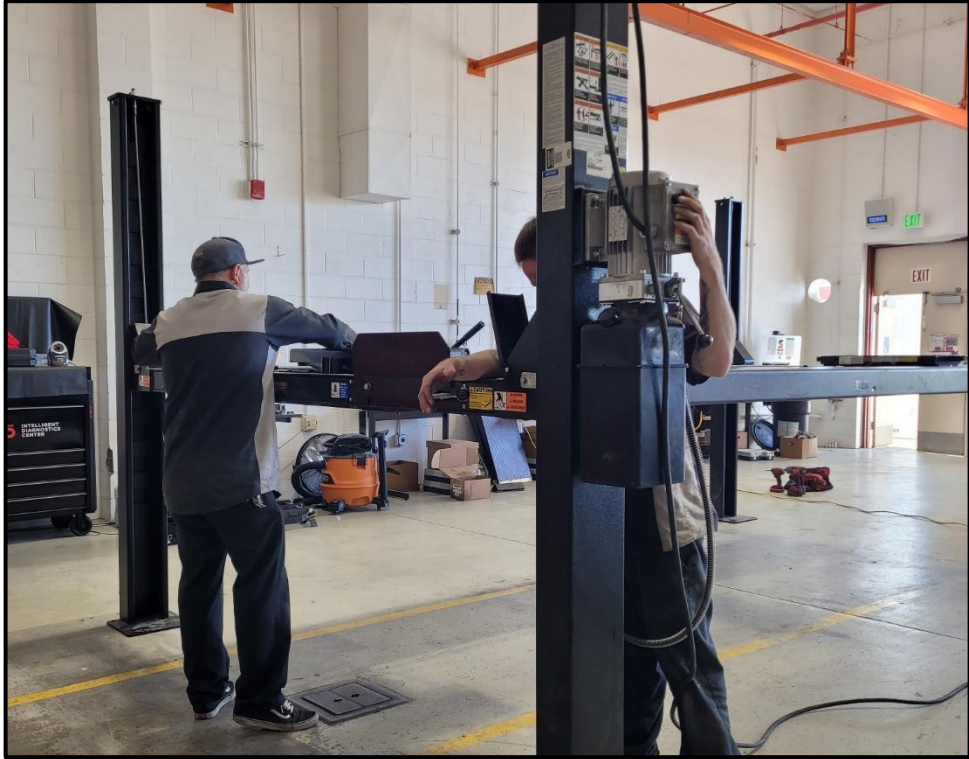
Photo Gallery – Major Projects



SMHS Reconstruction – Concrete Poured on the East Side of the New Softball Field



SMHS CTE Modernization – New Interior and Exterior Doors are Being Painted



SMHS CTE Modernization – Installing a 4-Post Lift for the Auto Shop



ERHS Slope Stabilization – Repairing the Slope East near the Softball Field



ERHS Serving Windows – Evaluating Serving Line Layout During Nutrition Break Service



MRCTECAF Front Office Space Design – Nearing Completion

Photo Gallery – Maintenance & Operations



SMHS – David Velasco Services the Door at the Pool



SMHS – Tom Harbold Installs New Monitor Brackets in the Administration Building



PVHS – Elias Camacho and Paul Alvarez Unload Stage Props for Drama



PVHS – Elias Camacho Installs Donated Flags in the Administration Building



ERHS – Joseph Campos and Jose Gamino Removing the Fencing on Bradley Road



ERHS – FFA Hosting the Annual Kinderpatch Event



DHS – Dan Mather and Leo Avila Installing New Lock Cores Campus Wide



DHS – Facilities Engineer Cesar Lugo Training David Avila, Armando Gutierrez, and Paul Alvarez on Master Key Systems and Installation

**Authorization for Sale or Disposal of Obsolete Equipment and Vehicles - Appendix C
December 12, 2023**

Tag #	Asset Category	Description	Serial #
00315	APPL/FOOD SVC	REFRIGERATOR	00071YDR
22428	APPL/FOOD SVC	Frigidaire Upright Freezer	WB82355686
	BUSINESS MACH	Unitech Slot Reader	50COO38095
	BUSINESS MACH	MAGTEK CREDIT CARD READER	98C51928081E200C
	COMM EQUIP	Electrical & Communication Boxes	
	COMPUTER	STUDENT COMPUTER	68Q3QD2
27540	COMPUTER	PowerEdge R415 Chassis Server	JT01DZ1
27541	COMPUTER	PowerEdge R415 Chassis Server	JT00K02
21749	COMPUTER EQUIP	SERVER	D7V4TG1
20324	COMPUTER EQUIP	Security Camera Media Storage	
20325	COMPUTER EQUIP	Security Camera Media Storage	
21587	COMPUTER EQUIP	Rack Mount Network Video Recorder	80ZGVV1
26710	COMPUTER EQUIP	PowerEdge R420 PCIE Server	DQKWGX1
32073	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6STKB2
32074	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TNKB2
32075	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XKKB2
32076	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TSKB2
32077	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6SPKB2
32078	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TRKB2
32079	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6WSKB2
32080	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VKKB2
32082	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6WTKB2
32083	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XJKB2
32084	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6SQKB2
32085	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XLKB2
32086	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TMKB2
32087	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XQKB2
32088	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TJKB2
32089	COMPUTERS	DELL OPTIPLEX 7440 AIO	B2SSKB2
32090	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XNKB2
28723	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XSKB2
28722	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VMKB2
28732	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YJKB2
28731	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XMKB2
28729	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XTKB2
28714	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VJKB2
28730	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TQKB2
28733	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YLKB2
32061	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XPKB2
32062	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6VLKB2
32063	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TLKB2
32066	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TPKB2
32065	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6TTKB2
32064	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6YKKB2
32067	COMPUTERS	DELL OPTIPLEX 7440 AIO	B6XRKB2
36776	COMPUTERS	DELL OPTIPLEX 7470 AIO	HL4T243

Authorization for Sale or Disposal of Obsolete Equipment and Vehicles - Appendix C
December 12, 2023

36775	COMPUTERS	DELL OPTIPLEX 7470 AIO	HL4V243
33066	COMPUTERS	DELL OPTIPLEX 9030 AIO	HC9ZV52
00042	MACH/TOOLS	NUGIER HYDRAULIC PRESS H40-14	5108074
00157	MACH/TOOLS	NEWMAN NO. 60 JOINTER PLANER	53848
	PRINTER	Citizen Dot Matrix Receipt Printer	1250276

REGULAR MEETING
December 12, 2023

APPENDIX D:

Board Policy Revision:

BP 6146.1 High School Graduation Requirements

Policy 6146.1: High School Graduation Requirements

HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

Course Requirements

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

1. Four courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

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

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

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

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225).

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
7. Beginning with the 2024-25 graduation class, one course in ethnic studies (SMJUHSD Resolution Number 01-2020- 21; (Education Code 51225.3)

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

Exemptions from District-Adopted Graduation Requirements

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

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

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

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

The Superintendent or designee shall not require or request a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student participating in a newcomer program who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

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

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

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

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

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

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

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

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

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

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

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

Honorary Diplomas

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

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

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

Summary of Required Courses and Credits

	Class of 2024	Class of 2025-27	Class of 2028
English	40 credits	40 credits	40 credits
Mathematics	20 credits	20 credits	30 credits
Science	20 credits	20 credits	20 credits
Social Studies	30 credits	30 credits	30 credits
Visual or Performing Arts; or Foreign Language; or CTE	10 credits	10 credits	10 credits
Physical Education*	20 credits	20 credits	20 credits
Ethnic Studies**		5 credits	5 credits
Additional Elective Courses needed to fulfill graduation requirement of 220 credits	80 credits	65 credits	55 credits

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

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

Policy Reference Disclaimer:

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

State	Description
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 220	Prohibition of discrimination
Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications

Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Graduation exemption for students with disabilities
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51225.9	Courses of study, grades 7 to 12; career technical education
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard
Management Resources	Description

Court Decision	O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, High School
Website	University of California, List of Approved A-G Courses
Website	CSBA

Cross References

Code	Description
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
4112.2	Certification
4112.2	Certification
5113.2	Work Permits
5113.2	Work Permits
5126	Awards For Achievement
5126	Awards For Achievement
5127	Graduation Ceremonies And Activities
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5147	Dropout Prevention
6000	Concepts And Roles
6011	Academic Standards
6141	Curriculum Development And Evaluation
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction

6142.2	<u>World Language Instruction</u>
6142.3	<u>Civic Education</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6142.6	<u>Visual And Performing Arts Education</u>
6142.7	<u>Physical Education And Activity</u>
6142.7	<u>Physical Education And Activity</u>
6142.8	<u>Comprehensive Health Education</u>
6142.8	<u>Comprehensive Health Education</u>
6142.91	<u>Reading/Language Arts Instruction</u>
6142.92	<u>Mathematics Instruction</u>
6142.93	<u>Science Instruction</u>
6142.94	<u>History-Social Science Instruction</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145	<u>Extracurricular And Cocurricular Activities</u>
6145.2	<u>Athletic Competition</u>
6145.2	<u>Athletic Competition</u>
6145.6	<u>International Exchange</u>
6145.6	<u>International Exchange</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.2	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.2	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.2-E(1)	<u>Certificate Of Proficiency/High School Equivalency</u>
6146.3	<u>Reciprocity Of Academic Credit</u>
6146.3	<u>Reciprocity Of Academic Credit</u>
6146.4	<u>Differential Graduation And Competency Standards For Students With Disabilities</u>
6151	<u>Class Size</u>
6152.1	<u>Placement In Mathematics Courses</u>
6152.1	<u>Placement In Mathematics Courses</u>

6155	<u>Challenging Courses By Examination</u>
6155	<u>Challenging Courses By Examination</u>
6158	<u>Independent Study</u>
6158	<u>Independent Study</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6159.2	<u>Nonpublic, Nonsectarian School And Agency Services For Special Education</u>
6159.2	<u>Nonpublic, Nonsectarian School And Agency Services For Special Education</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6172.1	<u>Concurrent Enrollment In College Classes</u>
6172.1	<u>Concurrent Enrollment In College Classes</u>
6173	<u>Education For Homeless Children</u>
6173	<u>Education For Homeless Children</u>
6173-E(1)	<u>Education For Homeless Children</u>
6173-E(2)	<u>Education For Homeless Children</u>
6173.1	<u>Education For Foster Youth</u>
6173.1	<u>Education For Foster Youth</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6173.3	<u>Education For Juvenile Court School Students</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6176	<u>Weekend/Saturday Classes</u>
6177	<u>Summer Learning Programs</u>
6178	<u>Career Technical Education</u>
6178	<u>Career Technical Education</u>
6178.1	<u>Work-Based Learning</u>

6178.1	<u>Work-Based Learning</u>
6178.2	<u>Regional Occupational Center/Program</u>
6179	<u>Supplemental Instruction</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6181	<u>Alternative Schools/Programs Of Choice</u>
6184	<u>Continuation Education</u>
6184	<u>Continuation Education</u>
6200	<u>Adult Education</u>
6200	<u>Adult Education</u>
9000	<u>Role Of The Board</u>

REGULAR MEETING
DECEMBER 12, 2023

APPENDIX E

2023-2024 First Interim Report

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**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023/24 FIRST INTERIM REVISED GENERAL FUND BUDGET ASSUMPTIONS**

This revised budget for the Santa Maria Joint Union High School District recognizes changes which have occurred since the Board approved the District's Adopted Budget in June 2023. These revisions include items contained in the enacted State's budget, recognition of prior year unused award amount carryovers, incorporating prior year unexpended funds into the budget, new funding sources, and other items necessitated by changing conditions within the district.

REVENUES:

LCFF Sources

The District is projecting its revenues from LCFF sources based on the 3-prior year average ADA of 8,562. Enrollment as of the CalPADS information day on October 4th is 8,985 students and the estimated ADA projection of 8,309 is lower than the prior year ADA of 8,555 so funding is adjusted to use the higher 3-prior year average ADA of 8,562. Other factors that determine LCFF revenues include a decrease in the FRPM/EL factor of 0.01 percentage points from the Adopted Budget. Included in LCFF sources is an allocation of property taxes from SELPA, which increases \$150,818. In total, LCFF revenues **decrease** from the Revised Budget by:

\$ <35,046>

Federal Revenues

Federal revenues are revised to recognize carryover of prior year unused grant awards in the amount of \$665,144 and adjustments to current year award amounts based on official or updated estimated award announcements equal to \$1,081,548. In total, Federal revenues increase by \$1,746,692 since the Revised Budget. It's important to note that \$757,122 of the increase in federal funds is not on-going and is intended to provide relief due to the COVID-19 pandemic. Award amounts for Title I, Title II, Title III, and Title IV will not be finalized until the district completes the Consolidated Application process in January. By program, changes since the Revised Budget are:

CARES ACT:	
ESSER II	\$ 5,997
AB 86 MODIFIED BY AB 130:	
ELO ESR 3 - Emergency	1,648
ELO ESR 3 - Learning Loss	292,873
ARP ACT:	
HOMELESS CHILDREN & YOUTH II (HCY II)	167,136
ESSER III	141,786
ESSER III – Learning Loss	147,682
Title I	649,308
Title II	104,780
Title III Immigrant	<21,756>
Title III LEP	123,068
Title IV	134,310
Migrant	<486>
Special Education	<u>346</u>

Total **increase** in Federal Revenues \$ 1,746,692

State Revenues

Revisions to State Revenues include the following:

CTEIG	\$ 1,317,325
K12 Strong Workforce Program Grant	19
CA NBCT Incentive Program	5,000
Ag Incentive Grant	10,490
Arts, Music & Instructional Materials Block Grant	314,897
Arts & Music Education (AMS)	5,014
Learning Recovery Emergency Block Grant	13,386
LCFF Equity Multiplier DHS	338,482
Lottery	98,906
Mandated Block Grant	<2,953>
Special Education, Mental Health funding	<u>94,852</u>

Total **increase** in State Revenues \$ 2,195,418

Local Revenues

The District adjusts its budget for local revenues during the year based on actual events. Adjustments are as follows:

Special Education, State AB602 apportionment funding & prior year ending fund balance allocation, allocation from SELPA funding model out of Mental Health funds for TLC regional programs operated by the District.	\$ 195,969
Medi-Cal Admin. Activities	13,794
Other local revenue (teacher grants & donations)	<u>1,463</u>

Total **increase** in Local Revenues \$ 211,226

TOTAL REVENUES HAVE INCREASED BY: \$ 4,118,290

EXPENDITURES:

Salaries, Wages, & Benefits

- Certificated staffing changes are detailed in the table below

CERTIFICATED	FTE	COST
"PREP" period assignments in Ag, English, Health, Home EC, Intl Lang., Math, OCS, PE, Science, Soc Science, Sped: CTE SH, LH, Rs, SH, Vocat., Teacher & VPA	3.80	(26,730)
New positions for Math, Soc Science, Sped SH, Teacher, English & VPA	6.00	626,202
New position CCEIS Lead		
New position Counselor	1.00	101,346
Difference between estimated costs in District's Adopted Budget, and projected actual costs due to vacancies, & turnover	3.40	(490,123)
Salary schedule placement, column shifts/movement		168,581
OPEB Trust pre-funding active employees		129,834
Additional staffing & extra hours in support of LCAP		876,534
Extra pay assignment adjustments: stipends, department chairs & Ag extra days		35,718
Changes in statutory costs due to changes associates with open enrollment in Oct.		(26,463)
Difference between estimated costs in District's Adopted Budget, and projected actual costs after collapsing assignments, and projected actual costs related to FTE changes	(17.00)	(2,687,793)
ESSER II non-position realated hourly pay		(40,515)
ESSER III - LL non-position realated hourly pay		28,243
Expanded Learning Opportunities (ELO) non-position related pay Summer School (extra hours, hourly)		166,200
A-G Completion Improvement Grant non-position related pay (hourly)		62,154
Other non-position related pay, hourly, subs, etc.		55,975
	(2.80)	\$ (1,020,838)

- Classified staffing changes are detailed in the table on the following page

CLASSIFIED	FTE	COST
Cost including statutory benefits of a retroactive COLA a difference from 3.0% to 6.13% increase in the salary schedule (ongoing)		896,917
OPEB Trust pre-funding active employees		129,136
Bus Drivers, route rebids in January	(0.41)	39,859
Special Ed Instructional Assistants I & II	3.06	164,366
New position Accounting Assistant I	0.50	25,318
New positions Instructional Assistants I & II	1.50	84,194
New positions Registered Behavior Technicians	4.88	309,598
New position Transportation Attendant	0.63	36,710
A-G LLM non-position related hourly pay		31,877
Expanded Learning Opportunities (ELO) various non-position related pay Summer School & Winter Intersession		115,645
ESSER III - LL non-position related hourly pay		26,290
Additional staffing & extra hours in support of LCAP		441,961
New hire incentive pay		4,886
Difference between estimated costs in District's Adopted Budget, and projected actual costs due to vacancies, turnover & collapsing assignments, and actual projected costs related to FTE changes	(4.47)	(1,411,799)
Compensation addon's associated with employee seniority and salary schedule movement: longevity increase, shift differential, vacation		35,381
Extra pay assignment adjustments: Other non-position related pay, stipends for bilingual pay, & specialized skills		(81,155)
Other non-position related pay, hourly, subs, etc.		20,005
	5.69	\$ 869,190

➤ Management and Confidential staffing changes are detailed in the table below

MANAGEMENT/CONF	FTE	COST
Reclassified position (1 FTE)		5,162
Increases in health & welfare benefit costs associated coverage tier changes, along with increases towards medical contribution and decreased contributions for dental & vision		36,262
Costs from staff turnover (retirements, resignations and promotions).		(160,632)
	-	\$ (119,207)

➤ Other Items listed in the table on the following page

OTHER ITEMS	FTE	COST
All other changes not separately identified		1,575
Board member health & welfare benefit costs associated with medical, dental and vision changes during open enrollment		(52,707)
	-	\$ (51,132)

In total, all changes in salaries, wages, & benefits result in a decrease of \$ <321,988> since the Revised Budget.

Books and Supplies, Services, Capital Outlay

- In total, expenditures for books and supplies, services, and capital outlay increase by \$16,963,357 since the Revised Budget. Most of this increase is due to one-time items and carryovers, along with new federal and state COVID-19 resources, as shown on the next page:

Supplies, Services, and Capital Outlay	
One-time expenditures related to prior year carryover:	
Amounts assigned from the District's 2022/23 year end report:	
15-16 One-time instructional materials, site allocations for professional development	979,488
Site-department carryovers	1,026,586
Misc. grants & donations carryovers	166,422
MAA carryovers	433,219
CTE goal 3 reserve	254,412
Transportation bus carryover (buses not delivered in prior year)	706,554
Total one-time expenditures	3,566,682
Restricted programs: expenditures related to prior year unused grant award carryovers, revenue adjustments, and ending balances carried forward. These amounts are net of any changes made in salary & wage expense in the associated program:	
Title I ESSA (Every Student Succeeds Act)	558,848
Title II Teacher Quality	172,807
Title III Immigrant & LEP	90,602
Title IV Student Support & Academic Enrichment Grant	127,205
CARES ACT:	
ESSER II	47,020
AB 86 MODIFIED BY AB 130:	
ELO ESR 3 - Learning Loss	18,270
ARP ACT:	
HCY II	167,099
ESSER III	118,356
ESSER III - Learning Loss	128,788
AB 128:	
Special Ed: ARP CCEIS	10,603
Arts, Music & Instructional Materials Block Grant	5,326,988
Arts Music In Schools (AMS) - Prop 28	(2,093)
A-G Access/Success Grant	121,296
A-G LLM	25,000
Ag Incentive Grant	10,490
Career Technical Education Grant "CTEIG"	1,246,983
CCSPP - Planning Grant Cohort 2	189,466
Classified School Employees Professional Development Block Grant	43,887
Comprehensive Coordinated Early Intervening Services (CCEIS)	(6,252)
Educator Effectiveness Grant	721,451
Ethnic Studies Block Grant	223,863
Kitchen Infrastructure & Training Grant(s)	941,530
LCFF Equity Multiplier DHS	(103,822)
Learning Recovery Emergency Block Grant	427,500
Lottery	2,376,116
Migrant	(19,609)
Student tablet insurance proceeds used for parts & repairs	244,916
Misc. locally restricted grants & donations	164,761
Total restricted expenditures	13,372,066
Other one-time non-recurring expenditures:	
Contractual services project 19-317 SSC 2nd Story Offices	53,063
Contractual services project 21-395 CTE bldg A office space	116,116
Project 22-402 SSC new bus canopy	463,001
Project 22-470 ERHS FB Stadium Scoreboard Replacement	53,396
MAA	13,794
Misc. local sources, grants & donations	(800.00)
Total increase due to one-time expenditures	698,570
Ongoing expenditures:	
Contribution increase Routine Restricted Maintenance Account to required 3% reserve	714,722
Home to school transportation plan new school buses	159,820
LCAP decreased budget goal 1 & goal 2	(1,024,422)
LCAP Minimum Proportionality Percentage (MPP) decrease	(768,379)
Bus replacement program through 25/26 school year (Increased transfer in from Fund 17)	91,315
Utilities CTE Center Water Increase	55,000
Operations Direct Cost Transfers	(6,225)
SISC II Property & Liability Insurance Increase	4,642
SELPA funding model, subagreements for interpreters	99,566
Total ongoing expenditures	(673,961)
Total expenditure increase	\$ 16,963,357

Other Outgo

- There is no change for payments of principal and interest on the District's non-voter approved debt, including capital leases and Certificates of Participation ("COPs"), and on-bill interest free financing from PG&E in support of the JCI energy retrofit project.
- The credit for indirect costs included in Other Outgo decreased \$<109,481> from the Revised Budget.
- Special Education TLC programs & programs operated by SBCEO decreased by \$<490,186>.
- **In total, expenditures for Other Outgo decreased by \$<599,667> since the Revised Budget.**

TOTAL EXPENDITURES HAVE INCREASED BY: \$16,041,702

OTHER FINANCING SOURCES/USES: Reflect a transfer in of \$517,615 from the Special Reserve Non-Capital Projects fund for bus replacements, an increase of 91,315 from Revised Budget. A transfer out of \$3,426,355 to the Special Reserve Capital Outlay fund for project 21-396 CTE M&O Building for \$1,080,140, and for project 22-400 OCR RHS Ball Field for \$2,346,215. Also, the transfer out of \$375,000 to the District's Deferred Maintenance fund remains unchanged since the Revised Budget.

NET CHANGE OF INCREASE (DECREASE) IN FUND BALANCE:

Total revenues <i>increased</i> by:	\$ 4,118,289
Total expenditures <i>increased</i> by:	16,041,702
Total other financing sources/uses:	<u><3,335,040></u>
Net decrease of Ending Fund Balance:	<u>\$ <15,258,453></u>

The District's Fund Balance:

- **After providing for non-spendable components, and the 3% statutory minimum reserve for economic uncertainties, the District's ending unrestricted unassigned fund balance has a positive balance of \$22,684,565. Note from the preceding narrative that there are numerous one-time items that have been carried forward from the prior year. These allocations were reserved in the District's ending fund balance at the time it closed its books for 2022/23 and the Board approved the year-end report. These amounts are now part of the adjusted beginning fund balance in this Revised Budget. *This is a factor dealt with every year at the First Interim Report when carryover funds are recognized and then re-budgeted to be spent in the new budget year.***
- **Remember that there are no minimum funding level requirements contained in the LCFF law. So while LCFF has resulted in significant additional revenue to the District, it is still an ADA driven model, and changes in the District's unduplicated FRPM/EL percent along with the required minimum proportionality percentage (MPP) adjustment can have a significant impact, either up or down, on the amount of revenue.**

Santa Maria Joint Union High School District
 2023/24 1ST INTERIM REVISED BUDGET - MULTI YEAR PROJECTION - GENERAL FUND

Description	Object Code	2023/24	2024/25	2025/26	
		Base Year 2023-24	Year 2 2024-25	Year 3 2025-26	
		Enrollment Projection	8,985	8,952	8,921
		ADA Projection	8,309	8,278	8,249
		Funded ADA	8,562	8,537	8,380
Combined Summary					
A. Revenues					
LCFF Sources	8010-8099	143,900,422.13	148,505,051.13	150,323,345.13	
Federal Revenue	8100-8299	13,544,933.94	5,686,218.45	5,686,218.45	
Other State Revenues	8300-8599	13,232,163.07	13,101,593.74	13,285,636.10	
Other Local Revenues	8600-8799	7,546,544.41	7,420,737.45	7,404,693.00	
Total, Revenue		178,224,063.55	174,713,600.77	176,699,892.68	
B. Expenditures					
Certificated Salaries	1000-1999	61,937,626.33	60,350,043.65	60,952,014.67	
Classified Salaries	2000-2999	26,770,591.43	27,194,340.77	27,681,448.92	
Employee Benefits	3000-3999	42,345,632.60	41,873,497.24	42,302,584.47	
Books and Supplies	4000-4999	23,389,804.22	13,535,868.51	14,124,381.83	
Services and Other Operating Expenditures	5000-5999	26,690,869.62	24,782,406.10	25,080,436.59	
Capital Outlay/Depreciation	6000-6999	5,773,197.54	3,401,688.65	3,431,800.43	
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,126,368.65	3,746,726.00	3,746,726.00	
Other Outgo - Transfers of Indirect Costs	7300-7399	(131,562.17)	(131,562.17)	(131,562.17)	
Other Adjustments - Expenditures		-	-	-	
Total, Expenditures		190,902,528.22	174,753,008.75	177,187,830.74	
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		(12,678,464.67)	(39,407.98)	(487,938.06)	
D. Other Financing Sources/Uses					
Interfund Transfers					
Transfers In	8900-8929	517,615.28	426,300.00	426,300.00	
Transfers Out	7600-7629	3,801,355.00	375,000.00	375,000.00	
Other Sources/Uses					
Sources	8930-8979	-	-	-	
Uses	7630-7699	-	-	-	
Other Adjustments - Other Financing Uses		-	-	-	
Contributions	8980-8999	-	-	-	
Total, Other Financing Sources/Uses		(3,283,739.72)	51,300.00	51,300.00	
E. Net Increase (Decrease) in Fund Balance/Net Position		(15,962,204.39)	11,892.02	(436,638.06)	
F. Fund Balance, Reserves/Net Position					
Beginning Fund Balance/Net Position					
As of July 1 - Unaudited	9791	77,807,747.05	61,845,542.66	61,857,434.68	
Audit Adjustments	9793	-	-	-	
As of July 1- Audited		77,807,747.05	61,845,542.66	61,857,434.68	
Other Restatements	9795	-	-	-	
Adjusted Beginning Balance		77,807,747.05	61,845,542.66	61,857,434.68	
Ending Balance/Net Position, June 30		61,845,542.66	61,857,434.68	61,420,796.62	
Components of Ending Fund Balance (FDs 01-60 only)					
Nonspendable	9710-9719	549,901.52	550,600.75	550,600.75	
Restricted	9740	10,891,870.42	6,140,468.74	1,630,421.71	
Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	21,878,088.96	21,878,088.96	21,878,088.96	
Accommodate growth/reduce density					
Alternative ed expansion/Wellness centers					
Certificated Medical Savings					
Student Technology Refresh					
Textbook adoption-Social Studies, Math, Science					
Assigned					
Other Assignments	9780	-	-	-	
Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	5,841,116.50	5,253,840.26	5,326,884.92	
Unassigned/Unappropriated Amount	9790	22,684,565.26	28,034,435.97	32,034,800.28	

All ongoing sources of Revenues and Expenditures from the 2023/24 Adopted Budget are assumed to continue at the same level for the next two years with the following adjustments:

REVENUES

LCFF Sources

- For this Revised Budget, the District is projecting revenue from LCFF sources using the simulator tool provided by the Fiscal Crisis and Management Assistance Team (“FCMAT”). FCMAT’s calculations use inflation, proration factor and gap funding percentage estimates provided by the California Department of Finance, and then allows for entry of district-variable data such as ADA by grade span, and the percentage of the count of unduplicated students who are English learners, foster youth, or who qualify for free or reduced-price meals. This factor is often referred to as “FRPM/EL”. The table below illustrates the various components of income from LCFF sources for the budget and two subsequent years.

	2023-24	2024-25	2025-26
LCFF State Aid Funding			
Base Grant	\$ 105,878,417	\$ 109,730,915	\$ 111,274,268
Supplemental/Concentration Grant	33,932,520	34,684,651	34,959,592
Total LCFF State Aid	139,810,937	144,415,566	146,233,860
Home-to-School Transportation	1,276,507	1,276,507	1,276,507
Property Tax Transfer SBCEO for Special Education	2,812,978	2,812,978	2,812,978
Total Revenues, LCFF Sources	\$ 143,900,422	\$ 148,505,051	\$ 150,323,345
Funded LCFF <u>Base Grant</u> / ADA:	\$ 12,366	\$ 12,854	\$ 13,279
Funded ADA (includes COE)	8,562	8,537	8,380

- In 2024/25, revenues from LCFF sources increase from 2023/24 by \$4,604,629. Included within the total change is an ***increase*** in supplemental/concentration grant funding of \$752,131 due to a change in the three-year rolling average percentage of the District’s unduplicated pupil population of English learners, foster youth, and economically disadvantaged students (“FRPM/EL”). The estimated funded LCFF base grant per ADA is \$12,854.
- In 2025/26, revenues from LCFF sources increase by \$1,818,294; the increase in supplemental and concentration grants is \$274,941. The estimated funded LCFF base grant per ADA is \$13,279.

Federal, State and Local Revenues

- Year to year changes for federal, state, and local revenues are summarized in the tables on the following page.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023/24 1ST Interim Budget
Multi/Year Projection – General Fund

FEDERAL REVENUES			
2023/24 balance			\$ 13,544,934
2024/25			
Title II, III, IV		(329,978)	
CARES ACT:			
ESSER II		(357,570)	
ARP ACT:			
ESSER III		(4,589,256)	
ESSER III - Learning Loss		(1,978,686)	
AB86 as modified by AB130 Funds:			
ELO ESR 3 - Emergency		(33,728)	
ELO ESR 3 - Learning Loss		(402,362)	
ARP HCY II		(167,136)	
Total change from 2023/24 to 2024/25			(7,858,715)
2024/25 balance			\$ 5,686,218
Total change from 2024/25 to 2025/26			-
2025/26 balance			\$ 5,686,218

STATE REVENUES			
2023/24 balance			\$ 13,232,163
2024/25			
Mandate Block Grant		6,250	
Ag Incentive Grant		6,613	
Arts and Music in Schools (AMS) - Prop 28		60,993	
CTEIG Grant		91,492	
LCFF Equity Multiplier DHS		13,336	
Lottery \$177/ADA unrestricted, \$72/ADA restricted		(8,246)	
AB181 Funds:			
Arts, Music & Instructional Materials Block Grant		(314,897)	
AB182 Funds:			
Learning Recovery Emergency Block Grant		(13,386)	
Special Ed Mental Health		27,275	
Total change from 2023/24 to 2024/25			(130,569)
2024/25 balance			\$ 13,101,594
2025/26			
Mandate Block Grant		18,481	
Ag Incentive Grant		5,740	
Arts and Music in Schools (AMS) - Prop 28		52,938	
CTEIG		79,408	
LCFF Equity Multiplier DHS		11,575	
Lottery \$177/ADA unrestricted, \$72/ADA restricted		(7,771)	
Special Ed mental health		23,673	
Total change from 2024/25 to 2025/26			184,042
2025/26 balance			\$ 13,285,636

LOCAL REVENUES			
2023/24 balance			\$ 7,546,544
2024/25			
Interest		(124,344)	
Misc. Locally Restricted Grants		(1,463)	
Total change from 2023/24 to 2024/25			(125,807)
2024/25 balance			\$ 7,420,737
2025/26			
Interest		(16,044)	
Total change from 2024/25 to 2025/26			(16,044)
2025/26 balance			\$ 7,404,693

EXPENDITURES

Salaries, Wages, and Benefits:

- Step and Longevity increases for all employees of \$1,564,262 for 2024/25 and \$1,313,080 for 2025/26.
- The California State Teachers' Retirement System (STRS) rate remains unchanged from 23/24, however, costs are projected to decrease \$<364,568> due to the reduction in salaries after removing non-recurring COVID-19 funding sources. For 2025/26 again there is no STRS rate change, however, costs are projected to increase \$116,624 because of step-column costs increasing. The STRS governing board does have the authority to make rate changes in future years.
- Rates for the Public Employee Retirement System (PERS) are projected to increase; final approval of the rate by the CalPERS board is done usually in May of each year for the following year. At that time the actuarial assumptions and projected rates are also updated. For 2024/25 rate is currently estimated to increase 1.02 percentage points, increasing projected costs \$436,081. For 2025/26 the projection is an increase of 0.60 percentage points, resulting in an increase of \$279,252.
- The District annually projects attrition of 5.0 Certificated FTE's from retirements. The salary and benefit savings from these retirements, offset by salary and benefit costs for replacement employees, and continuing health benefits for the retirees, results in a decrease of \$<144,713> in 2024/25 and a decrease of \$<144,713> in 2025/26.
- Based on projected enrollment and hiring ratios, for 2024/25 there is a decrease in Certificated staff of 1.20 FTE a projected cost reduction of \$<91,123> due to the projected enrollment decline of 33 students from 2023/24. For 2025/26 there is a decrease of 1.10 FTE a projected decrease of \$<83,530> due to the projected enrollment decline of 31 students from 2024/25.
- The various COVID-19 grant funds authorized by both the federal and state government (ARP Act, AB86 as modified by AB130, AB130) are not ongoing revenue sources and are budgeted in the 2024/25 year. Any amounts unexpended will be carried over to be spent until the funding window for allowable grant expenditures expires. The following positions are budgeted to continue once available ESSER III, ESSER III – LL, Educator Effectiveness & A-G Access funds are exhausted: Dean of Students (4 FTE), Teacher Support Specialist (1 FTE) Counselors (5 FTE), Nurses (2 FTE), SPED Coordinator (1 FTE), Speech Pathologists (5 FTE), Registered Behavior Technicians (4.875 FTE), ELA Instructional Support Specialist (1 FTE), Math Instructional Support Specialist (1 FTE), High School Readiness Liaison (1 FTE), Custodians (7 FTE), Custodian SY's (3 FTE), Security Asst. II 12M (0.875 FTE), Security Asst. II (15.375 FTE), IA-BIL (2.4375 FTE), IA-SE1 (4.125 FTE), Instructional Asst. (4.625 FTE). The projected ongoing cost is \$4,274,425.
- Based on increased salary costs for step-column movement, the 1% pre-funding of retiree health benefits increases by \$57,298 in 2024/25, and \$11,474 in 2025/26.
- Based on an actuarial study of the District's OPEB liability, the provision for the retiree health benefits pay as you go amount increases by \$66,260 in 2024/25, and increases by \$12,423 in 2025/26.
- In total, costs for salaries, wages, and benefits **decrease** from 2023/24 to 2024/25 by \$<1,635,969> and **increase** from 2024/25 to 2025/26 by \$1,518,166. All the changes noted above are summarized in the table on the following page.
- PLEASE NOTE: There are no COLA increases on salaries and benefits included for staff in 2024/25 or 2025/26, as these are subject to negotiations.

SALARIES, WAGES, AND BENEFITS			
2023/24 balance			\$ 131,053,850
2024/25			
Step-column cost including statutory benefits (ongoing)	1,564,262		
Staffing decreases due to enrollment decline	(91,123)		
STRS no rate change	(364,568)		
PERS rate increase 1.02 percentage points	436,081		
CARES ACT:			
ESSER II	(249,460)		
ARP ACT:			
ESSER III	(3,766,094)		
ESSER III - Learning Loss	(1,280,847)		
AB86 as modified by AB130 Funds:			
ELO ESR 3 - Emergency	(28,435)		
ELO ESR 3 - Learning Loss	(273,667)		
AB130 Funds:			
Educator Effectiveness	(377,737)		
A-G Access/Success Grant	9,870		
Child Nutrition Food Service Staff Training Funds	(4,393)		
Title III	(139)		
Arts and Music in Schools (AMS) - Prop 28	51,580		
Classified School Employee Prof. Development Block Grant	(167)		
Staffing increases due to projected funding change	4,274,425		
LCAP S&C increased & improved services carryover	(897,356)		
Learning Recovery Emergency Block Grant	(611,446)		
Lottery	(5,601)		
Increase in retiree health benefits prefunding	57,298		
Projected change in retiree health pay as you go	66,260		
Estimated annual retirements 5 FTE's	(144,713)		
Total change from 2023/24 to 2024/25			(1,635,969)
2024/25 balance			\$ 129,417,882
2025/26			
Step-column costs including statutory benefits (ongoing)	1,313,080		
Staffing decreases due to enrollment decline	(83,530)		
STRS no rate change	116,624		
PERS increase 0.60 percentage points	279,252		
A-G Access/Success Grant	(376,946)		
Arts and Music in Schools (AMS) - Prop 28	87,286		
Learning Recovery Emergency Block Grant	308,497		
Lottery	(5,279)		
Increase in retiree health benefits prefunding	11,474		
Projected change in retiree health pay as you go	12,423		
Estimated annual retirements 5 FTE's	(144,713)		
Total change from 2024/25 to 2025/26			1,518,166
2025/26 balance			\$ 130,936,048

Books and Supplies, Services, Capital Outlay

- Year to year changes in supplies, services, and capital outlay are summarized in the table on the following page.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023/24 1ST Interim Budget
Multi/Year Projection – General Fund

SUPPLIES, SERVICES, CAPITAL OUTLAY		
2023/24 balance		\$55,853,871
2024/25		
	Remove amounts added in the budget year that are non-recurring:	
	15-16 1-time instructional materials, site allocations for prof. development	(979,488)
	Site departments & MAA carryovers	(1,473,599)
	Transportation bus carryover	(706,554)
	Ending balance carryover, Lottery	(2,279,854)
	Ending balance carryover, student tablet insurance	(244,916)
	Misc. grants & donations	(165,622)
	Locally restricted resources	(164,761)
	Project 19-317 SSC 2nd Story Office Carryover	(53,063)
	Adjust for one time capital expenditures occurring in the budget year (CTE Pathways capital equipment carryover)	(254,412)
	Adjust to spend balance of CARES Act funds:	
	ESSER II	(47,020)
	Adjust to spend balance of ARP Act funds:	
	ARP HCY II	(167,099)
	ESSER III	(118,356)
	ESSER III - Learning Loss	(479,788)
	Adjust to spend balance of AB86 as modified by AB130 funds:	
	CA Community Schools Partnership Act	(189,466)
	ELO ESR 3 - Learning Loss	(81,787)
	Adjust to spend balance of AB130 funds:	
	Educator Effectiveness	(730,525)
	A-G Access/Success Grant	3,675
	A-G Learning Loss Mitigation Grant	758
	Adjust to spend balance of AB128 funds:	
	Special Education ARP CCEIS	(10,603)
	Adjust to spend balance of AB181 funds:	
	Arts, Music & Instructional Materials Block Grant	(5,326,988)
	Adjust to spend balance of AB182 funds:	
	Learning Recovery Emergency Block Grant	75,189
	Capital outlay:	
	Project P402 SSC new bus canopy	(463,001)
	Project 21-395 CTE bldg A office space	(116,116)
	Project 23-470 ERHS football stadium scoreboard replacement carryover	(53,396)
	Remove expenditures associated with revenue sources that, in whole or part, do not continue in subsequent year:	
	Classified School Employees Professional Development Block Grant	(43,887)
	Kitchen Infrastructure & Training Grant(s)	(941,530)
	CTEIG Grant	85,917
	Increase based on projected increases due to State categorical COLA associated with revenue sources that, in whole or part, continue in subsequent year:	
	Ag Incentive Grant	6,613
	Arts and Music in Schools (AMS) - Prop 28	(636)
	LCFF Equity Multiplier DHS	30,737
	Projected increases in California CPI 3.03%	859,443
	Provision for increased LCAP expenditures to serve FRPM/EL population, based on projected changed in UPP % and Supplemental/Concentration grant revenue	752,131
	School site allocations based on ADA decrease	(2,805)
	Elections Expense (occurs every other year in even-numbered years)	79,500
	Actuarial & self insurance study (bi-annual)	7,500
	Adjust projected expenditure in restricted programs subject to available funding	(940,100)
	Total change from 2023/24 to 2024/25	(14,133,908)
2024/25 balance		\$41,719,963
2025/26		
	Provision for increased LCAP expenditures to serve FRPM/EL population, based on projected changed in UPP % and Supplemental/Concentration grant revenue	1,027,072
	Increase based on projected increases due to State categorical COLA associated with revenue sources that, in whole or part, continue in subsequent year:	
	Ag Incentive grant	5,740
	Arts and Music in Schools (AMS) - Prop 28	10,063
	CTEIG Grant	76,318
	LCFF Equity Multiplier DHS	11,323
	A-G Access/Success Grant	(18,055)
	A-G Learning Loss Mitigation Grant	680
	Educator Effectiveness	(140,926)
	Learning Recovery Emergency Block Grant	67,497
	Lottery	(2,492)
	School site allocations based on ADA decrease	(5,440)
	Elections Expense (occurs every other year in even-numbered years)	(79,500)
	Actuarial & self insurance study (bi-annual)	(7,500)
	Projected increases in California CPI 2.64% (Decrease 0.39% from prior year)	(52,648)
	Adjust projected expenditure in restricted programs subject to available funding	24,523
	Total change from 2024/25 to 2025/26	916,656
2025/26 balance		\$42,636,619

Other Outgo

- Included in Other Outgo is the District's required payment for Certificates of Participation ("COPs") debt service, in support of a variety of energy management, conservation, and retrofit projects throughout the District. Amounts projected in accordance with debt service schedules are \$379,643 in 2023/24. In accordance with the debt service schedule, the final payment on the COPS obligation is due in June of 2024.
- Also included in Other Outgo are amounts paid to the Santa Barbara County Education Office for services provided under the Districts LCAP plan. These services include shared costs for Fitzgerald Community School. The total amount included in the budget year for these services is \$760,000 and it remains unchanged in the two subsequent years.
- Also included in Other Outgo, Special Education, and TLC program allocations from SELPA funding model, amounts paid to the Santa Barbara County SELPA for regional housing, and non-public school costs. Amounts are projected to remain unchanged in the two subsequent years.
- The indirect cost component of Other Outgo decreases remains unchanged in the two subsequent years.

Other Financing Uses

- In support of year four (of six) for a bus replacement plan, the budget year reflects a transfer in of \$517,615 from the District's Special Reserve Non-Capital Outlay Fund. This transfer is reduced \$<91,315> to \$426,300 in the subsequent two years.
- The budget year includes commitments totaling \$21,878,088.96 for certificated medical savings, to accommodate growth/reduce density, alternative education expansion / wellness centers, textbook adoption, and a student technology refresh.
- The budget year includes transfers out of \$375,000 in support of the District's facilities and deferred maintenance projects. Note that funding for deferred maintenance, formerly a "Tier III" categorical program, was eliminated due to the LCFF funding formula. This transfer is continued for the subsequent two years.

PLEASE NOTE: This projection is based on assumptions and factors from existing current law, as well as proposals contained in the Governor's May Revise Budget. The Legislature has yet to take action on the Governor's proposal, so some or all of the factors and assumptions used may change when the state budget is officially adopted into law. If any of the factors or assumptions used are significantly different when the state budget is officially adopted into law, the District will have a 45-day period to adjust its budget accordingly. Otherwise, the next budget revision for the District will be the "First Interim Revised Budget" based on actual results through October 31, and required to be presented to the Board on or before December 15.

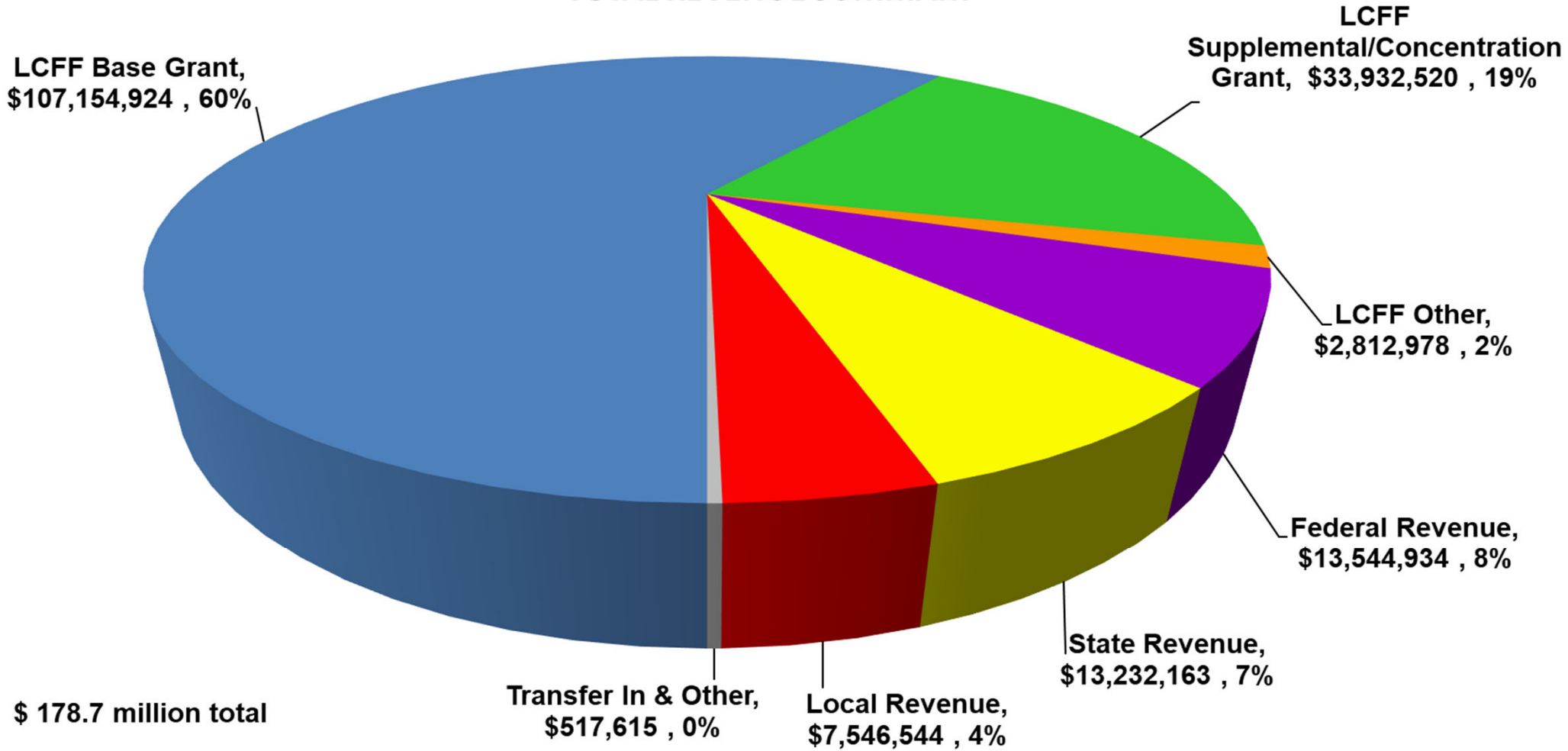
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT			
2023-24 1ST INTERIM BUDGET			
SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE			
	2023-24	2024-25	2025-26
Minimum Reserve Level Required (3%)	\$ 5,841,117	\$ 5,253,840	\$ 5,326,885
Reserve Level in District's budget	\$ 5,841,117	\$ 5,253,840	\$ 5,326,885
Amount in excess of minimum			
General Fund	22,684,565	28,034,436	32,034,800
Fund 17 Special Reserve	2,163,473	1,747,991	1,330,431
Total amount in excess of minimum	\$ 24,848,038	\$ 29,782,427	\$ 33,365,231
<p>In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening a new school, that cannot be paid with bond funds. \$941,596 are assigned for a six year bus replacement plan the two out years are adjusted for an estimated transfer of \$426,300 per year. The bus replacement plan was implemented beginning in fiscal year 2020-21 through 2025-26.</p>			



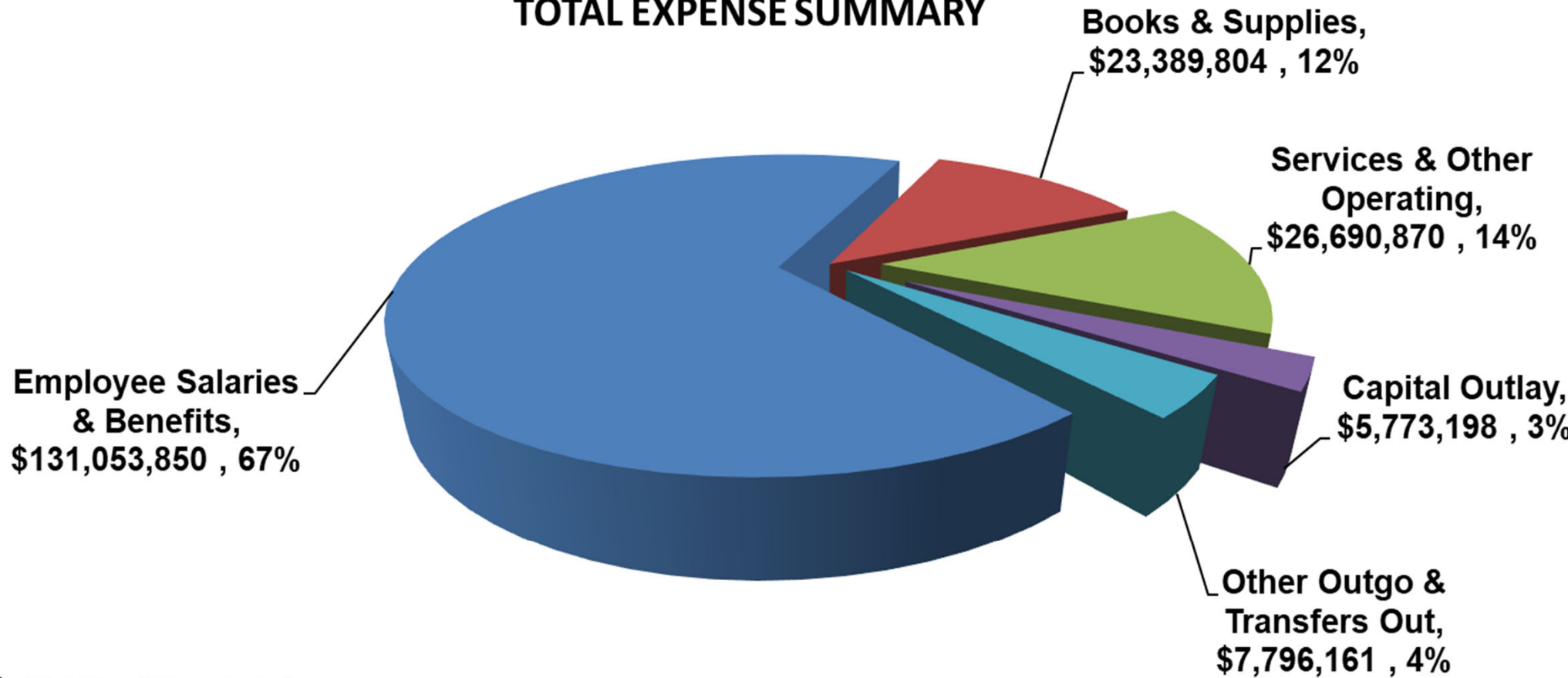
Santa Maria Joint Union High School District

2023-24 1st Interim Revised
Budget General Fund

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023-24 1st Interim Revised Budget
TOTAL REVENUE SUMMARY**

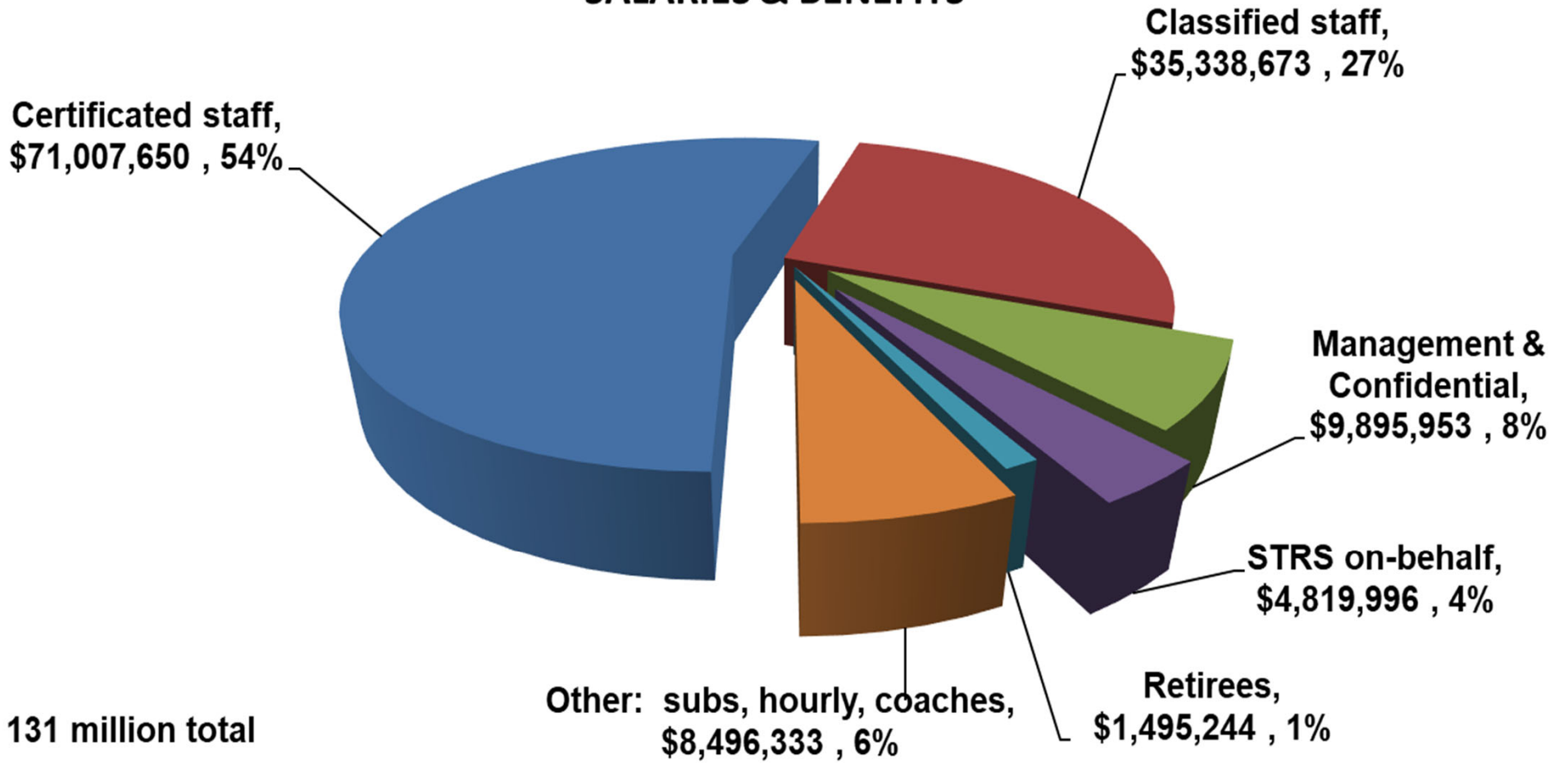


**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023-24 1st Interim Revised Budget
TOTAL EXPENSE SUMMARY**



\$ 194.7 million total

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023-24 1st Interim Revised Budget
SALARIES & BENEFITS**



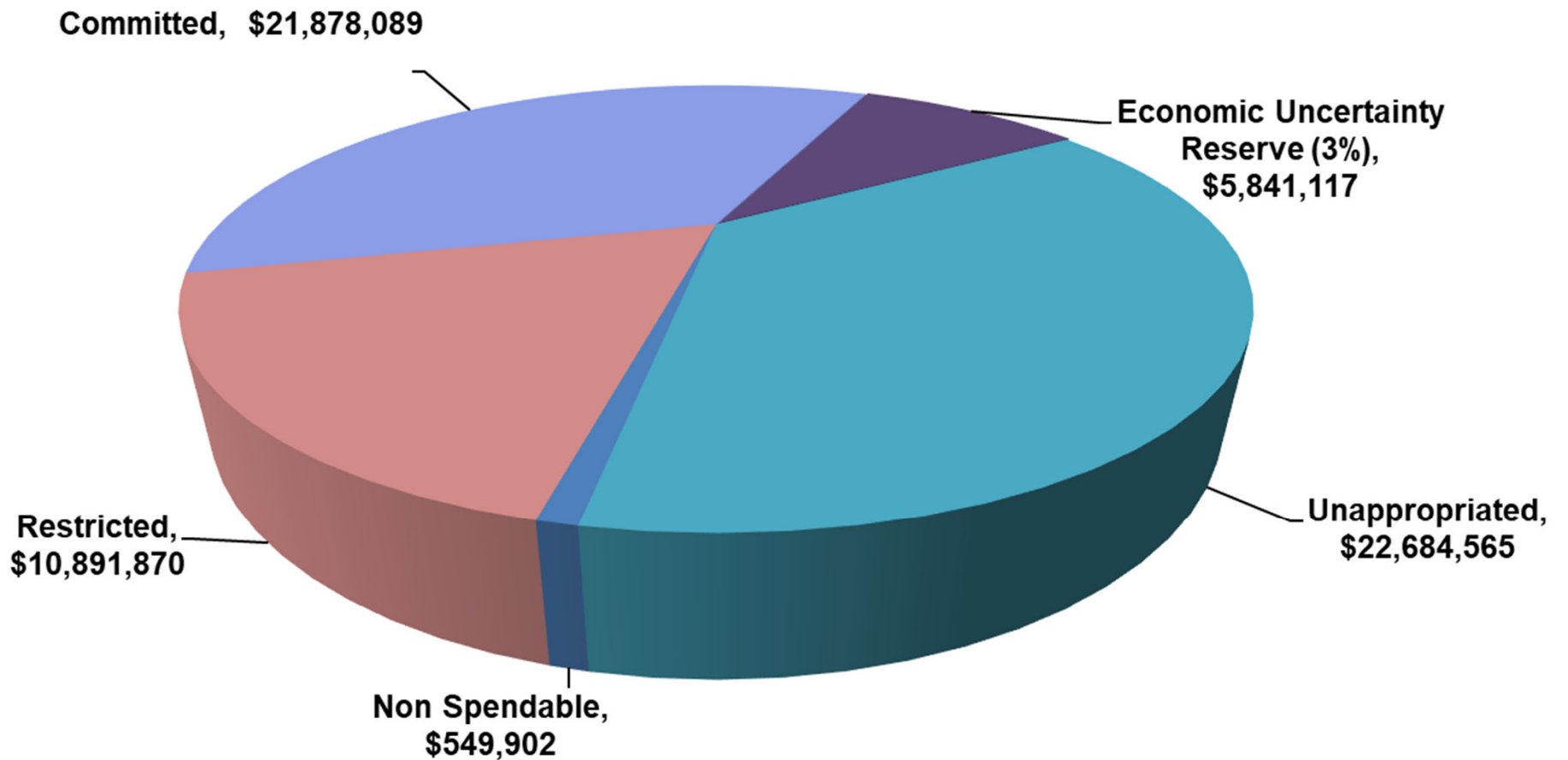
\$ 131 million total



SMJUHSD General Fund Summary 2023-24 1st Interim Revised Budget

Beginning Fund Balance	\$ 77,807,747
Plus Revenues & Transfers In	178,741,679
Minus Expenses & Transfers Out	<u><194,703,883></u>
Equals Ending Fund Balance	\$ 61,845,543

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023-24 1st Interim Revised Budget
FUND BALANCE, GENERAL FUND**



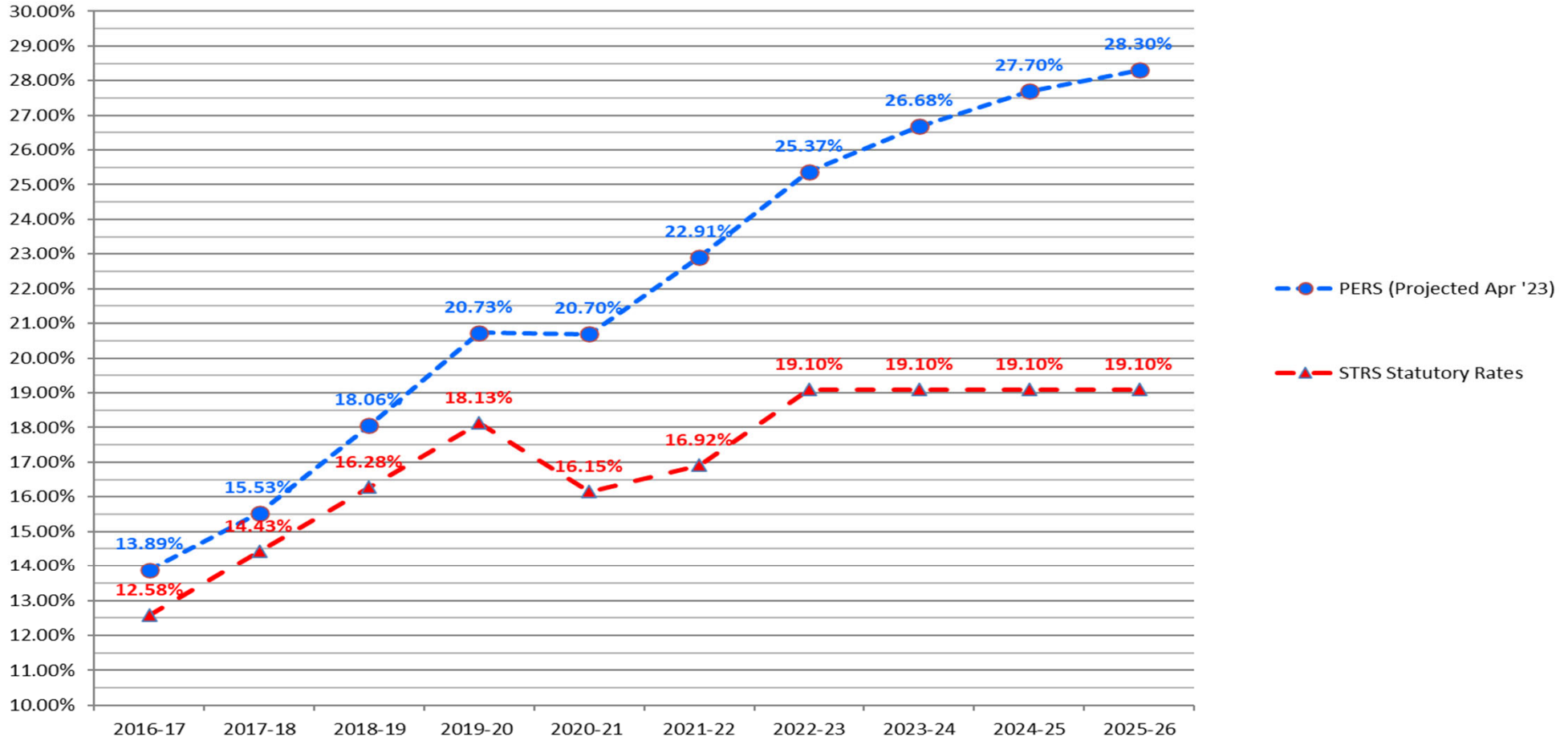
SB858 Reserve Calculations & Disclosure

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2023-24 1ST INTERIM REVISED BUDGET
SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE**

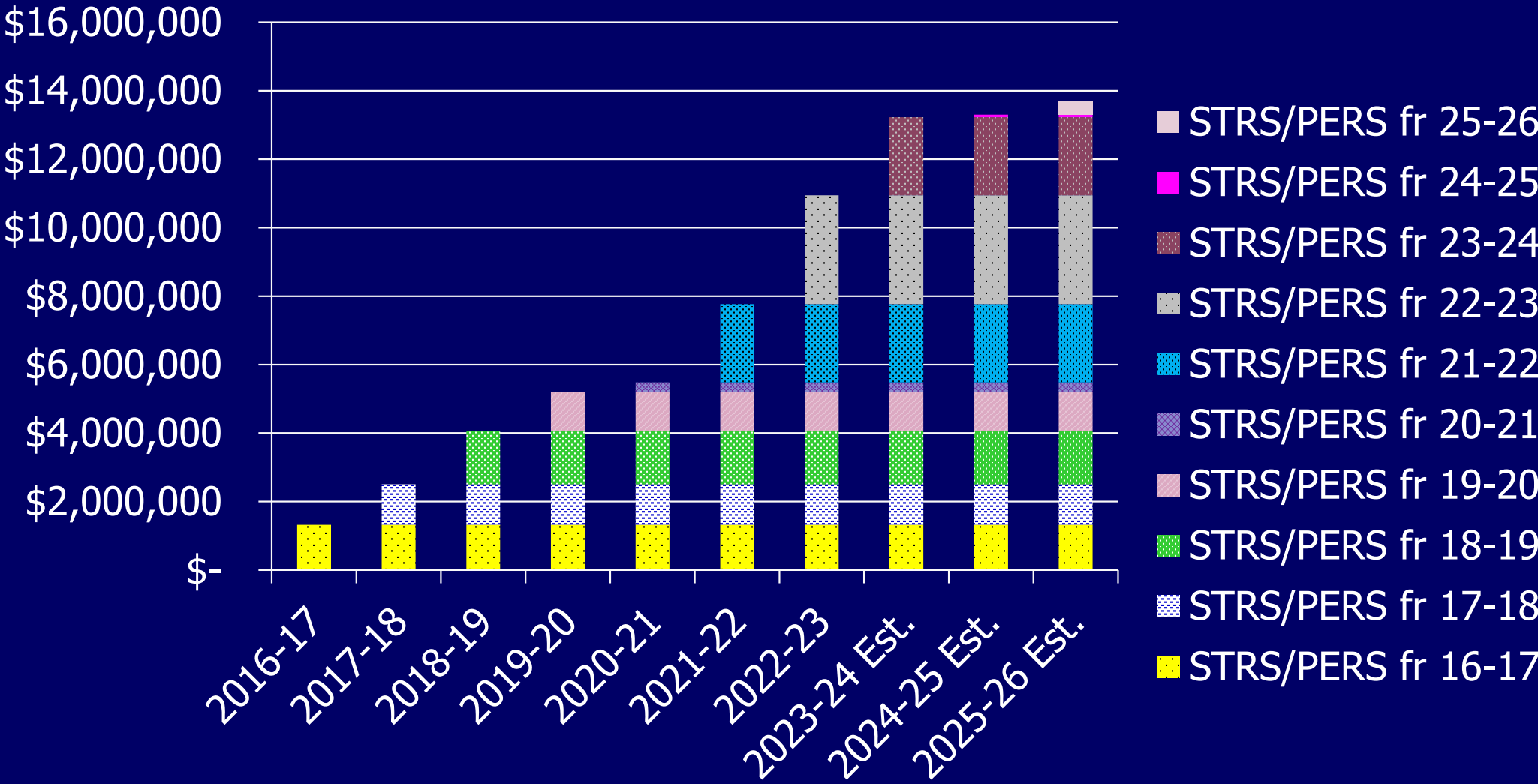
	2023-24	2024-25	2025-26
Minimum Reserve Level Required (3%)	\$ 5,841,117	\$ 5,253,840	\$ 5,326,885
Reserve Level in District's budget	\$ 5,841,117	\$ 5,253,840	\$ 5,326,885
Amount in excess of minimum			
General Fund	22,684,565	28,034,436	32,034,800
* Fund 17 Special Reserve	2,163,473	1,747,991	1,330,431
Total amount in excess of minimum	\$ 24,848,038	\$ 29,782,427	\$ 33,365,231

* In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening a new school, that cannot be paid with bond funds. The 2023-24 year is year 4 of a 6 year, \$2.6 million plan, to replace the District's buses.

SANTA MARIA JT UNION HIGH SCHOOL DISTRICT 2023-24 1st Interim Revised Budget PERS & STRS Rates



STRS/PERS Increases





Thank you!

REGULAR MEETING
DECEMBER 12, 2023

APPENDIX F

RESOLUTION 6 - 2023-2024

ANNUAL ACCOUNTING FOR SCHOOL FACILITIES FEES

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REGULAR MEETING
DECEMBER 12, 2023

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 6-2023-2024

A RESOLUTION OF THE BOARD OF EDUCATION OF THE
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT ADOPTING THE FINDINGS
CONTAINED IN THE ANNUAL AND FIVE YEAR DEVELOPER FEE REPORT
FOR FISCAL YEAR 2022-2023

WHEREAS, pursuant to its authority under Education Code Section 17620 and Government Code Section 65995, the Governing Board has previously adopted and imposed statutory school fees for the 2022-2023 fiscal year on residential, commercial, and industrial development (“Developer Fees”) to mitigate the impact of new development on the Santa Maria Joint Union High School District (“District”); and

WHEREAS, the District has deposited all Developer Fees that it has received in a separate non-commingled capital facilities fund (“Capital Facilities Fund”) established for such a purpose, pursuant to Government Code Section 66006(a) and (b); and

WHEREAS, the District has made available to the public the Annual and Five Year Developer Fee Reports for Fiscal Year 2022-2023; and

WHEREAS, the District has reviewed the information provided in the Annual and Five Year Developer Fee Report, attached hereto as Exhibits A and B, and has determined the information contained therein to be true and correct; and

WHEREAS, the Annual Developer Fee Report was prepared in accordance with Government Code Section 66006(b)(1); and

WHEREAS, the Five Year Developer Fee Report was prepared in accordance with Government Code Section 66001(d); and

WHEREAS, the District has mailed notice at least fifteen (15) days prior to this meeting to all interested parties who have requested notice of any meeting relative to the District's imposition of Developer Fees; and

WHEREAS, the Governing Board has reviewed and considered the Annual and Five Year Developer Fee Report at a duly noticed, regularly scheduled public meeting at least fifteen (15) days after the District made this information publicly available, pursuant to Government Code Section 66006(b)(2).

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BOARD OF THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT AS FOLLOWS:

Section 1. The Board has reviewed the information provided in the Annual and Five Year Developer Fee Report, and finds it to be true and correct.

Section 2. The Board, based upon the information contained in the Annual Developer Fee Report, finds as follows:

Section 2.1 That the Annual Developer Fee Report describes the types of fees contained in the Capital Facilities Fund, including the amount of the fees, the beginning and ending balance of the Capital Facilities Fund, as well as the amount of fees collected, and the interest earned thereon.

Section 2.2 That the Annual Developer Fee Report identifies each public improvement on which Developer Fees were expended, the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with Developer Fees.

Section 2.3 That sufficient funds have not been collected to complete the financing of any incomplete public improvement, and that there were no refunds made of Developer Fees.

Section 2.4 That there were no inter-fund transfers or loans made from the Capital Facilities Fund that were not made for capital improvements.

Section 3. The Board, based upon the information contained in the Five Year Developer Fee Report, finds as follows:

Section 3.1 That the purpose of Developer Fees imposed on new residential, commercial, and industrial development within the District is to fund the school facilities required to serve the additional grade K-12 students generated by such new development and that the Developer Fees will be used for the construction and/or acquisition of additional school facilities and the reconstruction of existing school facilities to provide additional capacity.

Section 3.2 That there is a proportional and reasonable relationship between the Developer Fees imposed on new development and the need for additional District school facilities because new development will generate new students to be enrolled in the District which will lead to increased need for school facilities, and that the Developer Fees imposed do not exceed the cost of providing such additional school facilities.

Section 3.3 That there is a further proportional and reasonable relationship between the unexpended Developer Fees contained in the Capital Facilities Fund and the need for additional school facilities because the Developer Fees imposed on new developments will not fully cover the costs of providing such school facilities for these new students.

Section 3.4 That the portion of the Capital Facilities Fund that remains unexpended will be used for the construction and/or acquisition of additional school facilities, remodeling existing school facilities in order to increase capacity, and the acquisition of additional portable classrooms to accommodate students generated from new development.

Section 3.5 That the funding anticipated to complete the financing of incomplete projects will be obtained from the State School Facilities Program and additional Developer Fees as set forth in the Five Year Developer Fee Report.

Section 3.6 That the dates upon which the District's school facilities projects employing the unexpended funds in the Capital Facilities Fund will commence are not presently known.

Section 4. The District made the Annual and Five Year Developer Fee Report available for public review at least fifteen (15) days prior to the Board's consideration of said report.

Section 5. The District mailed notice of the time and place of the Board meeting in which the Annual and Five Year Developer Fee Report would be considered, as well as the location where the reports could be reviewed, at least fifteen (15) days before the meeting, to each individual who had filed a written request for such notice.

PASSED AND ADOPTED this 12th day of December, 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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

Exhibit A

To Resolution Regarding Annual Accounting of Development Fees in the
Developer Fees Fund (#25)

(A) *A brief description of the type of fee in the Funds:*

Statutory school facilities fees and payments to mitigate new development's impacts on schools facilities.

		(4/13)	(9/13)
	Total	SMJUHSD	Elementary
(B) <i>The amount of the fees per square foot (07/01/22 through 05/09/23):</i>			
1 Residential Housing			
LEVEL I Fee / Addition	\$ 4.19	\$ 1.37	\$ 2.82
LEVEL II Fee		\$ 3.18	N/A
Residential Housing total		<u>\$ 4.55</u>	
2 Commercial Construction		\$ 0.22	
Senior Housing	\$ 0.88	\$ 0.20	\$ 0.46

The amount of the fees per square foot (05/10/2023 through 06/30/23):

1 Residential Housing			
LEVEL I Fee / Addition	\$ 3.78	\$ 1.37	\$ 2.41
LEVEL II Fee		\$ 2.96	N/A
Residential Housing total		<u>\$ 4.33</u>	
2 Commercial Construction		\$ 0.22	
Senior Housing	\$ 0.88	\$ 0.20	\$ 0.46

3 <u>Negotiated Mitigation Agreement - Various developers</u>			
Rice Ranch Ventures / Trilogy	\$ 0.36	\$ 0.36	N/A
\$.36 per square foot in addition to Level II Fee			

4 <u>Self-Storage Projects (07/01/22 through 06/30/23):</u>	\$ 0.14	\$ 0.14	N/A
-------------------------------------------------------------	---------	---------	-----

(C) *The Beginning and Ending Balances of the Funds*

	Fund 25
Beginning Balance, July 1, 2022	\$ 3,793,789
Ending Balance, June 30, 2023	<u>\$ 1,270,028</u>

(D) *The amount of the fees collected and the interest earned:*

LEVEL I FEES ADDITIONS - Collected during 22/23	\$ 4,753
LEVEL I FEES ADDITIONS - Refunded during 22/23	\$ -
LEVEL I FEES ADUS - Collected during 22/23	\$ 181,126
LEVEL I FEES ADUS - Refunded during 22/23	\$ (7,602)
LEVEL II FEES - Collected during 22/23	\$ 1,635,607
LEVEL II FEES - Refunded during 22/23	\$ (412)
COMMERCIAL FEES - Collected during 22/23	\$ 113,244
COMMERCIAL FEES -Refunded during 22/23	\$ (282)
SENIOR FEES - Collected during 22/23	\$ -
SENIOR FEES -Refunded during 22/23	\$ -
Mitigation Fees - Rice Ranch Ventures / Trilogy - Collected during 22/23	\$ -
Mitigation Fees - Rice Ranch Ventures / Trilogy - Refunded during 22/23	\$ -
Interest earned during 22/23	\$ 47,499
GASB31 - Fair Market Value Adjustment	\$ 71,569
Other Income - Commercial	\$ -
Total	<u>\$ 2,045,502</u>

(E) *Each public improvement on which fees were expended and the percentage of the project funded with statutory or mitigation fees:*

	Cost
Debt Service Payment for 2560 Skyway Dr.	\$ 85,369
Debt Service Interest Payment for 2560 Skyway Dr.	\$ 4,574
Rents & Leases	\$ 253,054
Land Improvements	\$ 99,426
Student Furniture, Fixtures and Equipment	\$ 1,894,862
Building	\$ 2,004,368
Legal Expenses	\$ 2,299
Other "Equipment"	\$ 55,070
Other Professional Consulting Services and Operating Expenses	\$ 170,241
Total	<u>\$ 4,569,263</u>

(F) *Description of incomplete public improvements.*

Refer to Exhibit B.

(G) *Description of any Interfund Transfers*

N/A

(H) *The amount of refunds made pursuant to subdivision (e) of California Govt Code section 66001 and any allocations pursuant to subdivision (e) or (f) of section 66001.*

N/A -- No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

\$ 9,138,526

Exhibit B

To Resolution Regarding Annual Accounting of Development Fees for the fiscal year 2022/2023 in the
Developer Fees Fund (#25)
Per Government Code Section 66001 (d) (1) (A-D) as indicated:

A *With respect only to the portion of the Fund remaining unexpended at the end of the 2022/2023 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:*

	23/24	Budget	4 years 24/25 - 27/28
Debt Service Principal payment on purchase of 2560 Skyway Dr	\$	85,370	\$ -
Debt Service Interest payment on purchase of 2560 Skyway Dr	\$	2,092	\$ -
Professional Services-Architects, Attorneys, Consultants	\$	185,000	\$ 385,000
Bond Reporting Software	\$	45,000	\$ 180,000
Student Furniture	\$	-	\$ 1,100,000
Building / Site Improvements	\$	1,009,000	\$ 7,286,000
Total of Projects	\$	1,326,462	\$ 8,951,000

Total of All Years- Budgeted Projects & Administrative Fees **\$ 10,277,462**

B *See Section 3.3 of the Resolution*

C *With respect only to that portion of the Fund remaining unexpended at the end of the 2022/2023 fiscal year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in (1) above are as follows:*

	23/24	Budget	4 years 24/25 - 27/28
Developer Fees	\$	1,500,000	\$ 4,000,000
Interest	\$	10,000	\$ 40,000
Total Sources	\$	1,510,000	\$ 4,040,000

Total of All Years - All Sources **\$ 5,550,000**

D *With respect only to that portion of the Fund remaining unexpended at the end of the 2022/2023 fiscal year, the following are the approximate dates on which the funding referred to in (3) above is expected to be deposited into the appropriate fund.*

	Amount
Developer Fees	
Developer Fees - 2023/2024	\$ 1,500,000
Developer Fees - 2024/2025	\$ 1,000,000
Developer Fees - 2025/2026	\$ 1,000,000
Developer Fees - 2026/2027	\$ 1,000,000
Developer Fees - 2027/2028	\$ 1,000,000
Interest	
Developer Fees - 2023/2024	\$ 10,000
Developer Fees - 2024/2025	\$ 10,000
Developer Fees - 2025/2026	\$ 10,000
Developer Fees - 2026/2027	\$ 10,000
Developer Fees - 2027/2028	\$ 10,000

Excess (deficit) \$ (3,457,434)

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REGULAR MEETING
December 12, 2023

APPENDIX G:

New Course Descriptions:

- **Health & Wellness for Life**
- **English/Math Dual Support**

Health and Wellness For Life

Santa Maria Joint Union High School District

Modeled Course
Outside District
Approved



Apr 25, 2023
Christie Ortiz

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	Local Course Code(s)
Ernest Righetti High School (053303)	Classroom Based	TBA	TBD

Title:	Health and Wellness For Life
Length of course:	Full Year
Subject area:	College-Preparatory Elective (G) / Interdisciplinary
UC honors designation?	No
Prerequisites:	None
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	9th, 10th, 11th, 12th

course Description

course overview:

This course will assist students in becoming health literate individuals who can critically analyze and problem solve when confronted with the health issues of today. Students will become self-directed learners by obtaining accurate health related knowledge and skills, to understand, access and use health information and services, develop lifelong positive health-related attitudes and behaviors, and make wise decisions related to their personal health and safety. Students will be their own health advocate on topics including personal and community health, mental, emotional and social health, nutrition and physical activity, alcohol, tobacco, and other drugs, and growth, development, and sexual health.

course content:

Unit 1: Promoting a Lifetime of Health and Wellness

In the unit, students will learn that health is the state of one's physical, mental, emotional, occupational, financial, and social well-being. Students will learn these dimensions of health as a continuum and how they affect each other and what steps can be taken to improve optimal health. Students will work on setting specific goals that are measurable, achievable, relevant and timely to maximize their health. Students will learn how to access, evaluate and find reliable health services, resources and information to make healthy decisions throughout their life. Students will learn effective and essential communication skills to build positive relationships and set appropriate boundaries when solving conflicts in a healthy way and resist negative peer pressures. Students will explore the basic concepts of health education and connect them to their personal lives. The purpose of this unit is to help students better understand the dimensions of health and the fundamental health education skills. The self-discovery activities in this unit will help students take ownership of their well-being.

Unit Assignment(s):

1. Students will create a *Health Management Plan* focusing on skills needed to have a positive health lifestyle. This plan can be physical or digital and can take any form. Students will work on this plan throughout the course as they gain knowledge and skills to have a healthy lifestyle. Students can use a journal or spreadsheet, use a blog, video blog, or illustrated book. Students should start by asking:
 - What do you think of when you hear the word health? What have people told you about health? Do you think these impressions are accurate or not?
 - How good do you feel in your life right now? How do you feel physically? mentally and emotionally? How close are your relationships?
 - What areas of your life would you like to improve? Be specific and honest with yourself. Explain why you want to improve each area.

- What skills do you think you will need to improve your life in these areas? What skills do you hope to practice as you learn about health?
2. Students will read a passage about the correlation between, education, income and healthcare. Students will use the information from the passage to write an essay about the relationships between education, income and access to healthcare, how these factors affect each other and how interactions between these factors influence health?
 3. Students will read three case studies on fictional experiences regarding the availability of health resources and how these fictional people access them. Then in small groups, students will chose one of these case studies to write a role-play in which a “teen” talks with a trusted adult to get help. In their role-play, this “teen” should seek to resolve the issue that is hindering thier health and get support adopting healthy behaviors and using health resources. The “teen” should state the issue clearly and discuss possible courses of action with the trusted adult and use reliable resources to find good advice the trusted adult can give. After performing this role-play for the class, students will discuss how effective the conversation was and what, if anything, could have made the conversation more effective.

Unit 2: Being Mentally and Emotionally Healthy

In this unit, students will learn the symbiotic relationship between mental and emotional health. Students will develop skills to assess and improve their internal thoughts and feelings, embrace their identity, build self-esteem and express their emotions. Students will be encourage to develop mindfulness and positive thinking focusing on gratitude, seeing setbacks as learning opportunities, developing empathy for others and showing resilience in stressful situations. Students will learn that mental illnesses ranges from anxiety disorders to mood disorders to substance use disorders and are long-term mental health conditions that disrupt daily function. Students will learn the importance of seeking help for these and other disorders as well as the importance of seeking help for thoughts of suicide in themselves or others. Student will learn the skills to promote a positive and respectful environment to prevent suicide and how to recognize and act on warning signs; and act to get help if suicide warning signs are present.

Unit Assignment(s):

1. Students will continue their *Health Management Plan* to include a mental and emotional health section. Students should ask themselves:
 - What does it mean to have “positive mental and emotional health”? to be “happy”? Can a person be mentally and emotionally healthy and still have “bad days”?
 - How much control do people have over their mental and emotional health? What factors affect how mentally and emotionally healthy someone is?
 - Is stress a good or a bad thing? Why do some people get more stressed about certain situations than others?

- What is the difference between having a hard time emotionally or being under stress and having a mental illness?
 - What is the purpose of mental health therapy? Is therapy only for people with a mental illness, or does it also benefit others?
2. Students will perform a mental and emotional health checkup to better understand their own state of mental and emotional health. Students should consider the questions below when creating their checkup. When finished, students should talk with their doctor or a trusted adult about the results of their checkup and then brainstorm strategies they can use to improve their mental and emotional health. Students should save the results of their checkup so they can compare results when they perform the checkup again. Regularly checking on one's mental and emotional health can help keep track of thoughts and feelings, try new strategies, and get help if ever needed.
- How often do you find yourself worrying about situations? How intense is your worry? Does worrying distract you from tasks you need to be doing?
 - How well have you been sleeping? Have you had trouble falling or staying asleep?
 - What kinds of statements have you been making about yourself in your own head? Have you been critical of yourself? confident in your abilities?
 - Have your friends mentioned any changes in your behavior? If so, what kinds of changes?
 - How happy or sad have you been feeling? Do feelings of sadness go away after a while, or do they persist?
 - Think about the activities you like doing most. Do you still enjoy them? What, if any, new activities have you tried recently?
 - How well have you been maintaining your relationships with your friends? Are your relationships healthy? What conflicts have you experienced? Have you noticed yourself withdrawing or leaning on your friends for support in difficult situations?
 - Do you feel in control of your emotions and actions? How do you cope with negative feelings and thoughts? For example, when you feel sad, do you go for a walk? talk with friends? write in a journal?
 - Who is part of your support system? When you are having a hard time, whom do you reach out to? Do you feel comfortable communicating your emotions, positive and negative, with the people in your support system?
 - Have you noticed any unexplained changes in your weight, appetite, level of energy, or mood? Explain.
 - Read through your answers. Do any of them surprise you? What do you think is the reason behind any negative feelings and behaviors?
 - What areas of your mental and emotional health do you think most need to improve?
3. Students will take a questionnaire on empathy, then in a small group, discuss the results of this questionnaire asking themselves: Do you agree with the result you got? Why or why not? Then, discuss factors you think may influence your level of empathy. For example, are your family members

empathetic? Are your friends generally accepting or judgmental of other people? Who are your role models in the media? Are these people empathetic? As a group, list the top 10 factors you think influence empathy. Share your top 10 with the class and discuss the different factors shared.

4. Effects of stress on the body project- students will develop a series of Google Slides that explains how stress affects the different body parts with graphics and complete explanations. Students will need to consider:
 - How long-term stress affects the body systems
 - Describe the cognitive effects of stress
 - Discuss how stress affects people's emotions
 - Identify mental health conditions associated with stress
 - Summarize how stress influences behavior
5. Students are given medical records for new patients at a mental health clinic. Each teen (in these examples) showed signs that professional treatment might be needed and reached out to get help. After reading each medical record profile, students should research what mental health resources are available for these patients in their area. Using valid and reliable resources, answer the following questions:
 - Where in your community can people with mental health conditions and illnesses get professional help?
 - How many clinics, hospitals, or doctors' offices offer mental health treatment in your community?
 - What online organizations are available to teens who need mental health treatment?

Then as a class, make a list of these resources with contact or access information. Post the list to your school website. Then, on your own, list the factors that would affect where you would go to get mental health treatment. Make a plan for what you will do if you recognize signs you would benefit from professional help.

Unit 3: Maintaining Your Physical Health

In this unit, students will learn that the foods and beverages they consume have a significant impact on health. Students will learn to evaluate the nutritional value of foods by reading nutrition facts labels and assessing food claims. Students will understand the factors that influence body image (positive and negative): environment, media, race, ethnicity and activities and what can lead to negative body image and its side effects. Students will learn the mental, emotional and physical health benefits of physical activity and how to set goals to improve fitness. Students will work on goal settings in physical activity.

Unit Assignment(s):

1. Continuing with their *Health Management Plan*, students will create a new entry called "My Lifestyle Behaviors." Then, work through these steps to make a plan for developing a healthy lifestyle.

- Write all the decisions you make and actions you take related nutrition, body image and physical activity. For example, how many meals do you eat each day? How do you feel about your body? Be specific and write as many actions as you can.
 - For each lifestyle area (nutrition, body image and physical activity), fill in a time line of your life starting now through adulthood and aging. Take notes on your time line showing how the decisions you are making now will affect you in the future.
 - Review your chart and time lines. Are you happy with your lifestyle behaviors and what they mean for your future? Why or why not? For each lifestyle area, write one long-term SMART goal for either changing your behavior or maintaining healthy behaviors over the course of your life. Divide each long-term SMART goal into smaller, short-term SMART goals you can act on now. Keep these goals and commit to put them into action.
2. Students read a case study about 3 teens with different dietary needs and challenges. Then in small groups, the students will choose one of the dietary needs described in the case study and determine what foods are necessary to create a healthy diet based on the dietary needs in the case study. Then students will create a “Consumption Journal” in which they log their food and beverage consumption. At the end of their assignment, students will evaluate their food choices, food costs, and energy levels based on their selections.

Unit 4: Avoiding Hazardous Substances

Throughout this unit students will analyze the impact of personal choices on their own health and the health of others. Students will identify the social and legal implications of substance use and abuse. Students will be able to describe the health benefits of abstaining from using substances such as alcohol, marijuana, tobacco products, and prescription drugs and be able to identify healthy alternatives. Students will use interpersonal communication skills to demonstrate their ability to refuse these substances in order to enhance health and reduce health risks. Students will learn healthy alternatives to substance use and how to use assertive communication to make health related choices.

Unit Assignment(s):

1. In their *Health Management Plan*, students will create a new entry called “My Future Plans.” Using the following steps, consider how hazardous substances can impact your health, goals, and future.
 - Create a list of at least 10 plans or goals you want to accomplish in your lifetime. These can be plans for activities in a few months or 20 years from now. An example is “I would like to travel across Europe for a month.”
 - Now, imagine what would happen if you started using a substance—by smoking or vaping, drinking alcohol, abusing medications, or using drugs. As you read the information in this unit, take notes about how each of your plans could be affected.
 - Record your thoughts about how using a substance and developing an addiction could decrease your chances of reaching your future goals.
 - Create a list of decisions you can make and SMART goals you can set to advocate for your health. What skills or steps can you take to ensure you live a substance-free life and reach your future goals?

2. Students will create a drug facts Google Slides research project elaborating on the name of the drug, type of drug, effects on the body-brain, treatments, local resources, and graphics.
3. Using valid and reliable websites, students will search for evidence that either proves or disproves a list of statements regarding alcohol, and its use.

Unit 5: Establishing Healthy Relationships

In the unit, students will analyze the characteristics of healthy versus unhealthy relationships and how positive relationships can provide support and meet physical, mental, emotional, and social needs. Students will understand and recognize the signs of dangerous situations such as abuse (physical, emotional, sexual, or financial), bullying and cyberbullying and community violence (school violence, gang violence, human trafficking, hate crimes, homicide, and terrorism). Skills will be taught to identify these types of situations and learn bystander intervention strategies to help prevent violence. Passive, aggressive, and assertive communication styles will be compared to learn the components and importance of communication to effectively enhance one's social health.

Unit Assignment(s):

1. Students will create a new entry in their *Health Management Plan* labeled "My Relationships". Students will consider the health of their relationships they have formed throughout their life. Students will work through the below steps to make a plan for having healthy relationships.
 - What are the qualities you want in a healthy relationship? Create a list of at least 10 qualities
 - List the most important relationships in your life. Group these relationships by type: family relationships, friendships, community relationships, and romantic relationships. For example, you could list each family member you feel close to or each friend you have. Fill in what you believe makes each relationship you have with each person healthy.
 - Compare your list of qualities in a healthy relationship with your current relationships. Then, answer the following questions.
 - Do the items in your first list appear in the qualities you listed for your relationships? Explain.
 - What relationships in your life do you think need to improve? How could you improve them?
 - If a relationship becomes unhealthy or abusive, how would you recognize the signs? Create a plan of how you would fix or get out of an unhealthy relationship. Research and identify community or online resources available to a person in that situation.
2. Students should think about the relationships they have seen portrayed in the media. After reading a short passage, students should ask themselves: What media representations have you seen of family relationships? friendships? Romantic and community relationships? What are the features of these relationships? Are these relationships healthy? Then students will choose one relationship they have seen portrayed in the media. List the features of this relationship and then compare this list to the features of a healthy and unhealthy relationship. What qualities of a healthy relationship are missing? Does the relationship show any signs of being unhealthy? Does the media recognize that the

relationship is unhealthy? Why or why not? Share your thoughts with a classmate and discuss how the relationships portrayed in the media could affect teens' expectations for their own relationships. Working with your classmate, present your findings to the entire class.

3. Students will read a case study entitled "A Harmless Story". After reading the study, students will write an action plan outlining what they would do if a harmful rumor was spreading at their school. Identifying how they would stop the rumor if they witnessed others spreading it. Also students will explain what they would do if the rumor were about themselves. Students will then, answer the questions:
 - Are there similarities or differences between the actions in your plans?
 - How does this plan apply to physical violence, cyberbullying, or hazing?

Unit 6: Protecting Your Health

In this unit, students will learn the importance of accident and injury prevention as a part of a healthy lifestyle. This involves preventing falls and avoiding poisonous substances, avoiding situations involving weapons, being safe on the road and in the workplace, learning basic first aid skills and taking precautions around water. Students will learn safe and appropriate online communication and interaction etiquette to avoid fraud, hacking, viruses and inappropriate content. Students will understand the link between humans and the environment and how they affect each other and how environmental hazards can harm health.

Unit Assignment(s):

1. Using their *Health Management Plan*, students will work through steps to create a plan for safety. Titled "Protecting My Health", students will answer the following:
 - Consider the places you go and situations you face every day. Which places or situations are especially safe? unsafe? List at least 10 places and situations and explain your reasoning.
 - For each place or situation you listed, imagine how its safety or lack of safety could influence your health. For example, exposure to air pollution may hurt your health. Strong privacy settings on your social media accounts may benefit your health. Also identify what elements that influence safety are within or outside your control. For example, you can control whether you give out personal information online. You cannot control whether you constantly hear trains on the tracks by your home.
 - List three strategies you could use to increase your safety and health in each place or situation. Be specific in these strategies. Turn each strategy into a detailed decision you could make. When creating each decision, think long-term—about your health now and in the future.
2. Students will read a passage containing 3 scenarios involving teen students navigating life online. After reading the passage, students will break into small groups to make a list of tips for being safe and appropriate on the internet including social media. Then students will choose one tip they think would help students at their school make better

decisions online. Students will create an advocacy campaign for safe and appropriate internet use focused on this tip. They should come up with a catchy slogan to help people remember their tip. Make a poster to hang in your school hallway or post on the school's website.

3. In this activity, students will talk with a parent, guardian, or other trusted adult about technology during childhood. They will begin by recording the name and age of the adult with whom they choose to have this conversation. Together, they will respond to the following prompts and questions:
 - Some people believe children should not be given a cell phone until the end of middle school, around the eighth grade. Research this idea and determine whether you agree or disagree. Explain.
 - Those who talk about delaying children's cell phone use often consider giving a child a flip phone with limited capabilities as an alternative to a smartphone. List two advantages and two disadvantages of this alternative.
 - What do you think is an appropriate amount of time for each age group to spend using electronics? Why?
 - Find a reliable and valid source about the effects of social media on the incidence of depression. List three reasons you feel your source is valid and reliable.
 - Do you agree or disagree with the information from your source? Why or why not?
 - What has it been like to talk with me about this?
 - Write a two- or three-sentence reflection summarizing your thoughts and feelings about the discussion. What did you learn?

Unit 7: Understanding Diseases and Disorders

In this unit, student will learn how disease and pathogens spread between living organisms and objects, the factors that affect the spread of these diseases and how our bodies defend itself. Students will learn prevention methods and treatments to stop the spread of communicable diseases and pathogens. Students will also learn about sexually transmitted infections (STIs), HIV which can progress into AIDS and the most effective way of preventing and treating STIs and HIV/AIDS. Students will understand that some diseases are non-communicable and develop due to genes, diet, behavior and other factors. Students will learn about common non-communicable diseases, methods of prevention and treatments available.

Unit Assignment(s):

1. In their *Health Management Plan*, students will create a new entry called "Disease Prevention" then work through these steps to make a plan for preventing diseases.
 - The success of disease prevention depends on actions by individuals, communities, public health organizations, and governments. Brainstorm the role you think each of those parts play in your health.

- Next, brainstorm actions you can take to affect how successful each party is. For example, you can take specific steps as an individual to prevent disease. You can also advocate for disease prevention in your community.
 - Create 10 personal SMART goals for preventing diseases in your life, community, and world.
2. Students will choose one of three scenarios about a disease spreading situation. After they have chosen a scenario, they will use the decision-making process to decide how to handle this situation. To help them make an informed decision students should:
- Identify the decision or problem that needs to be made or solved.
 - Brainstorm all possible alternatives and outcomes.
 - Evaluate the consequences; the pros and cons of each alternative. Does it align with their values, goals, and resources? How will it affect others?
 - After examining the pros and cons for each alternative, rank them from 1 to 5. One should be the best alternative.
 - Be specific about how you will carry out the decision and will evaluate your progress.
 - Predict the results of your decision. Answer the following questions to evaluate and revise your decision, if needed.
 - How do you think your decision turned out? Explain.
 - Did your actions solve or just help with the problem you identified?
 - What obstacles did you face? Who or what supported you in this decision? How much outside support did you need?
 - Do you need to revise your decision in some way? What will you keep doing? do differently?
 - Whom could you have turned to for advice, to help you determine the best course of action? Why would this person be a good source of advice?
 - Would you make a different decision next time you are in a similar situation? Why or why not?
3. For this activity, students and a partner will create a poem about preventing and treating STIs. Their poem should include at least three important facts teens should know about each topic, research all facts to ensure that they are medically accurate.
4. In this activity, students will learn about behaviors that contribute to noncommunicable diseases and the leading causes of death in the United States. Students should:
- Use the website of the Centers for Disease Control and Prevention (CDC) to research the top 15 causes of death in the United States. Also research how these causes of death are distributed between males and females. List the top 15 causes of death below and answer the question that follows.

- How are the top 10 causes of death distributed between males and females? What similarities and differences exist between the rates for each sex? What are some possible reasons for these differences?
- For each of the top 15 causes of death, brainstorm a list of negative lifestyle behaviors that may have contributed to the death. Also brainstorm a list of behaviors that might have prevented some of the deaths. Then, answer the question that follows.
- What do you think can be done to help reduce the number of deaths from causes that are directly related to lifestyle choices?

Unit 8: Human Development and Sexuality

In this unit, students will learn the physiological science of the female and male reproductive system by analyzing the role of the system in producing new life, describing diseases and disorders that can occur in the reproductive system and explaining proper steps in maintaining a healthy reproductive life. Students will learn the effects of teen pregnancy on their own health, family and society and available FDA approved methods of contraception to reduce the risk of teen pregnancy and diseases and infections. Students will learn about sexuality which includes gender identity and expression, sexual orientation, and sexual experiences and thoughts. Sexuality begins developing early in life. Students will learn that many factors affect a person's sexual behavior, and sexual activity has physical, emotional, and social consequences.

Unit Assignment(s):

1. Students will create a new entry in the *Health Management Plan* called "My Reproductive Health and Development." Students will work through these steps to make a plan for promoting health in these areas.
 - Write everything you think you know about reproductive health and development. Also indicate where you received this knowledge—for example, from a doctor or online. In the second column, write the questions you have.
 - Think about your future. List decisions you are making now or that you will need to make in the future regarding your reproductive health and development. How will you make these decisions? How could these decisions impact your health?
 - Write down the five most important goals for your life. How will the decisions you make about reproductive health and development affect these goals?
 - After reading this unit, come back to your answers. Revise your list of knowledge and questions by correcting any myths you believed and answering your questions. Explain how you will make decisions about reproductive health and development now and in the future. Finally, make a plan for defending your goals.
2. To receive a driver's license, one needs to pass certain requirements. Most careers require some type of prerequisite training. With a group, students will determine what they think should be the minimum requirements for a parenting license. Consider requirements in each of the categories below by asking

“A person is ready to be a parent when....). Add any categories you feel are needed. Present your requirements to the class.

- Age, job or salary, housing, childcare, personality, education level, time to spend with child, marriage status, criminal record, experience with children, transportation, drug testing, safety course and values and beliefs.
3. Media with sexual content has an enormous influence on teen sexual activity. In fact, 85 percent of music videos contain sexual or sexually suggestive content. In this activity, students will analyze a song about sexual activity. Students will be given a recently popular song that sends a message about sexual activity (sex or abstinence). This message can be positive or negative. With all obscenities blacked out, students will carefully read through the lyrics of the song and begin to think about the message of the song and how listeners may understand it. Students will then, answer the analysis questions below, citing the lines of the lyrics as evidence (i.e., “I think the main message of this song is to have lots of sex with whoever you can. I think this because line 32 says ‘I’m looking for a hookup tonight.’ This shows the person is not in a relationship and is just looking for any random person to have sex with”). In the answers, restate the question and use complete sentences.
- What is the title, artist, and genre (i.e., country, rap, rock) of the song?
 - What is the main message of this song? Why do you think so?
 - Does the relationship between the people in the song seem healthy? Why or why not?
 - Does this song promote unrealistic or harmful attitudes or expectations in any way? Why or why not?
 - Do you think this particular song might influence teens who listen to it? Why do you think so?
 - Would this song be appropriate to play during class? Why or why not?
 - At what age do you think it is appropriate for people to listen to this song? Why?
 - Do your parents or guardians know the type of music you listen to? Do or would they approve or disapprove? Why?
 - Overall, do you think song lyrics influence people’s actions? Why or why not?
4. For this activity, student will exam the different FDA approved contraceptives available. Students will use valid and reliable resources to answer the following question about each contraceptive:
- What type of method is this (i.e., barrier, hormonal)?
 - How does it work?
 - How effective is it? What is the failure rate?
 - What are the side effects and health risks?
 - Give one reason a person might hesitate to use this method of birth control.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Essential Health Skills 3e	Catherine Danderson, Mark Zelman, Diane Farthing, Melanie Lynch and Melissa Munsell	Goodheart-Willcox	2021	[empty]	Yes

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Project School Wellness	Janelle Kay	[empty]	[empty]	2023	https://www.projectschoowellness.com/project-school-wellness-curriculum/	Internet, downloadable resources

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SMJUHS D Course Description

(Must be accompanied by a Course Adoption Form)

Full Course Title: English/Math Dual Support		
School Associated with course: <input type="checkbox"/> DHS <input type="checkbox"/> ERHS <input checked="" type="checkbox"/> PVHS <input type="checkbox"/> SMHS		
School Contact		
Name: Christine Watkins		Title/Position: Math TOSA
E-mail: cwatkins@smjuhsd.org		Phone: (805) 922-1305 Ext: 5602
Department:		Transcript Course Code(s) / Number(s):
Subject Area:		
<input type="checkbox"/> English Requirement <input type="checkbox"/> World History <input type="checkbox"/> US History <input type="checkbox"/> Government <input type="checkbox"/> Economics	<input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Science <input type="checkbox"/> Life Science <input type="checkbox"/> Physical Education <input type="checkbox"/> Visual & Performing Arts	<input type="checkbox"/> Foreign Language <input type="checkbox"/> CTE <input type="checkbox"/> Health <input checked="" type="checkbox"/> Elective
Grade Level(s)		Unit Value
<input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12		<input type="checkbox"/> Semester (5 units) <input checked="" type="checkbox"/> Year A/B (5 units per semester) <input type="checkbox"/> Year A/B (two-period course, 10 units per semester)
Vocational Education (CTE) <input type="checkbox"/> Yes <input type="checkbox"/> No		
Career Pathway: Industrial Sector: <input type="checkbox"/> Concentrator <input type="checkbox"/> Completer		
Pre-Requisites:		Co-Requisites: Algebra 1 or Math 1 and English 1
Course Purpose: <i>What is the purpose of this course?</i> This class is designed to support students with concepts from both English and math taught in their co-requisite core course. This dual class will be taken when both English and math support are required for incoming 9th grade students whose indicators place them well below grade level.		

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

Students will be supported in core English 1 A/B course requirements including:

- * Review/Reteach concepts in English 1 A/B as required by CCSS English department essential standards.
- * Support with prerequisite English skills including grammar, vocabulary, and editing practices.
- * Homework support

Students will be supported in core Algebra 1 A/B course requirements including:

- * Review/reteach concepts in math as required by CCSS math department essential standards.
- * Support in prerequisite math skills according to CCSS standards.
- * Homework support.

Students will be supported in organizational skills including:

- * Canvas
- * Aeries
- * Email
- * Notebook organization
- * Teacher communication

Book Title: None	Course:
Type of book adoption request: <input type="checkbox"/> Basic/Multiple Textbook <input type="checkbox"/> Supplementary Textbook <input type="checkbox"/> Reference Book <input type="checkbox"/> Curriculum Software <input type="checkbox"/> NEW <input type="checkbox"/> REPLACE Aligned with Standards? <input type="checkbox"/> YES <input type="checkbox"/> NO Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Replacement for (<i>Book title & copyright</i>): _____ _____ _____
Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Edition: _____ Copyright: _____

Book Title: None	Course:
Type of book adoption request: <input type="checkbox"/> Basic/Multiple Textbook <input type="checkbox"/> Supplementary Textbook <input type="checkbox"/> Reference Book <input type="checkbox"/> Curriculum Software <input type="checkbox"/> NEW <input type="checkbox"/> REPLACE Aligned with Standards? <input type="checkbox"/> YES <input type="checkbox"/> NO Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Replacement for (<i>Book title & copyright</i>): _____ _____ _____
Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Edition: _____ Copyright: _____

Book Title: None	Course:
Type of book adoption request: <input type="checkbox"/> Basic/Multiple Textbook <input type="checkbox"/> Supplementary Textbook <input type="checkbox"/> Reference Book <input type="checkbox"/> Curriculum Software <input type="checkbox"/> NEW <input type="checkbox"/> REPLACE Aligned with Standards? <input type="checkbox"/> YES <input type="checkbox"/> NO Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Replacement for (<i>Book title & copyright</i>): _____ _____ _____
Author: _____ Publisher: _____ Student's Edition: List Price: \$ _____ ISBN #: _____ Teacher's Edition: List Price: \$ _____ ISBN #: _____	Edition: _____ Copyright: _____

The following teacher has reviewed the above text(s) and finds it appropriate for the course.

Recommending Teacher Signature School Date

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

Texts and notebooks from English 1 A/B and Algebra 1 A/B or Math 1 A/B including:
Inside the Text
Collections
Math Resource Notebook

Instructional Methods and/or Strategies:

Co-teach strategies will be used including:
One teach, one observe
Parallel teaching
One teach, one support
Station teaching

Assessment Methods and/or Tools:

Notebook check
Exit ticket
Quick write

Activities: *(If applicable)*

None

Certificate: *(If applicable)*

None

APPENDIX H

**PUBLIC DISCLOSURE OF
COLLECTIVE BARGAINING AGREEMENT
UNREPRESENTED (ATHLETIC TRAINERS),
CONFIDENTIAL,
CLASSIFIED MANAGEMENT AND
CERTIFICATED MANAGEMENT**

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

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

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

The Governing Board will act upon this agreement on: **December 12, 2023**
(date)

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

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement <small>(Complete Years 2 and 3 for multiyear and overlapping agreements only)</small>		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2023-24	2024-25	2025-26
1. Salary Schedule Including Step and Column				
		0.00%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.				
		0.00%	0.00%	0.00%
4. Health/Welfare Plans	\$ 938,249	\$ 72,483		
		7.73%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 938,249	\$ 72,483	\$ -	\$ -
		7.73%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	51.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 18,397	\$ 1,421	\$ -	\$ -
		7.73%	0.00%	0.00%

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

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

N/A.

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

N/A.

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

There is an overall increase in the cap for Health and Welfare, medical rates increased with the plan year beginning 1/1/24, see plan tier rates noted below. The medical contribution increased and both dental and vision decreased. Dental decreased on average 16.23% across all tiers, single, 2-party & family and vision plan rates were reduced an average reduction of 5.5%.

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

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

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

None.

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

None known.

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

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

None.

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

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

Current resources and fund balance.

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

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

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

N/A.

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

Name of School District:	SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Name of Bargaining Unit:	UNREPRESENTED
Certificated, Classified, Other:	OTHER

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

The Governing Board will act upon this agreement on: **December 12, 2023**
(date)

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

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement <small>(Complete Years 2 and 3 for multiyear and overlapping agreements only)</small>		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2023-24	2024-25	2025-26
1. Salary Schedule Including Step and Column				
		0.00%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.				
		0.00%	0.00%	0.00%
4. Health/Welfare Plans	\$ 38,614	\$ 1,783		
		4.62%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 38,614	\$ 1,783	\$ -	\$ -
		4.62%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	3.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 12,871	\$ 594	\$ -	\$ -
		4.62%	0.00%	0.00%

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
UNREPRESENTED

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

N/A.

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

N/A.

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

There is an overall increase in the cap for Health and Welfare, medical rates increased with the plan year beginning 1/1/24, see plan tier rates noted below. The medical contribution increased and both dental and vision decreased. Dental decreased on average 16.23% across all tiers, single, 2-party & family and vision plan rates were reduced an average reduction of 5.5%.

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

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

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

None.

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

None known.

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

None.

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

None.

F. Source of Funding for Proposed Agreement:

1. Current Year

Current resources and fund balance.

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

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

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

N/A.

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

Name of School District:	SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
Name of Bargaining Unit:	CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED
Certificated, Classified, Other:	OTHER

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

The Governing Board will act upon this agreement on: **December 12, 2023**
 (date)

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

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined	Annual Cost Prior to Proposed Settlement	Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		2023-24	2024-25	2025-26
1. Salary Schedule Including Step and Column				
		0.00%	0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.				
		0.00%	0.00%	0.00%
4. Health/Welfare Plans	\$ 976,863	\$ 74,266		
		7.60%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 976,863	\$ 74,266	\$ -	\$ -
		7.60%	0.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	54.00			
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 18,090	\$ 1,375	\$ -	\$ -
		7.60%	0.00%	0.00%

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

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

Bargaining Unit: :RT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINI

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of August 1, 2023 45-day)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 141,273,308		\$ -	\$ 141,273,308
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 2,145,079		\$ -	\$ 2,145,079
Other Local Revenue 8600-8799	\$ 1,474,627		\$ -	\$ 1,474,627
TOTAL REVENUES	\$ 144,893,014		\$ -	\$ 144,893,014
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 47,715,125			\$ 47,715,125
Classified Salaries 2000-2999	\$ 17,622,561			\$ 17,622,561
Employee Benefits 3000-3999	\$ 28,781,782	\$ 41,975		\$ 28,823,757
Books and Supplies 4000-4999	\$ 8,772,144		\$ -	\$ 8,772,144
Services, Other Operating Expenses 5000-5999	\$ 18,666,789		\$ -	\$ 18,666,789
Capital Outlay 6000-6999	\$ 2,966,769		\$ -	\$ 2,966,769
Other Outgo 7100-7299 7400-7499	\$ 1,139,643		\$ -	\$ 1,139,643
Indirect/Direct Support Costs 7300-7399	\$ (1,601,316)		\$ -	\$ (1,601,316)
TOTAL EXPENDITURES	\$ 124,063,497	\$ 41,975	\$ -	\$ 124,105,472
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ 426,300		\$ -	\$ 426,300
Transfers Out and Other Uses 7600-7699			\$ -	\$ -
Contributions 8980-8999	\$ (21,169,222)	\$ (6,565)		\$ (21,175,786)
OPERATING SURPLUS (DEFICIT)*	\$ 86,596	\$ (48,540)	\$ -	\$ 38,056
BEGINNING FUND BALANCE				
9791	\$ 50,979,646			\$ 50,979,646
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 51,066,242	\$ (48,540)	\$ -	\$ 51,017,702
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 422,924	\$ -	\$ -	\$ 422,924
Restricted Amounts 9740				
Committed Amounts 9750-9760	\$ 21,878,089		\$ -	\$ 21,878,089
Assigned Amounts 9780			\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ 5,264,572	\$ 2,186	\$ -	\$ 5,266,758
Unassigned/Unappropriated Amount 9790	\$ 23,500,656	\$ (50,726)	\$ -	\$ 23,449,931

*Net Increase (Decrease) in Fund Balance

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

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

Bargaining Unit: :RT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINI

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of August 1, 2023 45-day)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 2,662,160		\$ -	\$ 2,662,160
Federal Revenue 8100-8299	\$ 11,798,242		\$ -	\$ 11,798,242
Other State Revenue 8300-8599	\$ 8,891,666		\$ -	\$ 8,891,666
Other Local Revenue 8600-8799	\$ 5,860,692		\$ -	\$ 5,860,692
TOTAL REVENUES	\$ 29,212,760		\$ -	\$ 29,212,760
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 13,934,238			\$ 13,934,238
Classified Salaries 2000-2999	\$ 8,643,576			\$ 8,643,576
Employee Benefits 3000-3999	\$ 14,678,556	\$ 30,892		\$ 14,709,448
Books and Supplies 4000-4999	\$ 2,353,868			\$ 2,353,868
Services, Other Operating Expenses 5000-5999	\$ 5,755,943		\$ -	\$ 5,755,943
Capital Outlay 6000-6999	\$ 375,000		\$ -	\$ 375,000
Other Outgo 7100-7299 7400-7499	\$ 3,476,912		\$ -	\$ 3,476,912
Indirect/Direct Support Costs 7300-7399	\$ 1,579,235		\$ -	\$ 1,579,235
TOTAL EXPENDITURES	\$ 50,797,329	\$ 30,892	\$ -	\$ 50,828,221
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979			\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 375,000		\$ -	\$ 375,000
Contributions 8980-8999	\$ 21,169,222	\$ 6,565		\$ 21,175,786
OPERATING SURPLUS (DEFICIT)*	\$ (790,347)	\$ (24,328)	\$ -	\$ (814,675)
BEGINNING FUND BALANCE				
9791	\$ 26,828,101			\$ 26,828,101
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 26,037,754	\$ (24,328)	\$ -	\$ 26,013,426
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719			\$ -	\$ -
Restricted Amounts 9740	\$ 26,037,754	\$ (24,328)	\$ -	\$ 26,013,426
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ 0	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

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

Bargaining Unit: CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of August 1, 2023 45-day)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 143,935,468		\$ -	\$ 143,935,468
Federal Revenue 8100-8299	\$ 11,798,242		\$ -	\$ 11,798,242
Other State Revenue 8300-8599	\$ 11,036,746		\$ -	\$ 11,036,746
Other Local Revenue 8600-8799	\$ 7,335,319		\$ -	\$ 7,335,319
TOTAL REVENUES	\$ 174,105,775		\$ -	\$ 174,105,775
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 61,649,363	\$ -	\$ -	\$ 61,649,363
Classified Salaries 2000-2999	\$ 26,266,138	\$ -	\$ -	\$ 26,266,138
Employee Benefits 3000-3999	\$ 43,460,338	\$ 72,867	\$ -	\$ 43,533,205
Books and Supplies 4000-4999	\$ 11,126,013		\$ -	\$ 11,126,013
Services, Other Operating Expenses 5000-5999	\$ 24,422,732		\$ -	\$ 24,422,732
Capital Outlay 6000-6999	\$ 3,341,769		\$ -	\$ 3,341,769
Other Outgo 7100-7299 7400-7499	\$ 4,616,555		\$ -	\$ 4,616,555
Indirect/Direct Support Costs 7300-7399	\$ (22,082)		\$ -	\$ (22,082)
TOTAL EXPENDITURES	\$ 174,860,826	\$ 72,867	\$ -	\$ 174,933,693
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ 426,300	\$ -	\$ -	\$ 426,300
Transfers Out and Other Uses 7600-7699	\$ 375,000	\$ -	\$ -	\$ 375,000
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (703,751)	\$ (72,867)	\$ -	\$ (776,619)
BEGINNING FUND BALANCE				
9791	\$ 77,807,747			\$ 77,807,747
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 77,103,996	\$ (72,867)	\$ -	\$ 77,031,128
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 422,924	\$ -	\$ -	\$ 422,924
Restricted Amounts 9740	\$ 26,037,754	\$ (24,328)	\$ -	\$ 26,013,426
Committed Amounts 9750-9760	\$ 21,878,089	\$ -	\$ -	\$ 21,878,089
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ 5,264,572	\$ 2,186	\$ -	\$ 5,266,758
Unassigned/Unappropriated Amount 9790	\$ 23,500,656	\$ (50,725)	\$ -	\$ 23,449,931

*Net Increase (Decrease) in Fund Balance

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

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

Bargaining Unit: CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of August 1, 2023 45-day)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099			\$ -	\$ -
Federal Revenue 8100-8299	\$ 5,545,500		\$ -	\$ 5,545,500
Other State Revenue 8300-8599	\$ 1,420,500		\$ -	\$ 1,420,500
Other Local Revenue 8600-8799	\$ 56,000		\$ -	\$ 56,000
TOTAL REVENUES	\$ 7,022,000		\$ -	\$ 7,022,000
EXPENDITURES				
Certificated Salaries 1000-1999			\$ -	\$ -
Classified Salaries 2000-2999	\$ 1,571,059			\$ 1,571,059
Employee Benefits 3000-3999	\$ 617,041	\$ 1,399		\$ 618,440
Books and Supplies 4000-4999	\$ 3,698,000		\$ -	\$ 3,698,000
Services, Other Operating Expenses 5000-5999	\$ 166,100		\$ -	\$ 166,100
Capital Outlay 6000-6999			\$ -	\$ -
Other Outgo 7100-7299 7400-7499			\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ 22,082		\$ -	\$ 22,082
TOTAL EXPENDITURES	\$ 6,074,282	\$ 1,399	\$ -	\$ 6,075,681
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 947,718	\$ (1,399)	\$ -	\$ 946,319
BEGINNING FUND BALANCE				
9791	\$ 5,346,305			\$ 5,346,305
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 6,294,023	\$ (1,399)	\$ -	\$ 6,292,624
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719			\$ -	\$ -
Restricted Amounts 9740	\$ 6,285,039	\$ (1,399)		\$ 6,283,640
Committed Amounts 9750-9760			\$ -	\$ -
Assigned Amounts 9780	\$ 8,984		\$ -	\$ 8,984
Reserve for Economic Uncertainties 9789			\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ (0)	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
 CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

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

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

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

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

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

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

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

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

Additional Comments:

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit: T. & CLASS. MGMT, CONF. & UNREPRESENTED COMBI

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 141,273,308	\$ 145,692,073	\$ 147,510,367
Federal Revenue 8100-8299	\$ -		
Other State Revenue 8300-8599	\$ 2,145,079	\$ 2,142,775	\$ 2,155,977
Other Local Revenue 8600-8799	\$ 1,474,627	\$ 1,364,076	\$ 1,348,032
TOTAL REVENUES	\$ 144,893,014	\$ 149,198,925	\$ 151,014,376
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 47,715,125	\$ 49,669,573	\$ 50,095,738
Classified Salaries 2000-2999	\$ 17,622,561	\$ 20,037,453	\$ 20,375,304
Employee Benefits 3000-3999	\$ 28,823,757	\$ 29,459,173	\$ 29,816,337
Books and Supplies 4000-4999	\$ 8,772,144	\$ 9,578,956	\$ 10,084,290
Services, Other Operating Expenses 5000-5999	\$ 18,666,789	\$ 17,478,540	\$ 17,852,698
Capital Outlay 6000-6999	\$ 2,966,769	\$ 3,217,245	\$ 3,217,245
Other Outgo 7100-7299	\$ 1,139,643	\$ 760,000	\$ 760,000
7400-7499			
Indirect/Direct Support Costs 7300-7399	\$ (1,601,316)	\$ (1,819,159)	\$ (1,832,878)
Other Adjustments			
TOTAL EXPENDITURES	\$ 124,105,472	\$ 128,381,782	\$ 130,368,734
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 426,300	\$ 426,300	\$ 426,300
Transfers Out and Other Uses 7600-7699	\$ -		
Contributions 8980-8999	\$ (21,175,786)	\$ (16,480,149)	\$ (16,998,533)
OPERATING SURPLUS (DEFICIT)*	\$ 38,056	\$ 4,763,294	\$ 4,073,409
BEGINNING FUND BALANCE			
9791	\$ 50,979,646	\$ 51,017,702	\$ 55,780,996
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 51,017,702	\$ 55,780,996	\$ 59,854,405
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 422,924	\$ 550,601	\$ 550,601
Restricted Amounts 9740			
Committed Amounts 9750-9760	\$ 21,878,089	\$ 21,878,089	\$ 21,878,089
Assigned Amounts 9780	\$ -		
Reserve for Economic Uncertainties 9789	\$ 5,266,758	\$ 5,253,840	\$ 5,326,885
Unassigned/Unappropriated Amount 9790	\$ 23,449,931	\$ 28,098,466	\$ 32,098,830

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit: T. & CLASS. MGMT, CONF. & UNREPRESENTED COMBI

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 2,662,160	\$ 2,812,978	\$ 2,812,978
Federal Revenue 8100-8299	\$ 11,798,242	\$ 5,686,218	\$ 5,686,218
Other State Revenue 8300-8599	\$ 8,891,666	\$ 10,958,819	\$ 11,129,659
Other Local Revenue 8600-8799	\$ 5,860,692	\$ 6,056,661	\$ 6,056,661
TOTAL REVENUES	\$ 29,212,760	\$ 25,514,676	\$ 25,685,517
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 13,934,238	\$ 10,680,470	\$ 10,856,277
Classified Salaries 2000-2999	\$ 8,643,576	\$ 7,156,888	\$ 7,306,145
Employee Benefits 3000-3999	\$ 14,709,448	\$ 12,414,324	\$ 12,486,247
Books and Supplies 4000-4999	\$ 2,353,868	\$ 3,956,912	\$ 4,040,091
Services, Other Operating Expenses 5000-5999	\$ 5,755,943	\$ 7,303,866	\$ 7,227,739
Capital Outlay 6000-6999	\$ 375,000	\$ 184,444	\$ 214,556
Other Outgo 7100-7299	\$ 3,476,912	\$ 2,986,726	\$ 2,986,726
7400-7499			
Indirect/Dirrect Support Costs 7300-7399	\$ 1,579,235	\$ 1,687,597	\$ 1,701,316
Other Adjustments			
TOTAL EXPENDITURES	\$ 50,828,221	\$ 46,371,227	\$ 46,819,097
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -		
Transfers Out and Other Uses 7600-7699	\$ 375,000	\$ 375,000	\$ 375,000
Contributions 8980-8999	\$ 21,175,786	\$ 16,480,149	\$ 16,998,533
OPERATING SURPLUS (DEFICIT)*	\$ (814,675)	\$ (4,751,402)	\$ (4,510,047)
BEGINNING FUND BALANCE			
9791	\$ 26,828,101	\$ 26,013,426	\$ 21,262,024
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 26,013,426	\$ 21,262,024	\$ 16,751,977
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ -		
Restricted Amounts 9740	\$ 26,013,426	\$ 21,262,024	\$ 16,751,977
Committed Amounts 9750-9760			
Assigned Amounts 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit: T. & CLASS. MGMT, CONF. & UNREPRESENTED COMBI

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 143,935,468	\$ 148,505,051	\$ 150,323,345
Federal Revenue 8100-8299	\$ 11,798,242	\$ 5,686,218	\$ 5,686,218
Other State Revenue 8300-8599	\$ 11,036,746	\$ 13,101,594	\$ 13,285,636
Other Local Revenue 8600-8799	\$ 7,335,319	\$ 7,420,737	\$ 7,404,693
TOTAL REVENUES	\$ 174,105,775	\$ 174,713,601	\$ 176,699,893
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 61,649,363	\$ 60,350,044	\$ 60,952,015
Classified Salaries 2000-2999	\$ 26,266,138	\$ 27,194,341	\$ 27,681,449
Employee Benefits 3000-3999	\$ 43,533,205	\$ 41,873,497	\$ 42,302,584
Books and Supplies 4000-4999	\$ 11,126,013	\$ 13,535,869	\$ 14,124,382
Services, Other Operating Expenses 5000-5999	\$ 24,422,732	\$ 24,782,406	\$ 25,080,437
Capital Outlay 6000-6999	\$ 3,341,769	\$ 3,401,689	\$ 3,431,800
Other Outgo 7100-7299 7400-7499	\$ 4,616,555	\$ 3,746,726	\$ 3,746,726
Indirect/Direct Support Costs 7300-7399	\$ (22,082)	\$ (131,562)	\$ (131,562)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 174,933,693	\$ 174,753,009	\$ 177,187,831
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ 426,300	\$ 426,300	\$ 426,300
Transfers Out and Other Uses 7600-7699	\$ 375,000	\$ 375,000	\$ 375,000
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (776,619)	\$ 11,892	\$ (436,638)
BEGINNING FUND BALANCE			
9791	\$ 77,807,747	\$ 77,031,128	\$ 77,043,020
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 77,031,128	\$ 77,043,020	\$ 76,606,382
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 422,924	\$ 550,601	\$ 550,601
Restricted Amounts 9740	\$ 26,013,426	\$ 21,262,024	\$ 16,751,977
Committed Amounts 9750-9760	\$ 21,878,089	\$ 21,878,089	\$ 21,878,089
Assigned Amounts 9780	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ 5,266,758	\$ 5,253,840	\$ 5,326,885
Unassigned/Unappropriated Amount 9790	\$ 23,449,931	\$ 28,098,467	\$ 32,098,831

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2023-24	2024-25	2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 175,308,693	\$ 175,128,009	\$ 177,562,831
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 175,308,693	\$ 175,128,009	\$ 177,562,831
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 5,259,261	\$ 5,253,840	\$ 5,326,885

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 5,266,758	\$ 5,253,840	\$ 5,326,885
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 23,449,931	\$ 28,098,466	\$ 32,098,830
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)			
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ 2,163,473	\$ 1,747,991	\$ 1,330,431
e.	Total Available Reserves	\$ 30,880,162	\$ 35,100,297	\$ 38,756,146
f.	Reserve for Economic Uncertainties Percentage	17.61%	20.04%	21.83%

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

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

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

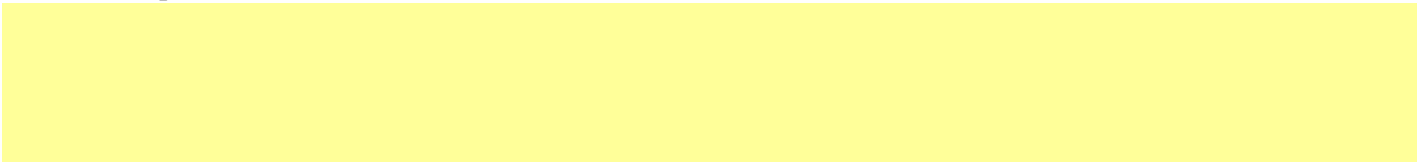
Public Disclosure of Proposed Collective Bargaining Agreement
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

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

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 74,266
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (72,867)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ -
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (1,399)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (74,266)

Variance \$ -

Variance Explanation:



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

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

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (703,751)	(0.4%)	Prior year carryover & one-time funds
Current FY Surplus/(Deficit) after settlement(s)?	\$ (776,619)	(0.4%)	Prior year carryover & one-time funds
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 11,892	0.0%	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (436,638)	(0.2%)	Rise step & column, STRS & PERS costs

Deficit Reduction Plan (as necessary):

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

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

7. Subsequent FY?

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

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

CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

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

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

(fill out columns for which there is an agreement)

	Prior Year	2023-24	2024-25	2025-26
a. LCFF Funding per ADA	14,868.00	16,268.00	16,854.00	17,383.00
b. Amount Change from Prior Year Funding per ADA		1,400.00	586.00	529.00
c. Percentage Change from Prior Year Funding per ADA		9.42%	3.60%	3.14%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		74,266.33	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		7.60%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Within	-	-

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

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

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

Board Actions

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

Current Year

Budget Adjustment Categories:

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

	Budget Adjustment Increase/(Decrease)
\$	-
\$	74,266
\$	(74,266)

Subsequent Years

Budget Adjustment Categories:

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

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

Budget Revisions

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

Assumptions

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

Certifications

I hereby certify I am unable to certify

A. Bruni
 District Superintendent
 (Signature)

12/8/2023
 Date

I hereby certify I am unable to certify

Yolanda Ortiz
 Chief Business Official
 (Signature)

12/8/23
 Date

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

L. CERTIFICATION NO. 2

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

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

[Redacted]
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
District Name

**District Superintendent
(Signature)**

[Redacted]
MICHELLE COFFIN, FISCAL SERVICES DIRECTOR
Contact Person

Date

[Redacted]
805-922-4573 X4403
Phone

[Redacted]
After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on December 12, 2023, took action to approve the proposed agreement with Certificated & Classified Management, Confidential & Unrepresented.

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

Date

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
CERT. & CLASS. MGMT, CONF. & UNREPRESENTED COMBINED

Assumptions and Explanations (enter or attach documentation)

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

N/A.

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

N/A.

REGULAR MEETING
December 12, 2023

APPENDIX I

Draft of Minutes

Special Board Meeting: October 30, 2023

Regular Board Meeting: November 14, 2023

**SPECIAL MEETING OF THE
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
October 30, 2023**

A special meeting of the Santa Maria Joint Union High School District Board of Education was held at the Radisson Hotel at 9:00 a.m. on October 30, 2023.

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

OPEN SESSION

The meeting was called to order at 9:08 a.m. Ms. Perez led the Flag Salute.

OPEN SESSION PUBLIC COMMENTS

There were no public comments.

ITEMS SCHEDULED FOR ACTION

GENERAL

Approval of Board Bylaw - Appendix A

Resource Person: Diana Perez, Board President

The following Board Bylaw was presented for board approval. For a full description, please see Appendix A.

Board Policy	Description
BB 9100	<p>Organization</p> <p>Bylaw has been revised to reflect law (AB486, 2021) which changes the date requirements for districts to hold their annual organizational meeting, outlines what will be completed at the organizational meeting, and updates the Election of Officers process.</p>

The board discussed the new updates that include the election of its members at the annual organizational meeting.

A motion was made by Mr. Aguilar and seconded by Ms. Hernandez to approve Board Bylaw 9100 as presented in Appendix A.

Roll Call Vote:

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

Mr. Baskett	Yes
Ms. Hernandez	Yes

GOVERNANCE TEAM TRAINING

Resource Person: Antonio Garcia, Superintendent

The Board and Superintendent participated in a Governance Team Training led by Superintendent Garcia. Topics included:

- Outcomes & Agreements
- Becoming Acquainted
- Communication Protocols
- Leadership Development: The Advantage Book

FUTURE BOARD MEETINGS FOR 2023

Unless otherwise announced, the next regular meeting of the Board of Education will be held on November 14, 2023. Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2023: December 12, 2023

ADJOURN

The meeting was adjourned at 12:23 p.m.

**REGULAR MEETING OF THE
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
November 14, 2023**

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on November 14, 2023, with a closed session scheduled at 5:15 p.m. and an open session immediately following.

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

OPEN SESSION

Call to Order

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

CLOSED SESSION PUBLIC COMMENTS

No public comments were submitted.

The meeting was adjourned to a closed session.

RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS

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

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

REPORTS

Student Reports

Perla Delgado-Paniagua/SMHS: Santa Maria High School held its Grand Opening of the new building last month. Students celebrated their achievements during Academic Awards Night and the SMHS Band took third place during a competition at San Luis Obispo High School. The Saints Bicycle Club went on a community bicycle ride for Halloween and The Alpine Club took thirty students hiking to Cerro San Luis Mountain. Nine FFA students traveled to Indiana where the State Winning Poultry team won 8th place in the nation. ASB was busy with a Breast Cancer Awareness Campaign, an Annual Halloween Fashion Show, and planning upcoming activities for Native American Heritage Month.

Leilanni-GaoShoua Mendoza/DHS: Students and teachers celebrated Halloween by dressing up and passing out candy on campus. Students raised money and decorated classroom doors to promote Breast Cancer Awareness. Delta will be having another movie night this Friday thanks to the neighboring church. In the past two weeks, Delta has hosted Model School and WASC teams who visited classrooms and spoke to staff and students. Football team tryouts are this week; boys and girls are encouraged to try out. Staff enjoyed decorating Mr. Maas' office for his birthday.

Teya Nastaskin/ERHS: Latinos Unidos put on various activities for Dia de Los Muertos. Marimba Band and Ballet Folklorico also stayed busy performing in the Fiesta Mexicana event. Events in the evening included: Military Night, Sophomore Parent Night, and an informative fentanyl and drug presentation led by Fighting Back Santa Maria. The yearly Kinderpatch was a success hosting many young students as usual. FFA's very own, Mr. Guerra, received the Honorary American FFA degree at the National FFA Convention. Club Day was recently held, and the Fall Food Drive is currently underway.

Camila Uribe-Quezada/PVHS: Recently, the Senior class raised money for future senior activities. FFA students attended their National Convention where a few students came home with wins. Water polo made it to CIF while winter sports teams are fundraising for sports gear and tournaments. Students had the opportunity to dress up during Spirit Week and Halloween. As college application deadlines are approaching, extra support for seniors is being offered in the College and Career Center.

Superintendent's Report

Delta recently completed their six-year WASC accreditation visit with the team expressing great commendations. Teachers, Elesa Carlson and Julio Molina, were honored at the Salute to Teachers event that was hosted by the Santa Barbara County Office of Education. Guillermo Guerra was also honored and awarded the Honorary American FFA Degree at the FFA National Convention. Student Angie Gonzalez was the third overall champion in the Spanish FFA Creed competition. The school sites have started their educational campaigns regarding the opioid crisis. This will include informational presentations for students, staff, and parents/guardians. Mr. Garcia recently attended a meeting with community agency leaders to discuss this topic. Various events he attended included: SMHS New Building Grand Opening, Empty Bowls Fundraiser, Righetti's Dia de Los Muertos school event, Santa Maria Open Streets, and the student led play Little Shop of Horrors.

Board Member Reports

Ms. Perez: She attended Little Shop of Horrors, the SMHS New Building Grand Opening, and Pioneer Valley's fentanyl informative meeting. She visited Mr. Guillermo Guerra's senior class and spoke as a board member and public figure. She accepted banners on behalf of Pioneer Valley and Santa Maria High School as statewide champions in the admission of financial aid applications.

Dr. Garvin: He was impressed by the student presentations and acting in Little Shop of Horrors and Romeo and Juliet. He also attended a dinner hosted by Delta during their WASC visit.

Mr. Aguilera: He also attended the Delta dinner and Little Shop of Horrors.

Mr. Baskett: He wished everyone an early Happy Thanksgiving and mentioned the increased student interest in the Civil Air Patrol.

Ms. Hernandez: She attended the Counseling Advisory Council and visited the Wellness Centers. She was interviewed by a radio station while at the Dia del Campesino event and visited the One Community Action site to learn about the work they are doing to support the community.

REPORTS FROM EMPLOYEE ORGANIZATIONS

No reports.

OPEN SESSION PUBLIC COMMENTS

Name	Topic
Teya Nastaskin	Val/Sal College Now course recognition

PRESENTATIONS

Wellness Centers Update

Resource Person: Jose Pereyra, Director of Wellness Services

Mr. Pereyra provided a brief update on the new Well Centers services, student visit counts, and next steps for the program.

Recognition of Past Board Member

Resource Person: Diana Perez, President

On behalf of the school district and community, Ms. Perez recognized Ms. Amy Lopez for her outstanding service and contributions during her many years on the school board.

Career Technical Education (CTE) Construction Pathway: SWMS Council of Carpenters

Resource Person: Paul Robinson, Director of Career Technical Education; Glenn Holmes, CTE Residential/Construction Instructor; Jeffrey Scott, Outreach Specialist for Southwest Mountain States Regional Council of Carpenters

SMJUHSD staff and representatives from the Council of Carpenters shared details of their current partnership and the great benefits of what a career in carpentry offers.

ITEMS SCHEDULED FOR ACTION

GENERAL

Resolution in Support for Allan Hancock College’s Applied Professional Studies Baccalaureate Degree Program - Resolution 4-2023-2024

Resource Person: Antonio Garcia, Superintendent

Allan Hancock College has unveiled their initiative to offer a Bachelor of Science Degree in Applied Professional Studies through their institution. Santa Maria Joint Union High School District has submitted a letter of support for this plan as it would create a new opportunity for our students to continue their education within our region. The district endorses and welcomes the establishment of this program, recognizing its potential to enhance the educational experience of our students and contribute to a more diverse and culturally competent professional workforce.

Mr. Garcia read part of the resolution and Ms. Perez thanked Hancock’s president for his efforts in leading this initiative.

A motion was made by Dr. Garvin and seconded by Mr. Baskett to approve Resolution Number 4-2023-2024 in support of Allan Hancock College’s Applied Professional Studies Baccalaureate Degree Program. The motion passed with a roll call vote 5-0.

Roll Call Vote:

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

Approval of Tentative Agreement for Classified Bargaining Unit regarding the negotiation of two (2) new bargaining unit job descriptions – Appendix D

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

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the negotiation of two (2) new bargaining unit job descriptions.

The Tentative Agreement dated October 24, 2023, will take effect upon approval by both parties (see Appendix D).

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

Roll Call Vote:

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

BUSINESS

Board Policy Revision – First Reading. INFORMATION ONLY. Appendix E

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration presented revisions for the board policies and administrative regulations listed below. These updates will be on the next board agenda for approval. For a full description, please see Appendix E.

Board Policy	Description
<p>BP 3312</p>	<p>Contracts</p> <p>Board Policy has been updated to reflect NEW LAW (SB 1439, 2022) related to conflict of interest from campaign contributions and NEW LAW (SB 34, 2022) related to bribery of a public official, and include a general statement requiring Governing Board members and district employees who are involved in the making of contracts on behalf of the district to comply with the district’s conflict of interest policy.</p>
<p>BP 3551</p>	<p>Food Service Operations/Cafeteria Fund</p> <p>Board Policy updated to reflect NEW LAW (SB 490, 2022) which requires districts participating in the National School Lunch and/or Breakfast Program, with annual reimbursement of \$1,000,000 or more, to (1) specify in the solicitation for bids and contracts for an agricultural food product that only the purchase of agricultural food products grown, packed, or processed domestically is authorized, unless a specific exception applies, including if the quality of the domestic product is inferior to the quality of the nondomestic product or if the bid or price of the nondomestic product is more than 25 percent lower than the bid or price of the domestic product, and (2) retain documentation justifying the use of the exception for three years from the date of purchase. Policy also updated to reflect NEW LAW (AB 778, 2022) which requires a district to accept a bid or price for an agricultural food product grown in California before accepting a bid or price for a domestic agricultural food product that is grown outside the state, when certain conditions are met.</p>
<p>AR 3551</p>	<p>Food Service Operations/Cafeteria Fund</p> <p>Regulation updated to include the requirement for a district with an on-site food facility to arrange to recover the maximum amount of edible food that would otherwise be disposed of and donate it to a local food recovery organization, and maintain records related to edible food recovery including a list of each food recovery service or organization that collects or receives the district’s edible food, contact information for the service or organization, the types of food, frequency, and quantity that will be collected or hauled by the</p>

	<p>district, and a copy of contracts or written agreements between the district and food recovery services or organizations. Regulation also updated to reflect California Department of Education Nutrition Services Division Management Bulletin SNP-04-2022 which raises the excess net cash resources limitation to six months' average expenditures.</p>
BP 3555	<p>Nutrition Program Compliance</p> <p>Policy updated to clarify that prohibited discrimination includes alleged discrimination on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, or disability. Policy also updated to reflect United States Department of Agriculture CRD memorandum 01-2022, "Application of Bostock v. Clayton County to Program Discrimination Complaint Processing," which clarifies that prohibited sex discrimination includes discrimination on the basis of gender identity and sexual orientation. Policy also updated to include that complaints against a program operator that is not an educational agency shall be filed with or referred to the California Department of Education.</p>
Exhibit 3555	<p>Nutrition Program Compliance</p> <p>Exhibit updated to reflect current language of the United States Department of Agriculture Nondiscrimination Statement.</p>

NO ACTION REQUIRED.

Costs associated with the board policy changes were requested. Ms. Ortiz will review.

CONSENT ITEMS

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

Roll Call Vote:

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

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

Special Board Meeting – September 25, 2023
 Regular Board Meeting – October 10, 2023

B. Approval of Warrants for the month of October 2023:

Payroll	\$ 11,299,101.55
Warrants	\$ 6,433,490.21
Total	\$ 17,732,591.76

C. Attendance Report

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

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Brenda Lewis	Provide management leadership and mentorship for District Administrators through June 30, 2024.	NTE \$25,000/ General Fund	Kevin Platt
Claremont Behavioral Services, Inc.	Customer Service and Account Management for Employee Assistance Services (EAP) from November 1, 2023 to December 31, 2026.	\$2.40 per employee per month / General Fund	Kevin Platt
WorldStrides Educational Travel & Experiences	ERHS Grad Nite tickets on May 17, 2024 to Disneyland.	\$59,540 / ASB	Yolanda Ortiz

E. Facility Report – **Appendix B**

F. Obsolete Equipment – **Appendix C**

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

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

Administrative Recommendation to suspend the order of expulsion: 378587

Administrative Recommendation to order expulsion: 357633, 358159, 377720, 358220, 607539, 358744, 369807, 362883, 608073, 605946, 358781

H. Approval of Board Policies

The board policies listed below were presented for approval. The policies were listed for first reading on the October 10, 2023 board agenda.

Board Policy	Description
BP 5116.2	<p>Involuntary Transfer</p> <p>The proposed Involuntary Transfer Board Policy is new to the District. Involuntary transfers are applicable when determining the best placement for a student, which sometimes necessitates a change of school or program in the District. This policy meets the compliance with our Federal Program Monitoring review with the California Department of Education.</p>
BP/AR 5020	<p>Parent Rights and Responsibilities</p> <p>The proposed Parent Rights and Responsibilities Board Policy is new to the District. This policy recognizes that parents/guardians of the district students have certain rights and responsibilities related to their children's education. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the school's academic expectations. The regulation provides the rights of parents/guardians of district students proper communication, notification, information, participation, student performance, and a safe and supportive learning environment.</p>
BP/AR 6184	<p>Continuation Education</p> <p>The proposed Continuation Education Board Policy and Administrative Regulation is new to the District. The District's continuation education program is an option for students needing a flexible education environment. The continuation education program is designed to meet the educational needs of each student, provide an opportunity for participating students to complete the required course of instruction necessary to graduate from high school and offer intensive guidance services. The regulation covers the content of program components, involuntary transfers to a continuation high school, voluntary enrollment, intake and orientation process, minimum attendance requirement, leaves of absence, and re-enrollment. This policy and regulation meet compliance with our Federal Program Monitoring review with the California Department of Education.</p>

AR 6146.1	<p>High School Graduation Requirements</p> <p>The proposed addition applies to 12-th grade students enrolled in alternative education at a continuation high school who have met State graduation requirements but are unable to complete the full number of elective credits because of personal hardship.</p>
BP 1330	<p>Use of School Facilities</p> <p>BP has been updated to reflect the following changes: Policy updated to add that the Governing Board may authorize the use of a school building as a vote center on election day and/or during the 10 days preceding election day, as well as during key dates necessary for drop-off, set-up, and pickup of election materials, as determined by the election official.</p>
AR 1330	<p>Use of School Facilities</p> <p>Regulation updated to reflect NEW LAW (AB 2028, 2022) which authorizes the Governing Board to allow district facilities to be used by local law enforcement, public agencies, nonprofit associations, or organizations for bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction for district students.</p>

I. Discard or Sell Obsolete Textbooks

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

Textbook Title	ISBN #	# of Copies
Core Connections Course 1 Volume One	978-1-60328-075-4	72
American Issues, A Documentary Reader	0-07-825814-6	44
Living in the Environment AP Edition	1-285-19728-3	57
Kaplan AP English Language & Composition	1-41955079-9	56
Kaplan AP English Literature & Composition 2007	1-41955080-2	30
Compact Reader 7 th Edition (c. 2003)	0-312-39225-7	61
Barron's AP English Literature and Composition	0-43800278-5	40
Pocket Style Manual	978-0-312-40684-4	35
Microsoft Office 365 2016	978-1-305-876033	40
Microsoft Office 365 2019	978-0-13-565131-5	40
Century 21 Computer Skills and Applications	978-1-111-57175-7	108
Biology 11 th Edition	978-0-07-662004-3	43

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Lab Manual for Human Anatomy & Physiology –1 st Edition	978-0-02-140736-1	110
Diversified Health Occupations	978-1-4018-1456-4	28
Health	978-0-02-140707-1	196

J. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Dr. Krista Herrera Tech & Learning Innovative Leader Summit	New Jersey, NJ December 6-9, 2023	The summit brings together district administrators to share ideas, best practices, and solutions to help reshape the future of education through interactive workshops and presentations. Dr. Herrera is being named as a winner of the Tech & Learning Innovative Leader Awards.	Curriculum
Tyler Dickinson (PVHS) + 4 Students National FFA Convention and Expo	Indianapolis, IN October 31- November 4, 2023	Student traveling was named as a national proficiency finalist in vegetable production. The group is also traveling to compete for a National Title.	VEA/ASB
Sara Araujo (SMHS) + 2 Students SM Elks- NFR Golden Circle of Champions Event Preparation	Las Vegas, NV December 7-10, 2023	Students will participate in the Agricultural Experience Project supervision and event coordination for Golden Circle of Champions Benefit Event for Pediatric Cancer to raise awareness and funds. Students in attendance are using this as a Service-Learning project to compete for State and National awards.	LCAP 3.3
Richard Guiremand (SMHS) & Amy Hennings (SMHS) + 15 Students Close Up Educational Program	Washington, D.C. March 2-8, 2024	Students will participate in Close Up Washington D.C, a civics education program. They will experience our government and the political process firsthand by interacting with congressional members and engaging in daily workshops.	LCAP 4.8

		Students will also tour Capitol Hill and various historical sites.	
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K. Clinical Practicum Agreement for 2023-24 School Year

California State University Northridge has requested the District's participation in their Clinical Practicum programs for the 2023-24 school year, effective January 22, 2024, whereby the District would provide the graduate training for the Master of Science degree in the field of Speech Language Pathology Assistant in Communication Disorders and Sciences, emphasis in Speech-Language Pathology and Audiology. The District's participation in these programs benefits the new student(s) that are training for the clinical program and allows the District firsthand experience with prospective students for future clinical vacancies.

L. Notice of Completion

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

- 1) ERNEST RIGHETTI HIGH SCHOOL INSTALLATION OF 11 PROJECTORS, SCREENS, AND SUPPORTING DATA & ELECTRICAL #18-280.1 with Smith Mechanical-Electrical-Plumbing, Contractor. Substantial Completion on October 27, 2023.
- 2) ERNEST RIGHETTI HIGH SCHOOL FOOTBALL STADIUM SCOREBOARD REPLACEMENT, #23-470 with A.B.V Scoreboard Services, Inc., Contractor. Substantial Completion on October 5, 2023.

M. Authorization to Piggyback on Downey Unified School District for the purpose of Apple Computer Products and Services through April 30, 2024.

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

Downey Unified School District has awarded their bid to Apple Inc. - Piggyback Bid # 23/24-11 through April 30, 2024. The district recommends that the board find and determines that it is in the best interest of the district to authorize software purchases under the same terms and conditions. With Board approval the district may "piggyback" on their bid pursuant to the provisions of PCC20118.

N. Authorization to Utilize Sourcewell for Grounds Maintenance Equipment for the

Length of the Contract through April 30, 2025

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of grounds maintenance equipment be made utilizing the provisions of the PCC through Deere and Company Sourcewell Contract # 031121-DAC through April 30, 2025.

- O. Authorization to Utilize NASPO for District-wide Purchases of Dell Marketing, L.P. Computer and Technology Equipment and Services for the Length of the Contract through January 31, 2024.

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the Public Contract Code, “school districts may, without competitive bidding, utilize contracts, master agreements, multiple award schedules... established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of Dell computer and technology equipment and services be made utilizing the provisions of the Public Contract Code that allow purchasing from a NASPO National Association of State Procurement Officials Master Agreement MNWNC-108/7-15-70-34-003, Amendment #7 for Computer Equipment, utilizing Dell Marketing, L.P., the servicing vendor, through January 31, 2024.

- P. Authorization to Utilize NASPOVP California for District-wide Purchases of Lenovo, Inc. Computer Equipment, Peripherals & Related Services for the Length of the Contract through January 31, 2024.

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

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117, utilizing Lenovo (United States) Inc., as the servicing vendor, through January 31, 2024.

Q. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO24-00814	SBCEO	\$148,600.00	23-24 Fees for SBCEO Teacher Induction Project (TIP)/Resource 6266 Educator Effectiveness
PO24-00927	LENOVO	\$84,531.25	Staff Laptops / General Fund Technology
PO24-00818 PO24-00819 PO24-00820	CULVER-NEWLIN, INC.	\$32,855.96 \$32,568.35 <u>\$41,105.62</u> \$106,529.93	SMHS CTE Modernization Furniture / Fund 26 H2016 Bond
PO24-00821	SOFTCHOICE	\$75,560.00	Adobe Creative Cloud & Adobe Sign / General Fund Technology
PO24-00823	MICROSOFT CORPORATION	\$74,634.00	Microsoft Enterprise Services Work Order / General Fund Technology
PO24-00815 PO24-00816 PO24-00817	MSC INDUSTRIAL SUPPLY	\$27,889.37 \$35,658.05 <u>\$15,066.33</u> \$78,613.75	ERHS CTE AG Mechanics Pathway Equipment / Fund 26 H2016 Bond & General Fund LCAP 3.3
PO24-00905 PO24-00906 PO24-00907	CULVER-NEWLIN, INC.	\$30,186.84 \$28,934.72 <u>\$30,783.07</u> \$89,904.63	PVHS, SMHS, & ERHS Wellness Furniture / Resource 7435 Learning Recovery Emergency Block Grant

R. Acceptance of Gifts

Pioneer Valley High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Connie M. Stevens	Girls' Volleyball	\$100.00
California FCCLA	FCCLA	\$3,113.77
Bundtbluff Enterprises, Inc.	Class of 2024	\$4,398.00
Pioneer Valley HS Boosters	Girls' Wrestling	\$941.52
Kelly Donahue - K. Donahue Photography	PVHS	\$900.00
Becky Clair – Clair Images	PVHS	\$800.00
Total Pioneer Valley High School		<u>\$10,253.29</u>
Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
California Women for Agriculture, Santa Maria	FFA/Kinder Patch Donation	\$250.00
SM Valley Chamber of Commerce	Marimba Band	\$200.00
CALRTA Santa Maria Div. 17	Marimba Band	\$150.00
The Mota Family	FFA/Kinder Patch Donation	\$100.00

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Allied Universal	Warrior Goats	\$1,500.00
Snap Mobile, Inc	Girls Volleyball	\$8,761.30
Snap Mobile, Inc	Girls Volleyball	\$3,701.20
Allied Universal	Warrior Goats	\$6,099.93
Total Righetti High School		<u>\$20,762.43</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
G.A.A.T.E. Foundation	FFA – Floral Design Team	\$300.00
Ginny Barnett	Girls Basketball	\$100.00
Santa Maria FFA Boosters	FFA	\$10,000.00
Panda Restaurant Group, Inc	Close Up Club	\$168.20
Hilda Zacarias CPA, MPA	Close Up Club	\$100.00
South Coast Region CATA	FFA Floral Shop	\$300.00
Total Santa Maria High School		<u>\$10,968.20</u>

FUTURE BOARD MEETINGS FOR 2023

Unless otherwise announced, the next regular meeting of the Board of Education will be held on December 12, 2023. Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Board meetings for 2024 will be announced at the December 12, 2023 meeting.

ADJOURN

The meeting was adjourned at 7:56 p.m.