

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

BOARD OF EDUCATION

CSBA Professional Governance Standards

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

THE BOARD

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

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

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

THE INDIVIDUAL TRUSTEE

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

To be effective, an individual trustee:

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



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

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

RESPONSIBILITIES OF THE BOARD

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

Effective boards:

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

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

**Regular Meeting
December 15, 2020**

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

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

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

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

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

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

The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Tammy Rhine at (805) 922-4573, extension 4202 by 5:00 p.m. on December 14, 2020.

If you would like to address the SMJUHS Board of Education at the December 15, 2020 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on December 14, 2020. The email address is SMJUHS-D-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on December 14, 2020. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

I. OPEN SESSION

A. Call to Order

II. ADJOURN TO CLOSED SESSION

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

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

A. Call to Order/Flag Salute

IV. ANNOUNCE CLOSED SESSION ACTIONS – Antonio Garcia, Superintendent

V. ORGANIZATION FOR YEAR DECEMBER 15, 2020 TO DECEMBER 2021

A. Installation of Board Members Elected November 2020

AB2449, which went into effect on January 1, 2019, requires newly elected members of a school district, county office of education, or community college governing board to assume office on the second Friday in December, subsequent to their election. Additionally, the bill requires that Annual Organizational Meetings be held on or after the second Friday in December. The Oath of Office will be administered by Mr. Garcia to board members elected to office November 3, 2020:

Jack Garvin and Amy Lopez

B. Approval of President

As outlined in Board Bylaw 9100, the current Clerk of the Board will be confirmed as the President of the Board of Education.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Jack Garvin as President of the Board of Education.

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

C. Turn over to New President

D. Approval of Clerk

*** **IT IS RECOMMENDED THAT** the Board of Education approve Carol Karamitsos as Clerk of the Board of Education.

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

E. Approval of Secretary to the Board of Education

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

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

F. County Committee on School District Organization

The Board of Education is required to designate the representative and alternate to elect members of the 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 designate a representative and alternate to elect members to the County Committee on School District Organization.

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

G. Selection of Meeting Dates, Time, and Place for 2021

In order to facilitate payroll requirements and other reporting deadlines, the administration recommends the Board meet each month on the dates below. The meetings will be held on the second Tuesday of each month (except where noted) at 5:30 p.m. (closed meeting) and 6:30 p.m. (open meeting) at the District Support Services Center (or virtually, if necessary).

January 12, 2021	June 8, 2021	September 14, 2021
February 9, 2021	June 15, 2021*	October 12, 2021
March 9, 2021	July 13, 2021	November 9, 2021
April 13, 2021	August 3, 2021*	December 14, 2021
May 11, 2021		

*not on second Tuesday of the month

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

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

VI. REPORTS

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

B. Superintendent’s Report

C. Board Member Reports

VII. ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Reopening Plan Spring 2021 – Appendix G

Resource Person: Antonio Garcia, Superintendent; John Davis, Asst. Superintendent; Yolanda Ortiz, Asst. Superintendent; Kevin Platt, Asst. Superintendent

The Board of Education has been continuously discussing the path to safely reopening District campuses since the suspension of in-person learning at the end of the last school year due to the COVID-19 pandemic. Input from families and staff have been sought through Board meetings, surveys and outreach efforts.

At its July 23, 2020 meeting, the Board approved the Reopening Plan which included a possible reopening date of January 2021. At that meeting, the Board also decided to offer families a choice between a hybrid in-person return or remaining in distance learning for the remainder of 2020-21 school year.

Since then, the District and school staff have been implementing the Reopening Plan and preparing for the reopening of schools including providing in-person learning opportunities for various cohorts. This evening staff will provide a report on District efforts towards reopening to in-person instruction and information about the updated reopening plan on the Agenda for the Board’s approval.

The Board will also discuss the impacts of the sharp increase in active COVID-19 in Santa Barbara County, the County’s rapid transition into Tier 1 (purple tier) under the California Blueprint for a Safer Economy, and the newly issued Regional Stay-at-Home Order now impacting the County on the District’s plans to reopen schools to in-person instruction in the hybrid model.

***** IT IS RECOMMENDED THAT** the Board of Education approve the updated Reopening Plan for Spring of 2021, and to consider its options and provide direction to staff regarding reopening the District schools to in-person learning.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

2. Approval of Classified Bargaining Unit Tentative Agreement Regarding Revisions to the 2020/21 Bargaining Unit Work Year Schedule – Appendix C

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

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding revisions to the 2020/21 bargaining unit work year schedule. The Tentative Agreement dated December 2, 2020 will take effect upon approval by both parties. (See Appendix C)

*** **IT IS RECOMMENDED THAT** the Board of Education approve the tentative agreement dated December 2, 2020 and pending ratification by CSEA as presented in Appendix C.

Moved _____ **Second** _____

Roll Call Vote:

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

B. INSTRUCTION

1. LCFF Budget Overview for Parents – Appendix H

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

California Education Code (EC) Section 52064.1 requires each school district, county office of education (COE), and charter school (LEA) to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents. SB 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020-21 school year. Local governing boards or governing bodies are now required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA's first interim budget report.

*** **IT IS RECOMMENDED THAT** the Board of Education adopt the Budget Overview for Parents.

Moved _____

Second _____

Roll Call Vote:

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

**2. First Reading of Board Policies – INFORMATION ONLY–
No Action Needed – Appendix D**

Resource Person: John Davis, Asst. Superintendent of Curriculum

The board policies listed below are presented for First Reading. They will be on the January board agenda for approval.

Board Policy	Description
BP/AR 6174 <u>Instruction</u> Education for English Language Learners	<p>Policies updated to clarify the process for assessment and identification of English Learners, including additional notification requirements.</p> <p>Section on “Reclassification/Redesignation” has been revised to require English learners who are reclassified as fluent English proficient, to be monitored for at least four years following their reclassification. The updated regulation also adds further information regarding the composition and duties of the school-level and district-level English Learner Advisory Committee.</p>

C. BUSINESS

1. 2020-2021 First Interim Report – Appendix E

Resource Person: Yolanda Ortiz, Asst. 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 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.k12.ca.us.

*** **IT IS RECOMMENDED THAT** the Board of Education adopt a Positive Certification for the First Interim report for fiscal year 2020-2021 as shown in Appendix E.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**2. Authorization to Make Budget Revisions –
Resolution Number 10-2020-2021**

Resource Person: Yolanda Ortiz, Asst. 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 2020-2021 First Interim Report has been adjusted to reflect these changes, is presented as Resolution Number 10-2020-2021.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 10-2020-2021 authorizing budget revisions as identified in the 2020-2021 First Interim Report.

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

Roll Call Vote: _____

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 10-2020-2021**

AUTHORIZATION FOR BUDGET REVISIONS

WHEREAS, the Board of Education adopted its budget on June 16, 2020 for the fiscal year 2020-2021; 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 2020-2021 First Interim Report.

PASSED AND ADOPTED this 15th day of December, 2020 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

**3. Annual Accounting for School Facilities Fees –
Resolution Number 11-2020-2021/Appendix F**

Resource Person: Yolanda Ortiz, Asst. 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. 11-2020-2021. In addition, the district shall list proposed projects for a period of five years, attached hereto as Exhibit B of Resolution No. 11-2020-2021. 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.

***** IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 11-2020-2021, as presented in Appendix E.

Moved _____ **Second** _____

A Roll Call Vote is Required:

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

**4. Delegation of Governing Board Powers and Duties –
Resolution Number 12-2020-2021**

Resource Person: Yolanda Ortiz, Asst. 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 12-2020-2021 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 12-2020-2021 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** _____

Roll Call Vote:

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

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 12-2020-2021**

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.
- Kevin Platt, Assistant Superintendent of Human Resources
 - Delegated Power of Duty: Ability to approve contracts.
- Reese Thompson, Director of Facilities & Operations
 - Delegated Power or Duty: Ability to approve contracts.
- Gary Wuitschick, Director of Support Services
 - Delegated Power or Duty: Ability to approve purchase orders and contracts.

PASSED AND ADOPTED this 15th day of December, 2020 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

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

5. SMHS Reconstruction Project #17-267: Approval of Amendment No. 4 to the Facilities Lease for Increment 1, Phase 1 New 50 Classroom and Administration Building Increasing the Guaranteed Maximum Price (GMP) Amount

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

The SMHS Reconstruction #17-267 Project Increment 1, Phase 0 GMP was approved under Amendment No. 1 as \$2,739,104. Amendment No. 2, including Phase 0 Change Order (CO) No. 1, increased the GMP to \$2,778,010.70. Amendment No. 3, including Phase 0 CO's No. 2 and 3, increased the GMP to \$2,817,793.68.

Vernon Edwards Constructors' (Contractor) GMP for the SMHS Reconstruction #17-267, Project Increment 1, Phase 1, New 50 Classroom and Administration Building, was reviewed by the District and has been deemed acceptable to the approved project budget and program reserves allocation. The Contractor engaged in an Open Book/Best Value sub bid process to determine the GMP for this Lease Leaseback Agreement increase. After review and negotiation with the Contractor, the GMP for this phase of the Project has been established at \$59,473,846, increasing the total Project GMP to \$62,291,639.68.

*** **IT IS RECOMMENDED THAT** the Board of Education approve Amendment No. 4 to the Facilities Lease SMHS Reconstruction Project #17-267, Project Increment 1, Phase 1.

Moved _____ **Second** _____

Roll Call Vote:

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

VIII. CONSENT ITEMS

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

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

Moved _____ Second _____

Roll Call Vote:

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

A. Approval of Minutes

Regular Board Meeting – November 10, 2020

B. Approval of Warrants for the Month of November 2020

Payroll	\$7,972,214.19
Warrants	<u>4,073,356.68</u>
Total	<u>\$12,045,570.87</u>

C. Approval of Contracts

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Dr. Bea Braun	Audiologist for IEP Meetings	Not to exceed \$500/Special Education	John Davis
Solution Tree, Inc.	Professional Development for "Math at Work"	\$2,500/ LCAP 1.1	John Davis

D. Facility Report – **Appendix B**

E. New Course Approval

- The following new courses are being presented to the Board of Education for approval:
 - Chemistry in the Earth Systems
 - AP Psychology
 - Ethnic and Social Justice in American Government

F. Authorization to Piggyback on Kern County Superintendent of Schools for Internet Content Filtering Software Districtwide for the Length of the Contract through December 31, 2021

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

Kern County Superintendent of Schools has awarded their purchases as needed for internet content filtering software products through PEPPM 2019 Product Line Bid – California #528899-148 through December 31, 2021. The district recommends that the board find and determines that it is in the best interest of the district to authorize software purchases under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC 20118.

G. Notice of Completion

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

- 1) PVHS SCOREBOARD SIGNAGE, #20-354 with Signs of Success. Substantial Completion on November 23, 2020.
- 2) 2020 CARPET SMHS 5 CLASSROOMS, #20-338.2, with Floor-It, Inc, Contractor. Substantial Completion on October 16, 2020.
- 3) 2020 SUMMER CARPET REPLACEMENT ERHS RM. 234, #20-338.1 with Floor-It, Inc., Contractor. Substantial Completion on September 29, 2020.

- H. APPROVAL TO CONTRACT WITH TOM LITTLE INSPECTION TO PERFORM INSPECTOR OF RECORD SERVICES AS REQUIRED BY THE PUBLIC EDUCATION CODE SECTION 17280 AT SANTA MARIA HIGH SCHOOL'S 50 CLASSROOM BUILDING. PROJECT # 17-267.1

The proposal submitted by Tom Little Inspection is for a contract not to exceed \$567,500.00.

- I. APPROVAL TO CONTRACT WITH SOILS ENGINEERING INC. TO PERFORM GEOTECHNICAL, SOILS, MATERIALS TESTING & SPECIAL INSPECTION SERVICES AS REQUIRED BY THE PUBLIC EDUCATION CODE SECTION 17280 AT SANTA MARIA HIGH SCHOOL'S 50 CLASSROOM BUILDING. PROJECT # 17-267.1

The proposal submitted by Soils Engineering Inc. is for a contract not to exceed \$337,465.00.

- J. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO21-00615	Apple Computer, Inc.	\$ 69,113.71	iPads for Special Education / Cares Act LLMF
PO21-00666	Sierra School Equipment	\$161,820.00	Desk shields / Cares Act LLMF
PO21-00671	Elite Modular Leasing	\$ 217,971.04	SMHS 4 Portable Install & Lease Project 20-357 / Fund 25 Developer Feeds
PO21-00713	Facility Solutions Group, Inc.	\$ 285,795.00	UV Carts / Cares Act LLMF
BPO21-00771	Gold Star Foods, Inc.	\$ 75,000.00	Food service supplies / Fund 13 Cafeteria
PO21- 00691	Haas Factory Outlet	\$ 204,321.81	Sharp mills & Lathes for CTE Center / K12 Strong workforce resource 6388

K. Acceptance of Gifts

Righetti High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Joan Tomooka & G. G. Campbell	Softball	\$100.00
Customink LLC	Cross Country	\$784.03
Trinity Landscape Central Coast	Boys Water Polo	\$500.00
Smith's Alarms & Electronics	Boys Water Polo	\$500.00
Kaimanu & Mary Francisco	Culture & Cuisine Club	\$100.00
Robert H. Hatch William E. Parker Trust	Culture & Cuisine Club	\$100.00
Gina M. Cuthbert	Culture & Cuisine Club	<u>\$100.00</u>
Total Righetti High School		<u>\$2,184.03</u>
Santa Maria High School		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Garth & Diane Araujo	FFA	\$100.00
Altrusa Int'l Foundation of Golden Valley Inc	FFA	\$1,000.00
Ocean Breeze Flowers	FFA	\$1,500.00
Dart Machinery, Inc.	SM Race Team	\$8,000.00
Manley Performance Products, Inc.	SM Race Team	\$2,800.00
Wiseco Pistons	SM Race Team	\$1,000.00
K & R Performance	SM Race Team	\$580.00
Classic Industries	SM Race Team	\$1,100.00
Schnitz Racing	SM Race Team	\$60.00
VP Racing Fuels	SM Race Team	\$2,200.00
Trojan Petroleum	SM Race Team	\$500.00
Fusion Auto Body	SM Race Team	\$15,000.00
Lemons Headers	SM Race Team	\$2,500.00
Total Santa Maria High School		<u>\$36,340.00</u>

IX. REPORTS FROM EMPLOYEE ORGANIZATIONS

X. OPEN SESSION PUBLIC COMMENTS

If you would like to address the SMJUHS Board of Education at the December 15, 2020 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on December 14, 2020. The email address is SMJUHS-Public-Comment@smjuhsd.org.

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on December 14 2020. Please

note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment. The public may also address the Board on each item on the Agenda as the Board takes up those items.

XI. FUTURE ITEMS FOR BOARD DISCUSSION

XII. NEXT MEETING DATE

Board meeting dates will be determined at the December 15, 2020 meeting.

XIII. FUTURE REGULAR BOARD MEETINGS FOR 2021

Board meeting dates for 2021 will be decided at the December 15, 2020 meeting.

XIV. ADJOURN

CLASSIFIED PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	Pay Rate	Hours		
	Short-term Assignment	ELPAC Tester	LC	1/13/21 - 5/31/21	16/A	7		
	Employ	Maintenance Worker II	SMHS	11/16/20	25/A	8		
	Retire	Library Technician	PVHS	12/4/20	18/E	8		
	Employ	Bus Driver	DO	11/18/20	18/A	4		
	Resign	School/Community Liaison	RHS	12/11/20	20/D	8		
	Change in Assignment	Food Service Worker I	SMHS	11/16/20	9/E	3.75 to 4		
	Leave Without Pay	Campus Security Assistant II	PVHS	12/9/20 - 1/11/21	17/E	7.5		
	Resign	Instructional Assistant-Spec Ed I	PVHS	11/12/20	13/D	5.5		
	Employ	Attendance Assistant	PVHS	11/9/20	15/A	4		
	Transfer	School/Community Liaison	SMHS to RHS	1/12/21	20/E	8		
	Leave Without Pay	LVN Health Assistant	RHS	11/2/20 - 1/3/21	22/B	6.5		
	Change in Assignment	Food Service Worker I	RHS	11/16/20	9/C	3.5 to 4		
	Retire	Carpenter/Welder	DO	12/30/20	28/E	8		
	Employ	Bus Driver	DO	12/1/20	18/A	4		
	Promote	Computer Network Technician	DO	11/9/20	28/A	8		
	Employ	School Support Secretary	PVHS	11/4/20	16/A	8		
CERTIFICATED PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	Salary	FTE		
	Extra Prep Period	Social Science	DHS	1/11/21-3/19/21	30/V	0.2		
	Extra Prep Period	Family Consumer Science/Home Ec	RHS	1/12/20-6/10/21	24/IV	0.2		
	Extra Prep Period	Science	PVHS	1/12/20-6/10/21	16/IV	0.2		
	Extra Prep Period	Science	SMHS	11/4/20-TBD	1/V	0.2		
	Extra Prep Period	Science	SMHS	11/4/20-TBD	27/V	0.2		
	Extra Prep Period	English	PVHS	1/12/20-6/10/21	20/V	0.2		
	Extra Prep Period	English	RHS	1/12/20-6/10/21	20/V	0.2		
	Extra Prep Period	Science	PVHS	1/12/20-6/10/21	21/III	0.2		
	Extra Prep Period	Social Science	DHS	1/11/21-3/19/21	27/V	0.2		
	Extra Prep Period	Science	SMHS	11/4/20-TBD	5/V	0.2		
	Stipend	FOL Co-Leader	RHS	10/1/20-2/28/21	1,1 6.5%			
	Extra Prep Period	Science	SMHS	11/4/20-TBD	27/V	0.2		
	Extra Prep Period	Physical Education	PVHS	1/12/20-6/10/21	7/V	0.2		
	Extra Prep Period	Special Education	RHS	1/12/20-6/10/21	20/V	0.2		
	Extra Prep Period	Mathematics	DHS	1/11/21-3/19/21	11/V	0.2		
	Extra Prep Period	Agriculture	RHS	1/12/20-6/10/21	6/V	0.2		
	Extra Prep Period	Agriculture	RHS	1/12/20-6/10/21	31/V	0.2		
	Extra Prep Period	Agriculture	RHS	1/12/20-6/10/21	32/V	0.2		
	Extra Prep Period	Health	RHS	1/12/20-6/10/21	20/V	0.2		
	Extra Prep Period	IT	PVHS	1/12/20-6/10/21	18/V	0.2		
	Extra Prep Period	Special Education	PVHS	1/12/20-6/10/21	15/V	0.2		

CERTIFICATED PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	Salary	FTE		
	Extra Prep Period	Visual Performing Arts	DHS	1/11/21-3/19/21	21/V	0.2		
	Retire	Athletic Director	PVHS	12/31/20	31/V, +5 9%	1.0		
	Column Advance	Science	RHS	2020-21	1/V	1.0		
	Stipend	FOL Co-Leader	RHS	10/1/20-2/28/21	1,1 6.5%			
	Retire	In-School Intervention	PVHS	1/18/21	19/V	1.0		
	Extra Prep Period	English	DHS	1/11/21-3/19/21	19/V	0.2		
	Stipend	FOL Co-Leader	RHS	10/1/20-2/28/21	1,1 6.5%			
	Extra Prep Period	Science	DHS	1/11/21-3/19/21	25/IV	0.2		
	Stipend	FOL Co-Leader	RHS	10/1/20-2/28/21	1,1 6.5%			
	Stipend	FOL Co-Leader	RHS	10/1/20-2/28/21	1,1 6.5%			
	Stipend	WASC Coordinator	RHS	10/1/20-2/28/21	1, 1 8%			
	Extra Prep Period	Science	SMHS	11/4/20-TBD	5/V	0.2		
	Extra Prep Period	English	DHS	1/11/21-3/19/21	17/V	0.2		
	Retire	Visual Performing Arts	PVHS	12/31/20	25/V	1.0		
COACHING PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	District	ASB/Booster	Dignity Health	Employee Type
	Stipend	Head Varsity Boys Cross Country	SMHS	2020-2021	\$3,450			CERT.
	Stipend	Head Varsity Girls Cross Country	SMHS	2020-2021	\$3,450			CERT.
	Stipend	Head Varsity Boys Football	SMHS	2020-2021	\$4,682			CERT.
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$2,500			CERT.
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$1,012			WALK-ON
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$2,500			WALK-ON
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$1,012			CLASS.
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$2,500			CLASS.
	Stipend	Assistant Varsity Boys Football	SMHS	2020-2021	\$1,012			WALK-ON
	Stipend	Head JV Boys Football	SMHS	2020-2021	\$1,753			WALK-ON
	Stipend	CoHead JV Boys Football	SMHS	2020-2021	\$1,753			CERT.
	Stipend	Assistant JV Boys Football	SMHS	2020-2021	\$781			WALK-ON
	Stipend	Assistant JV Boys Football	SMHS	2020-2021	\$780			WALK-ON
	Stipend	Assistant JV Boys Football	SMHS	2020-2021	\$780			WALK-ON
	Stipend	Head Varsity Boys Volleyball	SMHS	2020-2021	\$3,696			CERT.
	Stipend	Head Varsity Girls Volleyball	SMHS	2020-2021	\$3,696			CLASS.
	Stipend	Head JV Girls Volleyball	SMHS	2020-2021	\$2,772			CERT.
	Stipend	Head Varsity Boys WaterPolo	SMHS	2020-2021	\$3,696			WALK-ON
	Stipend	CoHead JV Boys Water Polo	SMHS	2020-2021	\$1,361			CERT.
	Stipend	CoHead JV Boys Water Polo	SMHS	2020-2021	\$1,361			CERT.
	Stipend	Head Varsity Girls WaterPolo	SMHS	2020-2021	\$3,696			CERT
	Stipend	Head JV Girls WaterPolo	SMHS	2020-2021	\$2,772			CERT

COACHING PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	District	ASB/Booster	Dignity Health	Employee Type
	Stipend	Assistant Athletic Director	SMHS	2020-2021	\$2,297			CERT
	Stipend	Assistant Athletic Director	SMHS	2020-2021	\$1,153			WALK-ON
	Stipend	Head Varsity Boys Cross Country	PVHS	2020-2021	\$3,450			CERT.
	Stipend	Head Varsity Girls Cross Country	PVHS	2020-2021	\$3,450			WALK-ON
	Stipend	Assistant Varsity Girls Cross Country	PVHS	2020-2021		\$1,500		WALK-ON
	Stipend	Head Varsity Boys Football	PVHS	2020-2021	\$4,000			CERT.
	Stipend	Head Varsity Boys Football	PVHS	2020-2021	\$682			WALK-ON
	Stipend	Assistant Varsity Boys Football	PVHS	2020-2021	\$3,000			CERT.
	Stipend	Assistant Varsity Boys Football	PVHS	2020-2021	\$3,000			WALK-ON
	Stipend	Assistant Varsity Boys Football	PVHS	2020-2021	\$3,000			CERT.
	Stipend	Assistant Varsity Boys Football	PVHS	2020-2021	\$1,536	\$782.00		WALK-ON
	Stipend	Head JV Boys Football	PVHS	2020-2021	\$3,000			CERT.
	Stipend	CoHead JV Boys Football	PVHS	2020-2021	\$512			WALK-ON
	Stipend	Assistant JV Boys Football	PVHS	2020-2021	\$1,353			WALK-ON
	Stipend	Assistant JV Boys Football	PVHS	2020-2021	\$841			WALK-ON
	Stipend	Head Frosh Boys Football	PVHS	2020-2021	\$2,000			CERT.
	Stipend	Assistant Frosh Boys Football	PVHS	2020-2021	\$2,000			CERT.
	Stipend	Head Varsity Boys Volleyball	PVHS	2020-2021	\$3,696			WALK-ON
	Stipend	Head JV Boys Volleyball	PVHS	2020-2021	\$2,772			WALK-ON
	Stipend	Head Frosh Boys Football	PVHS	2020-2021	\$2,772			WALK-ON
	Stipend	Head Varsity Girls Volleyball	PVHS	2020-2021	\$3,696			CERT.
	Stipend	Head JV Girls Volleyball	PVHS	2020-2021	\$2,772			WALK-ON
	Stipend	Head Frosh Girls Volleyball	PVHS	2020-2021	\$2,772			WALK-ON
	Stipend	Head Varsity Boys WaterPolo	PVHS	2020-2021	\$3,696			WALK-ON
	Stipend	Head JV Boys WaterPolo	PVHS	2020-2021	\$2,772			CERT.
	Stipend	Head Varsity Girls WaterPolo	PVHS	2020-2021	\$3,696			CERT.
	Stipend	Head JV Girls WaterPolo	PVHS	2020-2021	\$2,772			CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021	\$1,000			CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021	\$1,000			CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021	\$1,000			CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021	\$450		\$550	CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021			\$1,000	CERT.
	Stipend	Assistant JV Boys Football	PVHS	2020-2021	\$147			CERT.
	Stipend	CoHead Frosh Boys Football	PVHS	2020-2021	\$1,512			CERT.
	Stipend	Assistant Frosh Boys Football	PVHS	2020-2021	\$341			CERT.
	Stipend	Assistant Athletic Director	PVHS	2020-2021			\$1,000	CERT.
	Stipend	Cheer Coach	PVHS	2020-2021	\$3,450			WALK-ON

COACHING PERSONNEL ACTIONS								
	Action	Assignment	Site	Effective	District	ASB/Booster	Dignity Health	Employee Type
	Stipend	Cheer Coach	SMHS	2020-2021	\$3,450			WALK-ON
	Stipend	Cheer Coach	ERHS	2020-2021	\$3,450			CLASS.
	Stipend	Dance Advisor	ERHS	2020-2021	\$2,710			WALK-ON

Appendix B

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

November 2020 and Coronavirus Activities

1. Santa Maria High School Construction Projects

SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 1 - 50 Classroom and Administration Building: The evaluation team including District Support Services Department, Rachlin Partners, and Sierra West Consulting met several times with the General Contractor Vernon Edwards Constructors (VEC) during the month of November to review revisions of the draft Guaranteed Maximum Price (GMP) proposal. Evaluations included categorical comparisons of subcontractor costs to statewide and local cost data to validate the proposal against market costs of similar projects. Additional detailed reviews were conducted, and discrepancies negotiated with VEC where applicable. Negotiations are expected to be completed in late November with the goal of presenting to administration the first week of December, and if acceptable, the Board at the December meeting.
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Rachlin Partners is reviewing comments received from the Division of State Architect (DSA). Once a final schedule is established for the 50 Classroom project the resubmittal package will be finalized and returned to DSA.

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

- The architect and structural engineer continue evaluating the original roof truss system to determine the necessary modifications which will allow installation of new rooftop Heating, Ventilation, and Air Conditioning (HVAC) equipment. Completion of the design package and a tentative project schedule is pending the noted evaluations. Summer 2021 remains the target for installation.

SMHS Eight Portable Classroom Installation – Rachlin Partners

- Closeout documentation activities are complete. Final pay application and retention release activities continue.

2. Ernest Righetti High School Construction Projects

ERHS New 38-Classroom Building – Rachlin Partners

- After evaluation of HVAC controls test data, it was determined by the evaluation team that the system is operating as designed. Final payment was released, and this project is now closed.

ERHS Maintenance and Operations Building – Rachlin Partners

- The Electrical Consultant, the Electrical Contractor, and the District met again at the site to review questions related to the underground scan data. It was found that a conduit is going through the construction site which will need to be relocated to facilitate the installation of the maintenance building. The Electrical Consultant and Architect are reviewing the impact to costs and schedule. It is anticipated the final plans and specifications will be ready in early January with a goal of having a package out to bid in mid-January.

ERHS Phase 2 Improvements – Rachlin Partners

- Planning meetings will extend into December with a goal of establishing a draft phased project schedule and temporary housing plan for review with site administration. It is estimated that construction will commence in Summer 2021. A final bid schedule and package will be created upon completion and approval of the phasing and housing plans.

ERHS Turf Replacement – Support Services

- Initial stadium turf replacement planning and project development will occur in December and January. Construction will be scheduled in spring or summer in coordination with the site athletics activities and vendor availability.

3. Pioneer Valley High School Construction Projects

PVHS 12 Modular Fire System Revisions – Support Services

- Communications between the Architect and DSA are ongoing as they complete reviews of submitted closeout documents. Acceptance of the closeout project by DSA occurred in October 2020 and is expected to last 4 to 6 months.

PVHS 3 New Modular Classrooms – Rachlin Partners

- Initial development activities are underway for the installation of a 3-classroom modular building. Rachlin Partners was selected to provide Architect and Engineering services with proposal negotiations in process.

4. Career Technical Education Center

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

- Work continuing this period includes Change Order related site-wide data, communications, power installations, and punch-list cleanup work. Portions of this work are now estimated to continue into January due to extended lead times on electrical and data components. [\(Photos\)](#)

5. District Wide and Support Services Center

District Wide Project Closeout – Support Services

- Closeout of six legacy projects continues:
 - SMHS: Information exchanges between the Architect and DSA, including Construction Change Documents and original Structural Engineer of Record information continues on legacy projects, #03-105489 Construction of Classroom Building, Special Education Building, and #03-102635 Alteration to Graphic Arts/Restroom bldg. 320 and 320A; Industrial Arts bldg. 500; Home Economics bldg. 210.
 - ERHS: Val Matteson (DSA closeout consultant), continues to work with DSA and the original Structural Engineer of Record (SEOR) regarding the acceptance of a formal letter from the SEOR indicating no structural work was involved in legacy project #03-105187 Alterations to 3 classroom Buildings (C, D, and E). If accepted, no remediation work should be required.

SSC New West Parking Area – Flowers & Associates

- Closeout documentation, payment application, and retention release activities continue.

SSC Canopy Demolition – Support Services

- A contract was let for the removal of the original entrance canopy located on the west face of the SSC. Demolition and repair work are expected to be completed during the winter break.

6. Summer Activities Planning

District Wide Summer Projects Planning 2020/21

- 2020/2021 project list development continues. Planning meetings are ongoing with plant managers and site staff to determine the scope of summer work and funding availability.

Gary Wuitschick
Director – Support Services

Maintenance & Operations

SMHS

- Completed repairs and preventive maintenance on utility cart 720.
- Performed routine preventive maintenance on district irrigation control weather station.
- Reconfigured gate access at the 500 portable classrooms.
- Completed the second phase of Art Gallery landscape renovation: irrigation and planter installation. **(Photo)**
- Aerated all natural sports and landscape turf.
- Completed irrigation repairs on the booster pump, Stowell Rd, Practice Field, and Broadway drip systems.
- Completed installation of lunch tables and umbrellas near the cafeteria. **(Photo)**
- Performed monthly online and in person training.
- Applied seasonal fertilizer to turf areas at the Lincoln Street Center and Broadway lawns.
- Pressure washed the concrete walkways around the small gymnasium. **(Photo)**
- Performed routine landscape maintenance at areas A, B, and C.
- Refurbished the portable classroom entry ramps at classrooms 617, 618, and 620.
- Performed painting maintenance to interior and exterior areas at Lincoln Street Center custodian room, MMLC shade structure, Stadium restroom building, classroom 336-339 exterior walls, Administration doors, MPR west exterior, 500 girls' restroom, as well as classrooms 617, 618, and 620.
- Performed inspection and testing of campus wide emergency systems including fire alarm, emergency lighting, and eyewash stations.
- Performed repairs to door hardware at MMLC and classroom 635.
- Repaired and replaced restroom paper dispensers in the Wilson Gymnasium staff restrooms.
- Updated and repaired 911 and health signage at the swimming pool.
- Repaired HVAC in Administration boiler room, as well as classrooms 510, 331, 520, 601, 602, and 608.
- Repaired plumbing fixtures in the 100 Broadway staff restroom.
- Completed portable classroom HVAC damper adjustments to maximize fresh air for COVID-19.
- Serviced custodial equipment: auto scrubber inspection.
- Restored campus from natural gas system shutdown caused by a leak in main line.
- Repaired the exhaust fan in Learning Center staff restroom.
- Performed Covid-19 related additional cleaning tasks.
- Completed the replacement of exhausted lamps in Administration offices 122 and 130, Wilson Gymnasium lobby boys' and girls' restrooms.
- Performed furniture moves, repairs, and obsoletes in classrooms 127, 129, 450, 511, 512, 639, and 645.
- Restored Wilson Gymnasium from a temporary staff work area to prepare for athletics use.
- Performed glass cleanup on vandalized classrooms 632, 633, and 634.
- Setup and maintained classrooms 232 and 233 for on campus student support.
- Installed approximately 70 sit/stand desktop units for site employees.
- Performed delivery of PPE to requested areas and predetermined stations.
- Provided support of school event and civic center use activities: SMHS Counseling drive-through supply distribution, SMHS Teacher supply distribution, and SMHS site Covid-19 testing program.
- Preventive work hours - 24
- Routine work hours - 491
- Total work orders completed - 205
- Event setup hours - 9

Ken Groppetti
Plant Manager

REGULAR MEETING
December 15, 2020

PVHS

- Performed general Landscaping in assigned areas. (Photo)
- Completed repairs to irrigation sprinklers in turf areas.
- Installed a pedestrian gate to access the storage container at the varsity baseball field.
- Maintained sports striping on practice field for the return of athletics conditioning. (Photo)
- Covered all drinking fountains to comply with COVID-19 guidelines.
- Used the ride-on sweeper to collect falling leaves throughout the campus.
- Performed gopher control maneuvers.
- Installed additional computer cabling in classroom 331.
- Repaired the student parking lot lights.
- Repainted the weight room interior. (Photo)
- Installed document holders on the pool restroom doors to accommodate disinfecting logs.
- Assembled a new TAZ floor scrubber for the custodial crew.
- Serviced Operations equipment: flat tire on security cart, carpet extractor pump sprayer.
- Built wall cabinet for storage of classroom shear set in RM 314.
- Built custom plexiglass protective barriers for outdoor parent conferences.
- Repaired a storage rack shelf in cafeteria kitchen walk-in refrigerator.
- Investigated and repaired non-functioning lights in the attendance office.
- Repaired a leaking water faucet on the exterior of classroom 201.
- Repaired HVAC in classroom 354.
- Installed a bulletin board in the counselor's office.
- Replaced the Hubbell floor cable covers in classroom 335.
- Completed plumbing repairs: toilet flush valve in 400 Building girls' restroom, leaking faucet in the cafeteria kitchen.
- Replaced a damaged threshold in the cafeteria kitchen walk-in freezer.
- Repaired a cabinet drawer in the counselor's office.
- Replaced the lighting motion sensor in classroom 206.
- Installed touchless paper towel dispensers in all student and staff restrooms. (Photo)
- Installed a new spirit sign on the stadium scoreboard. (Photos)
- Completed daily set up and tear down of security and lunch distribution tents in front of the school.
- Assisted with the setup of FFA's drive-through Halloween event.
- Moved furniture and deep cleaned carpet in the technology Teacher on Special Assignment office 111.
- Setup acrylic protective barriers as staff requested them.
- Removed all furniture and deep cleaned trainer's room 510.
- Provided support of school event and civic center use activities: FFA Halloween drive-through event.
- Preventive work order hours – 45
- Routine work hours – 578
- Total work orders completed – 101
- Event setup hours - 10

Dan Mather
Plant Manager

REGULAR MEETING
December 15, 2020

ERHS

- Removed three pine trees near the Larch Street ticket booth and cleared ice plant in the surrounding planter. **(Photo)**
- Performed landscape maintenance at DHS and ERHS.
- Striped the practice field and groomed stadium for athletic conditioning.
- Upgraded exterior lighting in the Greek Theatre and stairs to LED. **(Photo)**
- Painted the Greek Theatre seat supports. **(Photo)**
- Replaced an electrical transformer in the press box.
- Installed new door in gymnasium west foyer.
- Completed annual boiler inspection.
- Completed monthly inspections of emergency equipment: AEDs, eye wash stations, emergency lighting, and fire extinguishers.
- Investigated a water heater problem in classroom 235 kitchen and restroom area.
- Completed preventive maintenance routines: annual heating system in cafeteria and 200 Building, quarterly in the 100 Building.
- Assembled new mobile food carts for cafeteria.
- Discovered a leak in the domestic waterline at Delta High School. Made temporary repairs and then completed permanent repair over the Thanksgiving Break. **(Photos)**
- Installed acrylic protective barriers on all teacher desks at ERHS and DHS.
- Performed daily disinfecting of high touch surfaces, restrooms, and desks.
- Provided support of school events, Trunk or Treat and Turkey Drive.
- Preventive work order hours – 125 (includes 1 DHS)
- Routine work order hours –369 (includes 21 DHS)
- Total work orders completed – 73 (includes 11 DHS)
- Event setup hours – 20 (includes 0 DHS)

Danny Sheridan
Plant Manager

Graffiti & Vandalism

- | | | |
|--------|----|---|
| • DHS | \$ | 0 |
| • ERHS | \$ | 0 |
| • SMHS | \$ | 450 - Classroom 632, 633, 634 glass replacement |
| • PVHS | \$ | 0 |

Reese Thompson
Director – Facilities and Operations

Photo Gallery – Major Projects



CTE / Ag Center – New Power Cable is Routed to the Transformer



CTE / Ag Center – View of Entrance Gate from inside the Campus

Photo Gallery – Maintenance & Operations



SMHS – Art Gallery Landscape Ground Cover and Planters are Installed



SMHS – Nick Canaan Assembles Lunch Tables



SMHS – Alex Banda Pressure Washes the Walkways at the Small Gymnasium



PVHS – Greg Gentile and Matt Schlereth Maintain Campus Planters



PVHS – Matt Schlereth Stripes the Practice Fields for Athletic Conditioning



PVHS – Joel Amezcua Paints the Weight Room Interior



PVHS – Greg Parker Installs Paper Towel Dispensers to Comply with COVID-19 Guidance



PVHS – A New Spirit Sign Goes Up at the Football Stadium...



PVHS – ... and The Panther Strikes Again!



ERHS – Tree Removal In-progress near the Football Ticket Booth



ERHS – Andy Freitas Installs New LED Lights in the Greek Theatre



ERHS – The Painters Refurbish the Greek Theatre Seat Supports



DHS – The Maintenance Crew Investigates a Ruptured Water Line

REGULAR MEETING
December 15, 2020

APPENDIX C

**Approval of Classified Bargaining Unit
Tentative Agreement regarding
revisions to the 2020-21 bargaining unit
work year schedule**

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

December 2, 2020


The following Agreement reflects the full and complete agreement of the Santa Maria Joint Union High School District (hereinafter "District") and the California School Employees Association and its Central Coast Chapter 455 (hereinafter "CSEA") regarding revisions to the 2020-21 bargaining unit work year schedule.

The parties agree on the following:

1. The "2020-21 School Year Calendar" (Attachment #1 of this Agreement) revised and Board Approved on 09/15/2020 moved three (3) days of instruction from Fall to Spring.
2. The workdays for our less than 12-month employees will be increased as necessary to support the additional days of instruction in Spring.
3. The additional workdays are reflected in the revised 2020-21 Work Year Schedule (Attachment #2) for each affected classification.
4. Additional days worked will be added to the payroll in the month in which the day was worked. Employees will see an additional line item on their paystub reflecting the extra day/hours worked and paid.
5. The need to increase workdays is in response to the COVID-19 pandemic and is not precedent setting.
6. Any disputes of any of the provisions contained herein shall be resolved utilizing the Grievance Procedures outlined in the Collective Bargaining Agreement. Additionally, violations of statute may be addressed using those resolution processes.

Tentatively agreed to this 2nd day of December 2020. This Tentative Agreement shall become final upon ratification by the membership of the Association (as outlined in the Association's Internal Policy 610) and adoption/ratification by the Santa Maria Joint Union High School District Board of Education.

Dated: 12.02.2020

By: 


Joni McDonald
For Santa Maria Joint Union High School
District

Dated: 12/2/2020

Dated: December 2, 2020

By: 

Tami Contreras
For CSEA Central Coast Chapter #455

By: 

Phyllis Cunstock
For California School Employees Association

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2020/2021 SCHOOL YEAR CALENDAR						
S	M	T	W	T	F	S
			1	2	3H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
JULY 2020 July 3 - Independence Day Holiday						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
AUGUST August 10-13 Certified Staff Development August 14 - All Staff Workday August 17 - School Begins August 24, 31 - Staff/Collaboration						
		1	2	3	4	5
6	7H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
SEPTEMBER September 7 - Labor Day Holiday September 14, 21, 28 - Staff/Collaboration September 18 - Progress Reports						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
OCTOBER October 5, 12, 19, 26 - Staff/Collaboration October 30 - Progress Reports						
1	2	3	4	5	6	7
8	9	10	11H	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26H	27H	28
29	30					
NOVEMBER November 2, 16, 30 - Staff/Collaboration November 11 - Veteran's Day as prescribed by law November 23-27 - Thanksgiving Break						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24H	25H	26
27	28	29	30	31		
DECEMBER December 7, 14 - Staff/Collaboration December 16, 17, 18 - Finals - Fall Semester Ends Winter Break - Dec 21 - Jan 10						
					1H	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18H	19	20	21	22	23
24	25	26	27	28	29	30
31						
JANUARY 2021 January 11 - Certificated Staff Development January 12 - All Staff Workday January 13 - Students Return January 18 - Martin Luther King, Jr. Day Observed January 25 - Staff/Collaboration						
	1	2	3	4	5	6
7	8	9	10	11	12H	13
14	15H	16	17	18	19	20
21	22	23	24	25	26	27
28						
FEBRUARY February 1, 8, 22 - Staff/Collaboration February 12 - Lincoln's Day February 15 - President's Day February 26 - Progress Reports						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
MARCH March 1, 8, 15, 22, 29 - Staff/Collaboration						
				1	2H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
APRIL April 2 - Good Friday Holiday April 5 - April 9 - Spring Break April 12, 19, 26 - Staff/Collaboration April 23 - Progress Reports						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31H					
MAY May 3, 10, 17, 24 - Staff/Collaboration May 31 - Memorial Day Holiday						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
JUNE June 8, 9, 10 - Finals Schedule June 10 - Last Day of School June 11 - Graduation/Staff Development						
			1	2	3	
4	5H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
JULY 2021 July 5 - Independence Day Holiday						

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Board Approved - 9/15/20

- School Closed
- 1 HR Collaboration
- Minimum Day
- Progress Reports

- 2 All Staff Workdays - 8/14, 1/12
- 6 Staff Development Days - 8/10-13, 1/11, & 6/11
- Finals

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2020-21 Work Year Schedule

MOS	DAYS	Calendar	ASSIGNMENT	2020 Beg	2021 End	
9.50	181	CL181	Accompanist	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Behavior Inst Asst-Sp Ed	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst-Bilingual	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst-Multilingual	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst-Sp Ed TLC - Level I	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst-Sp Ed I	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Inst Asst-Sp Ed II	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	LVN Health Asst	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Office Assistant	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	School/Comm Liaison	12-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	181	CL181	Staff Secretary	12-Aug	10-Jun	CTEIG ADD 01/12, 05/28, and 06/10/2021
9.50	182	CL182	Accounting Asst I	11-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	182	CL182	Career Center Tech	11-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	182	CL182	Crisis Intervention Consultant	11-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	182	CL182	Custodian	11-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	182	CL182	Intervention Lab Specialist	11-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	183	CL183SEC	Campus Security Asst	11-Aug	11-Jun	Add 01/12, 05/28 and 06/11/2021
9.50	183	CL183SEC	Campus Security Asst II	11-Aug	11-Jun	Add 01/12, 05/28 and 06/11/2021
9.50	183	CL183SEC	Campus Security Coord	11-Aug	11-Jun	Add 01/12, 05/28 and 06/11/2021
9.50	183	CL183SEC	Campus Security Officer	11-Aug	11-Jun	Add 01/12, 05/28 and 06/11/2021
9.50	183	CL183	Accounting Asst II	10-Aug	11-Jun	Returns on January 15th Add 5/28/2021
9.50	183	CLFSW	Food Serv Lead	10-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	183	CLFSW	Food Serv Wkr I	10-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	183	CLFSW	Food Serv Wkr II	10-Aug	10-Jun	Add 01/12, 05/28 and 06/10/2021
9.50	185	CL185	Bus Driver	10-Aug	10-Jun	FDD Days pd on Jan 11 and June 11. Add 01/12, 05/28 and 06/10/2021
10.00	190	CL190	Health Tech	30-Jul	10-Jun	Add 01/12, 05/28 and 06/10/2021
10.00	191	CL191	Outreach Consultant	5-Aug	16-Jun	Add 01/12 and 05/28/2021
10.00	191	CL191	Staff Secretary	5-Aug	16-Jun	Spec Ed Add 01/12 and 05/28/2021
10.00	192	CL192	Attendance Tech	4-Aug	16-Jun	Add 01/12 and 05/28/2021
10.00	192	CL192	Attendance Asst	4-Aug	16-Jun	Add 01/12 and 05/28/2021
10.00	192	CL192	Career Center Spec	4-Aug	16-Jun	Add 01/12 and 05/28/2021
10.00	192	CL192	Translators	4-Aug	16-Jun	PVHS & SMHS. Add 01/12 and 05/28/2021
10.00	192	CL192	Multilingual Translator-Interpreter	4-Aug	16-Jun	Add 01/12 and 05/28/2021
10.00	196	CL196	Administrative Asst I-DHS	29-Jul	16-Jun	Add 01/12 and 05/28/2021
10.00	196	CL196	Guidance Tech	29-Jul	16-Jun	Add 01/12 and 05/28/2021
10.00	196	CL196	Operations Specialist	29-Jul	16-Jun	Add 01/12 and 05/28/2021
10.00	196	CL196	School Support Secty	29-Jul	16-Jun	Add 01/12 and 05/28/2021
10.50	201	CL201	Library Asst	29-Jul	23-Jun	Add 01/12 and 05/28/2021
10.50	201	CL201	Library Tech	29-Jul	23-Jun	Add 01/12 and 05/28/2021
10.50	202	CL202	Translator	4-Aug	30-Jun	RHS. Add 01/12 and 05/28/2021
10.50	206	CL206	Administrative Asst II-Site	22-Jul	23-Jun	Add 01/12 and 05/28/2021
10.50	206	CL206	Administrative Asst III-DHS	22-Jul	23-Jun	Add 01/12 and 05/28/2021
10.50	206	CL206	Registrar I	22-Jul	23-Jun	DHS. Add 01/12 and 05/28/2021
11.00	211	CL211A	Student Data Spec	23-Jul	30-Jun	Also works Jan 12. Add 05/28/2021
11.00	211	CL211B	Registrar II	8-Jul	16-Jun	Add 01/12 and 05/28/2021
11.00	211	CL211B	Migrant School Advisor	8-Jul	16-Jun	Add 01/12 and 05/28/2021
11.00	211	CL211C	Migrant Education Recruiter-Statistician	1-Jul	30-Jun	Nov 30 - Dec 18 (Non-Work Days). Add 05/28/2021
11.00	215	CL215A	Administrative Asst IV-Site	14-Jul	28-Jun	Add 01/12 and 05/28/2021
11.00	215	CL215B	Student Body Bkpr	16-Jul	30-Jun	Add 01/12 and 05/28/2021

Yellow indicates 3 days are being added
 Blue indicates 2 days are being added
 Green indicates one day is being added

APPENDIX D

**INSTRUCTION
BP/AR 6174
PRESENTED FOR FIRST READING**

Board Policy

Education For English Language Learners

BP 6174

Instruction

The Board of Trustees intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with state content standards. The district's program shall be based on sound instructional theory and adequately supported in order to assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

The Superintendent or designee shall encourage parent and community involvement in the development, implementation, and evaluation of English language development programs.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in administrative regulation.

An alternative assessment will be used to assess students with significant cognitive disabilities.

All teachers, administrators, and professionals are provided with policies and procedures

regarding the annual assessment of English Learners using the ELPAC or an alternative assessment to determine English Language Proficiency.

Placement of English Learners

Students who are English learners shall be educated through "designated English immersion" or "structured English immersion," as defined in law and administrative regulation, during a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

For purposes of determining the amount of instruction conducted in English in the structured English immersion classroom, "nearly all" shall be defined as follows: to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed.

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved all three of the following:

1. Attained an English Learner Proficiency Assessment for California (ELPAC) overall score of 4 is the statewide standardized criterion.
2. 9th grade students scoring a Lexile of 855 or higher on the Scholastic Reading Inventory (SRI) Exam and a recommended 2.0 GPA in all core areas. 10th grade students scoring a Lexile of 905 or higher on the SRI Exam and a recommended 2.0 GPA in all core areas. 11th & 12th grade students scoring a Lexile of 940 or higher on the SRI Exam and a recommended 2.0 GPA in all core areas.
3. An ELA/ELD teacher recommendation required for a grade of D or F.
4. Parent opinion and consultation (parent notification).

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual

education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to parental preference for student placement.

A waiver request shall be granted in accordance with law unless the principal and educational staff has determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

Program Evaluation

To evaluate the progress and effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to stakeholder groups, at least annually, including the Board and parent advisory committees, regarding the progress of English learners. Recommendations and feedback will be collected. The Superintendent or designee also shall provide the Board with regular reports from the district or school-wide parent advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

44253.1-44253.11 Qualifications for teaching English learners

48985 Notices to parents in language other than English

51101-51101.1 Rights of parents

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

60200.7 Suspension of state instructional materials adoptions

60605.87 Supplemental instructional materials, English language development

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

11300-11316 English learner education

UNITED STATES CODE, TITLE 20

1701-1705 Equal Educational Opportunities Act

6312 Local education agency plans

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

7012 Parental notification

COURT DECISIONS

Valeria G. v. Wilson, (2002) 307 F.3d 1036

California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196

Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments

U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE

Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007

WEB SITES

California Department of Education: <http://www.cde.ca.gov/sp/el>

U.S. Department of Education: <http://www.ed.gov>

Presented for First Reading: December 15, 2020

EDUCATION FOR ENGLISH LEARNERS**Definitions**

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

All teachers, administrators, and professionals are provided with policies and procedures regarding the annual assessment of English Learners using the ELPAC or an alternative assessment to determine English Language Proficiency.

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307, 11518.5)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the Initial English Language Proficiency Assessments for California (ELPAC). An alternative assessment will be used to assess students with significant cognitive disabilities. Prior to administering the Initial ELPAC or alternative assessment, the AR 6174(b)

EDUCATION FOR ENGLISH LEARNERS (continued)

Superintendent or designee shall notify the student's parent/guardian in writing that the student will be administered the initial ELPAC or alternative assessment. (Education Code 313, 52164.1; 5 CCR 11518.5)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.6 - Identification and Education Under Section 504)

Based on the initial assessment, the student shall be classified either as initially fluent in English proficient or as an English learner. The Superintendent or designee shall notify the student's parent/guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the student's date of initial enrollment, or, if administered prior to the student's initial date of enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the student's initial enrollment. The notice shall indicate whether the student met the ELPAC initial assessment criterion for proficiency and include the district's contact information for use if the parent/guardian has questions or concerns regarding the student's classification. (5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The Superintendent or designee shall notify parents/guardians of their child's results on the summative assessment of the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive annual notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program

EDUCATION FOR ENGLISH LEARNERS (continued)

2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. When the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

EDUCATION FOR ENGLISH LEARNERS (continued)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
 - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall provide parents/guardians with an annual notification at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

EDUCATION FOR ENGLISH LEARNERS (continued)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

The district shall provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers and academic deficits in other areas of the core curriculum. (5 CCR 11302)

Reclassification/Redesignation

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:

EDUCATION FOR ENGLISH LEARNERS (continued)

- a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
 - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
4. Student performance on the Scholastic Reading Inventory (SRI) Exam that shows whether the student is performing at or near grade level and a recommended 2.0 GPA in all core areas.

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's permanent record. (5 CCR 11305)

(cf. 5125 - Student Records)

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to ensure correct classification and placement and to determine whether any additional academic support is needed.

Advisory Committees

A school-level English Learner Advisory Committee (ELAC) shall be established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)

The ELAC shall be responsible for assisting in the development of a school wide needs assessment, recommending ways to make parents/guardians aware of the importance of school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Governing Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at

EDUCATION FOR ENGLISH LEARNERS (continued)

least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

The DELAC shall advise the Board on at least the following tasks: (5 CCR 11308)

1. Developing a district master plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. Conducting a districtwide needs assessment on a school-by-school basis
3. Establishing a district program, goals, and objectives for programs and services for English learners
4. Developing a plan to ensure compliance with applicable teacher or instructional aide requirements
5. Administering the annual language census
6. Reviewing and commenting on the district's reclassification procedures
7. Reviewing and commenting on the required written parental notifications

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The DELAC may also serve as the LCAP English learner advisory committee.

Presented for First Reading: December 15, 2020

REGULAR MEETING
December 15, 2020

APPENDIX E
2020-21 First Interim Revised Budget

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
2020/21 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 2020. 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 revenue from LCFF sources using an enrollment figure of 8922 based on projected enrollment growth as of the Adopted Budget, as per SB820 which allowed for growth funding for Districts with ADA increases. Per SB820, the funded ADA of 8386 was calculated based on the projected enrollment as of Adopted Budget less the statewide average rate of absence for 2019-20 of 6.01%.

Included in LCFF sources is an allocation of property taxes from SELPA, which increases \$107,736. In total, LCFF revenues **increase** from the Adopted Budget by

\$ 7,849,183

Federal Revenues

Federal revenues are revised to recognize carryover of prior year unused grant awards in the amount of \$902,581 and adjustments to current year award amounts based on official or updated estimated award announcements equal to \$9,951,289. In total, Federal revenues increase by \$10,853,870 since the Adopted Budget. 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 Adopted Budget are:

Title I	\$ 451,895
Title II	2,179
Title III Immigrant	8,517
Title III LEP	285,110
Title IV	175,368
CARES ACT:	
ESSERF	1,440,150
GEER Funds	420,450
Learning Loss Mitigation Funds (LLMF)	7,994,648
Special Education	<u>75,553</u>

Total **increase** in Federal Revenues **\$ 10,853,870**

State Revenues

Revisions to State Revenues include the following:

K12 Strong Workforce Program Grant	\$ 132,132
Agricultural CTE Incentive Grant	52,677
Lottery	<67,031>
LLMF – General Funds	844,507
Special Education, Mental Health funding, allocation per SELPA funding model & prior year ending fund balance allocation	<u>239,829</u>
Total <i>increase</i> in State Revenues	<u>\$ 1,202,114</u>

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.	\$ 1,026,737
Interest Income	101,565
K12 Strong Workforce Program	99,000
Other local revenue (teacher grants & donations)	34,356
Student tablets	<u>3,758</u>
Total <i>increase</i> in Local Revenues	<u>\$ 1,265,416</u>

TOTAL REVENUES HAVE INCREASED BY: \$ 21,170,583

EXPENDITURES:

Salaries, Wages, & Benefits

- Certificated staffing changes are detailed in the table below

CERTIFICATED	FTE	COST
Cost including statutory benefits of a three additional days for distance learning professional development (one-time)		818,570
New positions for Math, Special Ed. Learning Handicaped	2.00	214,208
Difference between estimated costs in District's Adopted Budget, and projected actual costs due to vacancies, turnover & collapsing assignments	0.20	16,041
Changes in health and welfare benefit costs due to coverage tier changes associated with qualifying events, retiree health		(15,680)
Extra pay assignment adjustments: stipends & department chairs		50,786
Low Performing Student Block Grant hourly pay		17,411
Other non-position related pay, hourly, subs, etc.		94,005
	2.20	\$1,195,341

- Classified staffing changes are detailed in the table below

CLASSIFIED	FTE	COST
Difference between estimated costs in District's Adopted Budget, and projected actuals costs. Cost increases due to substitutes, overtime & extra hours		47,440
Difference between estimated costs in District's Adopted Budget, and projected actual costs	(0.84)	40,419
New position Computer Tech.	1.00	50,858
New positions Instructional Assistants	4.88	129,826
Inst. Aide Multi-Lingual & Multi-Lingual Translator		
Reclassifications		10,024
Increases in health & welfare benefits costs associated with coverage tier changes, and/or qualifying events for employees & increases for medical and dental contributions, retiree health		99,175
Low Performing Student Block Grant overtime & student workers		52,075
Costs associated with FTE changes since Adopted Budget & staff turnover (resignations, transfers, promotions)	2.69	(42,670)
Compensation add-on's associated with employee seniority and salary schedule movement: longevity, shift differential, vacation		918
Extra pay assignment adjustments: Other non-position related pay, stipends for bilingual pay, & specialized skills		(3,609)
	7.73	\$ 384,456

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

MANAGEMENT/CONF	FTE	COST
Dean of Special Education (20/21 school year only)	1.00	160,599
Changes in health and welfare benefit costs due to coverage tier changes associated with qualifying events		(12,982)
Costs from staff turnover (retirements, resignations and promotions). This represents changes in one position since the District's Adopted budget		26,209
	1.00	\$ 173,826

- Other Items listed in the table below

OTHER ITEMS	FTE	COST
All other changes not separately identified		30,769
	-	\$ 30,769

In total, all changes in salaries, wages, & benefits result in an increase of \$1,784,392 since the Adopted Budget.

Books and Supplies, Services, Capital Outlay

- In total, expenditures for books and supplies, services, and capital outlay increase by \$19,214,706 since the Adopted Budget. Nearly all 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 2019/20 year end report:	
15-16 One-time instructional materials, site allocations for professional development	\$ 991,771
18-19 One-time IT capital equip., new school bus	230,063
Site-department carryovers	689,741
Misc. grants & donations carryovers	83,378
MAA carryovers	281,239
M & O equipment	438,610
AP Test	169,774
CTE goal 3 reserve	2,393,156
Transportation bus / vehicle reserve	75,512
PVHS enlarge door in Food Service	8,670
SIPE	474,341
Total one-time expenditures	5,836,255
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)	582,662
Title II Teacher Quality	16,589
Title III Immigrant & LEP	270,165
Title IV Student Support & Academic Enrichment Grant	166,390
CARES ACT:	
ESSERF	1,338,980
GEER Funds	406,065
LLMF	6,668,540
Comprehensive Coordinated Early Intervening Services (CCEIS)	208,380
Migrant	9,193
Ag Incentive Grant	52,677
Career Technical Education Grant "CTEIG"	24
Classified School Employees Professional Development Block Grant	57,207
K12 Strong Workforce Grant	129,601
Low Performing Students Block Grant	149,767
Lottery	(41,894)
Student tablet insurance proceeds used for parts & repairs	216,740
Misc. locally restricted grants & donations	215,648
Total restricted expenditures	10,446,733
Other one-time non-recurring expenditures:	
Contractual services for Prop 39 Ca. Clean Energy Jobs Act	1,150
LLMF - General Funds	803,802
Bus replacements (buses not delivered in prior year)	410,909
IT RHS mitel phone upgrade	300,000
Misc. local sources, grants & donations	34,985
Total increase due to one-time expenditures	1,550,847
Ongoing expenditures:	
Contribution increase Routine Restricted Maintenance Account to required 3% reserve	348,235
LCAP increase: goal 1 action 1, goal 2 action 6, goal 3 action 3, goal 3 action 8, goal 5 action 2, goal 6 action 10, & goal 7 action 1.	465,000
Professional consulting services for Special Education, Speech & Language Pathologist Asst. & Speech Therapy	37,525
AHC concurrent enrollment textbooks	61,000
Bus replacement program (transfer in from Fund 17 through 25/26 school year)	402,804
Eagle Software Aeries SIS renewal increase	4,020
Contractual services SMV Physical Therapy	16,650
Utilities CTE Center	24,450
SISC II P&L Policy Premium Increase	21,187
Total ongoing expenditures	1,380,871
Total Expenditure Increase	\$ 19,214,706

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 remains unchanged from the Adopted Budget.
- Special Education regional housing costs, non-public school costs \$68,595.
- Special Education TLC programs & programs operated by SBCEO increased by \$126,133.
- **In total, expenditures for Other Outgo increased by \$194,728 since the Adopted Budget.**

TOTAL EXPENDITURES HAVE INCREASED BY: \$21,193,826

OTHER FINANCING SOURCES/USES: Reflect a transfer in of \$402,804 from the Special Reserve Non-Capital Projects fund for bus replacements and a transfer out of \$823,813 to the Capital Outlay Special Reserve fund for SSC purchasing office HVAC, RHS M&O building & shade canopy capital projects. Also, the transfer out of \$375,000 to the District's Deferred Maintenance fund remains unchanged since the Adopted Budget.

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 \$17,439,203. 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 2019/20 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 can have a significant impact, either up or down, on the amount of revenue.**

Santa Maria Joint Union High School District
 2020/21 1ST INTERIM BUDGET - MULTI YEAR PROJECTION - GENERAL FUND

Description	Object Code	Combined Summary		
		Base Year 2020-21	Year 2 2021-22	Year 3 2022-23
A. Revenues				
LCFF Sources	8010-8099	103,646,676.00	103,629,801.00	103,629,801.00
Federal Revenue	8100-8299	15,158,215.55	5,302,967.55	5,302,967.55
Other State Revenues	8300-8599	7,930,688.16	7,086,181.16	7,086,181.16
Other Local Revenues	8600-8799	4,996,229.66	5,052,545.37	5,132,174.21
Total, Revenue		131,731,809.37	121,071,495.08	121,151,123.92
B. Expenditures				
Certificated Salaries	1000-1999	46,981,249.40	46,934,775.70	47,429,690.50
Classified Salaries	2000-2999	18,527,608.79	18,314,592.87	18,480,907.81
Employee Benefits	3000-3999	26,380,614.06	26,903,352.05	28,510,201.09
Books and Supplies	4000-4999	19,159,641.79	7,794,687.03	7,906,776.45
Services and Other Operating Expenditures	5000-5999	12,904,037.01	11,597,659.89	11,814,742.13
Capital Outlay/Depreciation	6000-6999	5,498,879.67	1,697,092.58	1,701,456.78
Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,455,646.69	3,479,075.38	3,497,188.22
Other Outgo - Transfers of Indirect Costs	7300-7399	(181,132.32)	(318,094.23)	(318,094.23)
Other Adjustments - Expenditures			-	-
Total, Expenditures		132,726,545.09	116,403,141.27	119,022,868.75
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses		(994,735.72)	4,668,353.81	2,128,255.17
D. Other Financing Sources/Uses				
Interfund Transfers				
Transfers In	8900-8929	402,804.00	402,804.00	402,804.00
Transfers Out	7600-7629	1,198,813.41	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		(796,009.41)	27,804.00	27,804.00
E. Net Increase (Decrease) in Fund Balance/Net Position		(1,790,745.13)	4,696,157.81	2,156,059.17
F. Fund Balance, Reserves/Net Position				
Beginning Fund Balance/Net Position				
As of July 1 - Unaudited	9791	25,472,713.19	23,681,968.06	28,378,125.87
Audit Adjustments	9793	-	-	-
As of July 1- Audited		25,472,713.19	23,681,968.06	28,378,125.87
Other Restatements	9795	-	-	-
Adjusted Beginning Balance		25,472,713.19	23,681,968.06	28,378,125.87
Ending Balance/Net Position, June 30		23,681,968.06	28,378,125.87	30,534,185.04
Components of Ending Fund Balance (FDs 01-60 only)				
Nonspendable	9710-9719	500,073.11	500,073.11	500,073.11
Restricted	9740	1,024,956.60	1,024,956.60	1,024,956.60
Committed				
Stabilization Arrangements	9750	-	-	-
Other Commitments	9760	-	-	-
Assigned				
Other Assignments	9780	712,058.51	712,058.51	712,058.51
CERT MEDICAL SAVINGS				
Unassigned/Unappropriated				
Reserve for Economic Uncertainties	9789	4,005,676.64	3,655,478.97	3,657,867.84
Unassigned/Unappropriated Amount	9790	17,439,203.20	22,485,558.68	24,639,228.98

All ongoing sources of Revenues and Expenditures from the 2020/21 Revised 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 funding 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.

	2020-21	2021-22	2022-23
LCFF State Aid Funding			
Base Grant	\$ 80,715,818	\$ 80,715,818	\$ 80,715,818
Supplemental/Concentration Grant	20,933,376	20,916,501	20,916,501
Total LCFF State Aid	101,649,194	101,632,319	101,632,319
Property Tax Transfer SBCEO for Special Education	1,997,482	1,997,482	1,997,482
Total Revenues, LCFF Sources	\$ 103,646,676	\$ 103,629,801	\$ 103,629,801
Funded LCFF <u>Base Grant</u> / ADA:	\$ 9,615	\$ 9,615	\$ 9,615
Funded ADA (includes COE)	8,395	8,395	8,395

- In 2021/22, revenues from LCFF sources **decrease** from 2020/21 by <\$16,875>. Of this amount, \$16,875 is attributable to a decrease in supplemental/concentration grant funding and is required to be expended on increasing services for the District’s target population of English learners, foster youth, and economically disadvantaged students (“FRPM/EL”). The estimated funded LCFF base grant per ADA is \$9,615.
- In 2022/23, revenues from LCFF sources remain unchanged from 2021/22.

Federal Revenues

- In 2021/22 Federal Revenues **decrease** by \$9,855,248 from 2021/21, due to Cares Act funding changes, as follows:
 - ESSERF <1,440,150>
 - GEER Funds <420,450>
 - LLMF <7,994,648>
- In 2022/23 Federal Revenues remain unchanged from 2021/22.

State Revenues

- In 2021/22 State Revenues **decrease** by <\$844,507> from 2020/21, as follows:
 - LLMF – General Funds <844,507>
- In 2022/23 State Revenues remain unchanged from 2021/22.

Local Revenues

- Local Revenues include interest earnings, facility use fees, and a variety of reimbursements and fee-for-service programs. Beginning in 2021/22, local revenues increase by \$56,316 due miscellaneous other locally restricted grants.
- In 2022/23 Local Revenues increase \$79,629 from 2021/22.

EXPENDITURES

Salaries, wages and benefits:

- Step and Longevity increases for all employees of \$1,016,884 for 2021/22 and \$877,275 for 2022/23.
- 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 net decrease of <\$171,165> in 2021/22 and <\$171,165> in 2022/23.
- Legislation passed in 2016 resulted in statutory rate increases for the District's contribution to the State Teachers' Retirement System (STRS). Due to the state of California buy down payments the rate for the 2021/22 year, is projected to decrease 0.15 percentage points, resulting in a decrease of <\$67,442>. For the 2022/23 year, the projection is an increase of 2.1 percentage points, resulting in an increase of \$737,768 from 2021/22.
- Rates for the Public Employee Retirement System (PERS) is projecting 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 the 2021/22 year, the projection is an increase of 2.3 percentage points, resulting in an increase of \$392,011 from 2020/21. For the 2022/23 year, the projection is an increase of 3.3 percentage points, resulting in an increase of \$651,348 from 2021/22.
- Based on increased salary costs for step-column movement and additional staffing, the 1% pre-funding of retiree health benefits increases by \$9,176 in 2021/22, and \$6,929 in 2022/23.
- Based on an actuarial study of the District's OPEB liability, the provision for the retiree health benefits increases by \$212,714 in 2021/22, and increases by \$165,923 in 2022/23.
- In total, costs for salaries, wages, and benefits **increase** from 2020/21 to 2021/22 by \$263,248 and **increase** from 2021/22 to 2022/23 by \$2,268,079. All of the changes noted above are summarized in the table on the following page.
- PLEASE NOTE: There are no COLA increases for salaries and benefits included in 2021/22 or 2022/23, as these are subject to negotiations.

SALARIES, WAGES, AND BENEFITS			
2020/21 balance			\$ 91,889,472
2021/22			
Step-column costs		1,016,884	
STRS rate decrease .15 percentage points		(67,442)	
PERS rate increase 2.3 percentage points		392,011	
Low Performing Students Block Grant		(64,736)	
LLMF (one-time funds)		(1,064,194)	
Increase in retiree health benefits prefunding		9,176	
Projected change in retiree health pay as you go		212,714	
Estimated annual retirements 5 FTE's		(171,165)	
Total change from 2020/21 to 2021/22			263,248
2021/22 balance			92,152,721
2022/23			
Step-column costs		877,275	
STRS increase 2.1 percentage points		737,768	
PERS increase 3.3 percentage points		651,348	
Increase in retiree health benefits prefunding		6,929	
Projected change in retiree health pay as you go		165,923	
Estimated annual retirements 5 FTE's		(171,165)	
Total change from 2021/22 to 2022/23			2,268,079
2022/23 balance			\$ 94,420,799

Books and Supplies, Services, Capital Outlay

- As detailed in the table in the following page, total expenditures for books and supplies, services, and capital outlay **decrease** by \$16,473,119 from 2020/21 to 2021/22, and **increase** by \$333,535 from 2021/22 to 2022/23.

SUPPLIES, SERVICES, CAPITAL OUTLAY		
2020/21 balance		\$ 37,562,558
2021/22		
Remove amounts added in the budget year that are non-recurring:		
15-16 1-time instructional materials, site allocations for Prof. Development	(991,771)	
18-19 1-time IT capital equip. ,new bus	(230,063)	
Site department & MAA carryovers	(1,128,351)	
Transportation bus / vehicle reserve carryover	(75,512)	
M&O equipment	(438,610)	
Unused grant award carryovers, Federal programs Title I, II, III, IV	(7,388)	
Ending balance carryover, student tablet insurance	(216,740)	
Misc. grants & donations	(288,137)	
Locally restricted resources	(96,328)	
CTE goal 3 reserve	(2,393,156)	
SIPE	(474,341)	
Capital outlay:		
Bus replacements not delivered in FY 19-20	(410,909)	
IT RHS mitel phone upgrade	(300,000)	
PVHS enlarge door in Food Service	(8,670)	
Remove expenditures associated with revenue sources that, in whole or part, do not continue in subsequent year:		
Carl Perkins Grant		40
Prop 39 California Clean Energy grant	(1,150)	
Low Performing Students Block Grant	(149,767)	
Classified School Employees Professional Development Block Grant	(57,207)	
Migrant	(5,672)	
CARES ACT:		
ESSERF	(1,338,980)	
GEER Funds	(406,065)	
LLMF	(6,668,540)	
LLMF - General Funds	(803,802)	
Increase based on projected increases due to State categorical COLA associated with revenue sources that, in whole or part, continue in subsequent year:		
CTEIG Grant		234
Projected increases in California CPI 1.59%		281,109
Provision for decreased LCAP expenditures to serve FRPM/EL population, based on projected decrease in supplemental/concentration grant revenue	(16,875)	
Elections Expense (occurs every other year in even-numbered years)	(45,000)	
Actuarial & self insurance study (bi-annual)	(7,500)	
Adjust projected expenditure in restricted programs subject to available funding	(193,967)	
Total change from 2020/21 to 2021/22		(16,473,119)
2021/22 balance		21,089,440
2022/23		
Elections Expense (occurs every other year in even-numbered years)		45,000
Actuarial & self insurance study (bi-annual)		7,500
Projected increases in California CPI 1.87%		273,252
Adjust projected expenditure in restricted programs subject to available funding		7,784
Total change from 2021/22 to 2022/23		333,535
2022/23 balance		\$ 21,422,975

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 \$405,620 in 2020/21, \$429,049 in 2021/22 an increase of \$23,429 over the previous year and \$447,161 in 2022/23 an increase of \$18,112 over the previous year.
- 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 \$250,000 and it remains unchanged in the two subsequent years.
- Also included in Other Outgo, Special Education, mental health and TLC program allocations from SELPA funding model, amounts paid to the Santa Barbara County SELPA for regional housing, BCBA services and non-public school costs. Amounts are projected to remain unchanged in the two subsequent years.
- The *credit* for indirect cost component of Other Outgo decreases by <\$136,962> from 2020/21 to 2021/22 and remains unchanged in the subsequent year.

Other Financing Uses

- The budget year and two subsequent years include transfers in of \$402,803 per year from the Special Reserve Non-Capital Projects fund for two bus replacements per year. The budget year has a transfer out of \$823,813 to the Capital Outlay Special Reserve fund for SSC purchasing office HVAC, RHS M&O building & shade canopy capital projects. Also, the ongoing transfer in support of the District's facilities and deferred maintenance projects. Note that funding for deferred maintenance, formerly a "Tier III" categorical program, is eliminated due to the LCFF funding formula. The District is continuing to budget a transfer of \$375,000 per year for necessary deferred maintenance projects.
- Additionally, the transfer of Needy Meal revenues to the Cafeteria Fund, which has typically been \$250,000 in the past, is not reflected in the budget and two succeeding years. The need for this transfer is monitored on an ongoing basis. Depending upon reserve levels and food costs, this transfer *may need reinstating* in future years.

PLEASE NOTE: This projection is based on assumptions and factors from the State Budget and various education trailer bills. LCFF funding is dependent upon a variety of state and District-specific factors which can significantly impact future revenue projections. The next budget revision for the District will be the "Second Interim Revised Budget" based on actuals through January 31, and required to be presented to the Board on or before March 15.

The next benchmark for revenue projections, and a first look at the Governor's proposed budget for the 2021/22 year, will be in January.

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT			
2020-21 1ST INTERIM BUDGET REVISION			
SB 858 RESERVE REQUIREMENT CALCULATIONS & DISCLOSURE			
	2020-21	2021-22	2022-23
Minimum Reserve Level Required (3%)	\$ 4,005,677	\$ 3,655,479	\$ 3,657,868
Reserve Level in District's budget	\$ 4,005,677	\$ 3,655,479	\$ 3,657,868
Amount in excess of minimum			
General Fund	17,439,203	22,485,559	24,639,229
Fund 17 Special Reserve	3,514,491	3,127,246	2,738,064
Total amount in excess of minimum	\$ 20,953,694	\$ 25,612,804	\$ 27,377,293
<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. \$2.197 million are assigned for a five year bus replacement plan reserve the two out years are adjusted for an estimated transfer in of \$402k per year. Recommendation is that the Board take action at a future date to commit these funds for that purpose.</p>			

REGULAR MEETING
December 15, 2020

APPENDIX F

RESOLUTION 11 - 2020-2021

**ANNUAL ACCOUNTING FOR
SCHOOL FACILITIES FEES**

REGULAR MEETING
DECEMBER 15, 2020

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
RESOLUTION NUMBER 11 - 2020-2021

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 2019-2020

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 2019-2020 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 2019-2020; 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 15^h day of December, 2020 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)
(B) <i>The amount of the fees per square foot (07/01/19 through 05/10/20):</i>	Total	SMJUHSD	Elementary
1 <u>Residential Housing</u>			
LEVEL I Fee / Addition	\$ 3.58	\$ 1.17	\$ 2.41
LEVEL II Fee		\$ 2.61	N/A
Residential Housing total		<u>\$ 3.78</u>	
2 <u>Commercial Construction / Senior Housing</u>	\$ 0.58	\$ 0.19	\$ 0.39

The amount of the fees per square foot (05/11/20 through 05/12/20):

1 <u>Residential Housing</u>			
LEVEL I Fee / Addition	\$ 3.67	\$ 1.26	\$ 2.41
LEVEL II Fee		\$ 2.61	N/A
Residential Housing total		<u>\$ 3.87</u>	
2 <u>Commercial Construction / Senior Housing</u>	\$ 0.59	\$ 0.20	\$ 0.39

The amount of the fees per square foot (05/13/20 through 06/30/20):

1 <u>Residential Housing</u>			
LEVEL I Fee / Addition	\$ 1.26	\$ 1.26	-
LEVEL II Fee		\$ 2.91	N/A
Residential Housing total		<u>\$ 4.17</u>	
2 <u>Commercial Construction / Senior Housing</u>	\$ 0.59	\$ 0.20	\$ 0.39

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</u>	\$ 0.13	\$ 0.13	N/A
--------------------------------	---------	---------	-----

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

	Fund 25
Beginning Balance, July 1, 2019	\$ 2,502,245
Ending Balance, June 30, 2020	<u>\$ 3,345,727</u>

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

LEVEL I FEES ADDITIONS - Collected during 19/20	\$ 9,079
LEVEL I FEES ADDITIONS - Refunded during 19/20	\$ -
LEVEL II FEES - Collected during 19/20	\$ 2,125,663
LEVEL II FEES - Refunded during 19/20	\$ (38,944)
COMMERCIAL FEES - Collected during 19/20	\$ 38,857
COMMERCIAL FEES -Refunded during 19/20	\$ -
SENIOR FEES - Collected during 19/20	\$ -
SENIOR FEES -Refunded during 19/20	\$ -
Mitigation Fees - Rice Ranch Ventures / Trilogy - Collected during 19/20	\$ 17,448
Mitigation Fees - Rice Ranch Ventures / Trilogy - Refunded during 19/20	\$ -
Interest earned during 19/20	\$ 55,511
GASB31 - Fair Market Value Adjustment	\$ 20,348
Other Income - Commercial	\$ -
Total	<u>\$ 2,227,961</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.	\$ 14,765
Land Improvements	\$ 396,759
Student Furniture	\$ 326,666
Building	\$ -
Legal Expenses	\$ 306
Other Professional Consulting Services and Operating Expenses	\$ 560,614
Total	<u>\$ 1,384,479</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.

Exhibit B

To Resolution Regarding Annual Accounting of Development Fees for the fiscal year 2019/2020 in the
Developer Fees Fund (#25)

Per Government Code Section 66001 (d) (1) (A-D) as indicated:

<p>A <i>With respect only to the portion of the Fund remaining unexpended at the end of the 2019/2020 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:</i></p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">20/21</th> <th style="text-align: center;">Budget</th> <th style="text-align: center;">4 years 21/22 - 24/25</th> </tr> </thead> <tbody> <tr> <td>Debt Service Principal payment on purchase of 2560 Skyway Dr</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">85,369</td> <td style="text-align: right;">\$ 256,108</td> </tr> <tr> <td>Debt Service Interest payment on purchase of 2560 Skyway Dr</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">11,115</td> <td style="text-align: right;">\$ 14,055</td> </tr> <tr> <td>Professional Services-Architects, Attorneys, Consultants</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">25,000</td> <td style="text-align: right;">\$ 85,000</td> </tr> <tr> <td>Bond Reporting Software</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">45,000</td> <td style="text-align: right;">\$ 180,000</td> </tr> <tr> <td>Student Furniture</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">950,000</td> <td style="text-align: right;">\$ 1,500,000</td> </tr> <tr> <td>Building / Site Improvements</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">1,194,000</td> <td style="text-align: right;">\$ 3,581,000</td> </tr> <tr> <td>Total of Projects</td> <td></td> <td style="text-align: right;">\$ 2,310,485</td> <td style="text-align: right;">\$ 5,616,164</td> </tr> </tbody> </table>		20/21	Budget	4 years 21/22 - 24/25	Debt Service Principal payment on purchase of 2560 Skyway Dr	\$	85,369	\$ 256,108	Debt Service Interest payment on purchase of 2560 Skyway Dr	\$	11,115	\$ 14,055	Professional Services-Architects, Attorneys, Consultants	\$	25,000	\$ 85,000	Bond Reporting Software	\$	45,000	\$ 180,000	Student Furniture	\$	950,000	\$ 1,500,000	Building / Site Improvements	\$	1,194,000	\$ 3,581,000	Total of Projects		\$ 2,310,485	\$ 5,616,164
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<p>Total of All Years- Budgeted Projects & Administrative Fees</p>			<p><u>\$ 7,926,648</u></p>																														
<p>B <i>See Section 3.3 of the Resolution</i></p>																																	
<p>C <i>With respect only to that portion of the Fund remaining unexpended at the end of the 2019/2020 fiscal year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in (1) above are as follows:</i></p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: center;">20/21</th> <th style="text-align: center;">Budget</th> <th style="text-align: center;">4 years 21/22 - 24/25</th> </tr> </thead> <tbody> <tr> <td>Developer Fees</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">1,200,000</td> <td style="text-align: right;">\$ 4,000,000</td> </tr> <tr> <td>Interest</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">10,000</td> <td style="text-align: right;">\$ 40,000</td> </tr> <tr> <td>Total Sources</td> <td></td> <td style="text-align: right;">\$ 1,210,000</td> <td style="text-align: right;">\$ 4,040,000</td> </tr> </tbody> </table>		20/21	Budget	4 years 21/22 - 24/25	Developer Fees	\$	1,200,000	\$ 4,000,000	Interest	\$	10,000	\$ 40,000	Total Sources		\$ 1,210,000	\$ 4,040,000																
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<p>D <i>With respect only to that portion of the Fund remaining unexpended at the end of the 2019/2020 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.</i></p>	<table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td colspan="2">Developer Fees</td> </tr> <tr> <td>Developer Fees - 2020-2021</td> <td style="text-align: right;">\$ 1,200,000</td> </tr> <tr> <td>Developer Fees - 2021-2022</td> <td style="text-align: right;">\$ 1,000,000</td> </tr> <tr> <td>Developer Fees - 2022-2023</td> <td style="text-align: right;">\$ 1,000,000</td> </tr> <tr> <td>Developer Fees - 2023-2024</td> <td style="text-align: right;">\$ 1,000,000</td> </tr> <tr> <td>Developer Fees - 2024-2025</td> <td style="text-align: right;">\$ 1,000,000</td> </tr> <tr> <td colspan="2">Interest</td> </tr> <tr> <td>Developer Fees - 2020-2021</td> <td style="text-align: right;">\$ 10,000</td> </tr> <tr> <td>Developer Fees - 2021-2022</td> <td style="text-align: right;">\$ 10,000</td> </tr> <tr> <td>Developer Fees - 2022-2023</td> <td style="text-align: right;">\$ 10,000</td> </tr> <tr> <td>Developer Fees - 2023-2024</td> <td style="text-align: right;">\$ 10,000</td> </tr> <tr> <td>Developer Fees - 2024-2025</td> <td style="text-align: right;">\$ 10,000</td> </tr> </tbody> </table>		Amount	Developer Fees		Developer Fees - 2020-2021	\$ 1,200,000	Developer Fees - 2021-2022	\$ 1,000,000	Developer Fees - 2022-2023	\$ 1,000,000	Developer Fees - 2023-2024	\$ 1,000,000	Developer Fees - 2024-2025	\$ 1,000,000	Interest		Developer Fees - 2020-2021	\$ 10,000	Developer Fees - 2021-2022	\$ 10,000	Developer Fees - 2022-2023	\$ 10,000	Developer Fees - 2023-2024	\$ 10,000	Developer Fees - 2024-2025	\$ 10,000						
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<p>Excess (deficit)</p>			<p>\$ 669,078</p>																														

**APPENDIX G
REOPENING PLAN
SPRING 2021**

**DECEMBER 15, 2020
BOARD MEETING**

Santa Maria
Joint Union
High School
District

REOPENING PLAN

Spring 2021



SANTA MARIA JOINT UNION
HIGH SCHOOL DISTRICT



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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

2560 Skyway Drive
Santa Maria, CA 93455
(805) 922-4573

Message to Students, Families and Staff

It is our hope that this message finds you and your family well. We all understand that the Fall of the 2020-21 school year has been the most unusual school semester any of us have ever experienced or imagined in our lifetimes.

We were all caught off guard by the sudden need to close schools amidst the early stages of the Covid-19 pandemic last spring. We had to react quickly to the closure of our schools and the sudden necessity to provide instruction and services in different ways than we ever had before. We hoped the closures would be short-lived and life would return to normal. Yet we now find ourselves, nine months later, still in a Distance Learning format, and in a national situation that is far worse than the one that initiated the closures last March. Closing out the last school-year was neither easy nor smooth. We got through it and managed to learn a number of valuable lessons from that experience that have set us up to be far more successful this year. Most of the lessons we learned have found their way into this Plan.

This Reopening Plan provides information to guide all staff, students, and families through the multiple elements of reopening school when it is safe to do so during the 2nd Semester. Although this plan is certainly not all encompassing, and some things will change as our circumstances continue to evolve, we believe it provides the foundation necessary to be successful. Throughout the planning process, the Santa Maria Joint Union High School District work has been conducted through the lens of three critical principles:

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

Success during the 2020-21 school-year will require grit, determination, patience, and lots of hard work on the part of every student, staff member and stakeholder. Perhaps above all else, we must maintain our sense of community and our compassion for one another. If we do, we can emerge from this unprecedented crisis stronger and more resilient than we were before it occurred.

SMJUHSD CABINET MEMBERS

Antonio Garcia, Superintendent
John Davis, Assistant Superintendent
Yolanda Ortiz, Assistant Superintendent
Kevin Platt, Assistant Superintendent

SMJUHSD BOARD OF EDUCATION

Jack Garvin, President
Carol Karamitsos, Clerk
Diana Perez, Member
Dominick Palera, Member
Amy Lopez, Member

SMJUHSD Guiding Philosophy

In times of crisis it is important to remember our values

Vision

Every student succeeds and is prepared for college, career, and life.

Mission

We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

Board Goals

- Conditions of Learning
- Student Outcomes
- Engagement

Governor's Pandemic Plan for Learning and Safe Schools

- 1) Safe in-person school based on local health data
- 2) Strong mask requirements for anyone in the school
- 3) Physical distancing requirements & other adaptations
- 4) Regular testing and dedicated contact tracing for outbreaks at schools
- 5) Rigorous distance learning
 - Devices and connectivity so that every child can participate in distance learning.
 - Daily live interaction for every child with teachers and other students.
 - Class assignments that are challenging and equivalent to in-person instruction.
 - Targeted supports and interventions for English learners and special education students.

The full guidance from the California Department of Public Health can be found at:
<https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

FULL DISTANCE LEARNING MODEL

California Distance Learning Standards

Daily Live Interaction

California's Distance Learning Standards require daily "live interaction" between students and staff. Teachers are to connect daily with their students via online resources or by phone. There is no mandated set amount of 'synchronous' or live instruction.

Student Attendance

Student attendance is an integral part of academic success. Just as with a traditional school schedule, student attendance and participation is mandatory and must be accounted for.

Students in Need

School sites must make accommodations for students with special needs and/or circumstances.

Student Disengagement

In order to prevent student disengagement, schools have a plan to address student non-participation.

Connectivity

Students and staff must have a reliable internet connection to communicate and build their learning experience. School sites are to ensure connectivity. Students without internet connectivity must contact the school.

SMJUHSD Distance Learning Timeline

Teachers will receive Professional Development training on January 11, 2021. There will be a Staff Workday on January 12, 2021.

Students will begin Semester 2 instruction via Distance Learning on January 13th. If appropriate, students will transition to a Hybrid model when determined safe to return as indicated by County and City Covid data.

The learning model will be evaluated continually to determine a possible return or transition to in-person classes during the Spring semester.

Schools Open to the Public

Our District Office will be open to the public starting January 4, 2021 for services and inquiries. The school sites will reopen January 12, 2021.

School sites will disseminate information in regard to distribution of books, meals, supplies, laptops, and service/repair of laptops.

Online instruction and resources are provided from the school sites.

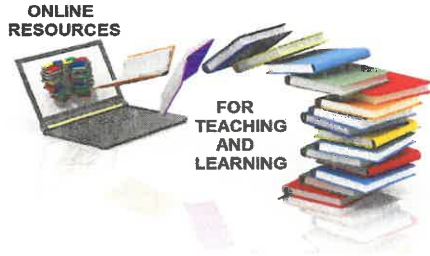
Cameras are available for online meetings along with Hot Spots that will be distributed as needs are assessed. Student tablets are equipped with cameras.

The District will continue to provide learning spaces set up for one-to-one services including English Language Learner/Special Education services and Counseling. Physical distancing, group size requirements, and all safety measures are in place.

Curriculum

Canvas

All curricular resources will be teacher generated and applied through the Canvas program. Canvas is a “Learning Management Platform that allows schools to build a digital learning environment.” It has been an efficient and sophisticated tool that has allowed teachers and students to keep connected through the curriculum provided.



Online Resources

SMJUHSD plans to utilize a variety of online tools to help support teachers and staff during distance learning.

The Plato/Edmentum program has online courses built by our teachers and is currently in place as a course recovery option.

The College Board provides a comprehensive list of resources for both teachers and students. You can access these at: <https://ap.collegeboard.org/>



Allan Hancock College Concurrent Courses

Our distance learning schedule meets Allan Hancock’s guidelines for the Concurrent courses our district offers.

Courses must be taught synchronously (live remote teaching during a scheduled block of instruction). They must maintain academic rigor and adhere to the AHC Course Outline of Record.

Class periods must minimally meet for 50-minute sessions, but there is no percentage requirement on how much synchronous or asynchronous instruction is given.

An updated and current Course Syllabus must be presented to the appropriate AHC department prior to the start of the upcoming semester.

Courses requiring in person lab teaching may need to be postponed to spring semester and/or cancelled if the in person lab option is not available. CTE courses must adhere to all lab requirements in the Course Outline of Record without exception.

Instructional Expectations

Instructional Expectations for Students

Students are expected to log in and engage daily. They will check CANVAS for work, feedback and instructions.

Students need to turn in work on time and communicate with teachers when they need help.

Students need to utilize office hours with their teacher and seek out additional help if needed during these times.

Students are able to connect with friends and classmates online to support each other's learning.

Instructional Expectations for Teachers

Teachers provide daily interaction with students.

Teachers use CANVAS to post work, provide feedback and update grades.

Teachers are expected to create a CANVAS home page for each course (not every period) taught.

Once trained, teachers can use the CANVAS grade passback feature. This feature enables teachers to post grades in CANVAS only, and they will automatically migrate to Aeries gradebook.

There will be a minimum of 30 minutes of live instruction per period.

The time that is not utilized for live instruction is to be dedicated to learning facilitation, group work, answer questions, provide support and assistance to students.

Collaboration time during the Monday Flex time should include time to meet in Subject-Area PLC's to share data, best practices, and curriculum.

Monday Flex day periods should be used to provide updated assignments for the week ahead on Canvas, as well as post grades and/or feedback on previously turned in assignments or interventions for struggling students.

Deadlines and due dates should be flexible and take into account the difficulty many students have in working from home under sometimes adverse conditions. Teachers should consider evaluating students only after giving them multiple opportunities to succeed.

Office hours are provided for teachers to support and connect with students. These should be 'open' to any students needing help, but teachers may feel the need to 'assign' struggling students to log-in and access support materials and extra practice as needed.

Teachers should allow flexibility for assignment completion and students shall not be penalized for technical difficulties (e.g. internet connection trouble).

Full Distance Learning Schedule

- Forty minute 'Flex' periods on Monday
- Eighty minutes of scheduled instruction per class (Tuesday-Friday)
- Built in time for Office Hours/Intervention/Teacher Collaboration
- Office hours to be used for teacher/student interaction.

BELL SCHEDULE (Effective 11-16-2020)

Monday Collaboration/Flex*				Tuesday/Wednesday				Thursday/Friday			
ALL STUDENTS ZOOM				ALL STUDENTS ZOOM Periods 1-4				ALL STUDENTS ZOOM Periods 5-7			
Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes	Period	Start	End	Instructional Minutes
Collab	7:30	8:30	60	Office Hours*	7:30	8:30	60	Office Hours*	7:30	8:30	60
Period 1	8:40	9:20	40	Period 1	8:40	10:00	80	Period 5	8:40	10:00	80
Period 2	9:30	10:10	40	Period 2	10:10	11:30	80	Period 6	10:10	11:30	80
Nutrition	10:10	10:20	10	Lunch	11:30	12:10	40	Lunch	11:30	12:10	40
Period 3	10:30	11:10	40	Period 3	12:20	1:40	80	Period 7	12:20	1:40	80
Period 4	11:20	12:00	40	Period 4	1:50	3:10	80	Office Hours*	1:50	3:10	80
Lunch	12:00	12:40	40	*Tutorial & Intervention *Student Services *PLC Collaboration & Teacher Planning *Professional Responsibilities *Assessment (Note: may also be conducted during or as part of instruction T-F)							
Period 5	12:50	1:30	40								
Period 6	1:40	2:20	40								
Period 7	2:30	3:10	40								

Revised 11-10-20

Teaching & Learning

Teachers are to work onsite in classrooms where teaching tools are available.

The common and communication platforms that are used are AERIES, Canvas, and Zoom.

The SMJUHS D website will be used to curate online instructional resources.

Staff will provide social emotional learning support for students. This may include online meetings with School Psychologists and/or Counselors. On site meetings are available by contacting the staff member and must meet Public Health guidelines.

Teachers are to teach grade level standards through the use of adopted curriculum for all core subject areas supplemented by virtual resources such as Khan Academy, Edmentum, teacher videos, UC Scout, etc.

Keep consistent student schedules.

Staff is to keep ongoing parent/guardian communication.

Understanding and Supporting Staff Needs

It is important to address any safety concerns our staff may have. Staff is advised to contact Human Resources to address any concerns and enter the Interactive Process where needed.

Professional development for multiple instructional modalities along with ongoing technical support and training will be available. Support expansion of curricular options will also be provided so teachers may have the tools to deliver effective instruction.

Our Professional Learning Communities (PLC's) are an essential piece of Professional Development. PLC's are opportunities for teachers to share instructional ideas and methods or train each other in various areas.

A Professional Development day is scheduled January 11, 2021.

Technology Considerations

Student Technology Assistance

In order to successfully navigate Distance Learning, technology is an integral piece to consider and prepare.

Student internet connectivity has also been factored into the Distance Learning model. Approximately 5% of our parent/guardian survey responses indicated students do not have access to an internet connection at home. The District purchased 800 hot spots and has deployed them through sites via Community Liaisons for students needing internet access.

To address technical issues or questions, a teacher hosted 'hotline' is available. This service will enable students to communicate directly with site technical staff to trouble-shoot and, whenever possible, solve problems remotely. You may call the Tech Hotline 24/7. Leave a message and your message will be addressed in the order it was placed.

PVHS - (805) 922-1305

- English - Ext. 5099
- Spanish - Ext. 5088
- Mixteco - Ext. 5077

SMHS - (805) 925-2567

- English - Ext. 3099
- Spanish - Ext. 3088
- Mixteco - Ext. 3077

RHS & DHS - (805) 937-2051

- English - Ext. 2099
- Spanish - Ext. 2088
- Mixteco - Ext. 2077

Community based Wi-Fi infrastructure options are being explored.

Staff Technology Assistance

Teacher capabilities are to include video conferencing in each classroom with 100% of them having an active Canvas account.

The district has purchased and received the following equipment for instructional spaces:

- Document Camera
- Wide-angle Camera
- Tripod
- Microphone
- Required USB cords.

For those that opted in and pending delivery, we have also ordered:

- Tatung Interactive Display

District Network Technicians are working with Site Technology TOSA's and Site administration to get each teacher setup.

Meal Distribution

Meals will be served on all school days to children under the age of 18. Both drive-thru and walk-up options will be available. Delivery throughout the community will also be offered.

Transportation

Transportation will be offered on school days to access services and support.

Special Education

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

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

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

English Learners

Our English Learner Pathway will continue to provide designated and integrated support for all English Learners. Bilingual instructional assistants will continue to provide support for newcomers in all core classes. After school, small group and one-on-one tutoring will be available for EL/Migrant students at each school site. Dates and times will be determined and based on need. Physical distancing guidelines will be followed. Virtual online tutoring options will be made available to students. Bilingual instructional assistants will have access to courses in Canvas, so that they are able to familiarize themselves with the course content to better support students.

Long-Term English Learners (LTELS) will continue to be provided with a designated English Language Development (ELD) course to provide additional support in core English. Support classes will include test prep lessons to help prepare students for the English Language Proficiency Assessments for California (ELPAC) which will be administered in the spring (February – May). Common formative assessments and the RenLearn will be used for progress monitoring to measure student growth and to provide data for teachers to address learning losses.

A virtual Math Academy will be provided for 9th and 10th grade EL/Migrant students who scored below standard on their last CAASSP test. The Math Academy will provide students with 40 hours of virtual supplemental intervention beyond the school day. Parents/guardians will be provided with two Math Literacy Nights during the spring to review math standards and how to best support their students. Pre/post data will be collected to measure student growth.

Two teachers were hired to oversee EL/Migrant students enrolled in the Cyber High Credit Recovery Program. Virtual Cyber

High labs will be open twice per week for two hours to provide case management and tutoring for students enrolled in the program. The program will run through the end of May. Teachers will meet with each student to develop an individual learning plan and to help students form goals to make-up credits needed to get back on track for graduation. Cyber High teachers will also provide students with supplemental lessons that focus on key strategies such as note taking, organization & time management and test taking strategies.

Support for English Learner (EL) Teachers

English Learner teachers will continue to participate in distance learning webinars and virtual professional development to further refine curriculum maps, course syllabi, and strategies to assist in developing distance learning lessons. A Padlet of shared resources and a discussion board was created to enhance collaboration among English learner teachers to share ideas and researched based strategies. Online curricular resources, webinars and the English Learner Toolkit will be posted on the Canvas Sandbox for teacher use.

EL teachers will be provided with virtual training in January in preparation for the *English Language Proficiency Assessments for California (ELPAC)* which will take place in February through May. Additional test proctors will be hired and trained to assist with testing efforts. Teachers will ramp-up test prep activities in December through February to prepare students for the online test. Test prep activities will focus on the four ELPAC domains which include speaking, reading, writing, and listening activities. Teachers have been provided with an ELPAC checklist to help them reflect on which skills have been taught to date and which skills need to be re-taught. The checklist includes live links to ELPAC task types and ideas on how to

scaffold and differentiate instruction.

An English learner literacy consultant through the Santa Barbara County Office of Education will continue to provide coaching for newcomer teachers on how to teach foundational English skills and phonemic awareness. A second consultant will continue to assist teachers in ongoing efforts to restructure our English Learner Pathway. Paraprofessional training will also continue to be provided.



Counseling & Mental Health Services

Social Emotional Considerations

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

A wide range of social emotional lessons and activities will be created. These will be available via the District and school site web pages, Canvas program, social media, email, Zoom, Office Hours in schedule, or Remind APP.

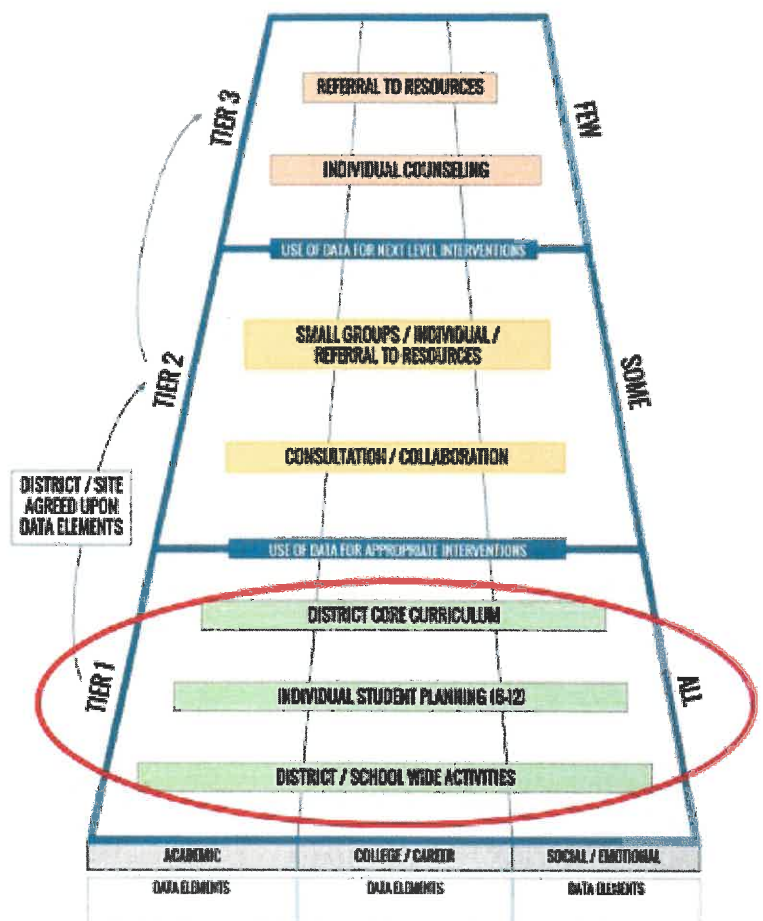
For example: “What’s up Mondays” may be utilized to pre-schedule check-in time with students.

Remaining current and present for students is our Counseling Departments priority.

Programs and agencies such as Fighting Back Santa Maria Valley (FBSMV), Por Vida, and Early Academic Outreach Program will provide our students with additional support. The addition of Licensed Marriage and Family Therapist provides the support for our students toward academic engagement and social-emotional stability.

Tier 1: Virtual/Distance Counseling Services

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

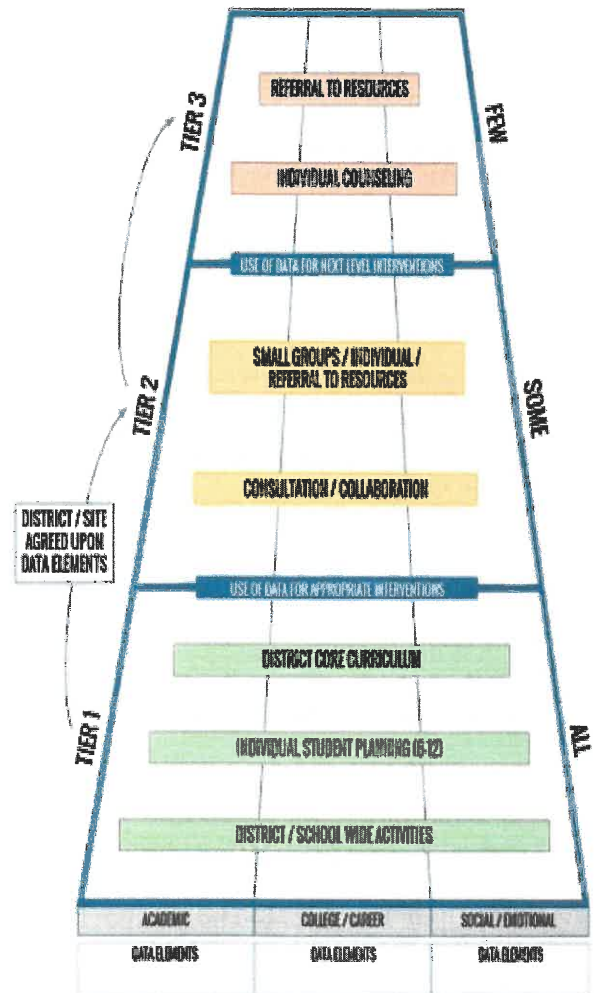


Tier 2: Virtual/Distance Counseling Services

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

Tier 3: Virtual/Distance Counseling Services

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



Athletics

California Interscholastic Federation (CIF)

Per CIF: Due to the continued surge in COVID-19 infections, the California Department of Public Health has postponed the issuance of its updated youth sports guidance. The California Interscholastic Federation (CIF) does not expect the CDPH will issue any guidance allowing for schools to return to full practice and competition until after January 1, 2021, at the earliest. Thus, all full practice and competition start dates are officially on hold until updated guidance is issued. Refer to the link below for further information and the most current CIF updates: [California Interscholastic Federation \(cifstate.org\)](https://www.cifstate.org)



Professional Development

Tech TOSA's will be providing a series of trainings on January 11, 2021.

These sessions will focus on building capacity to deliver high quality instruction and services in distance and hybrid modalities.

Staff Work Site Expectations

Student and Staff Safety is first and foremost.

Each day Staff reports to the work site they will follow the posted health guidelines including wearing face coverings, physical distancing, washing hands, and using hand sanitizer.

If staff is exposed to COVID-19 or becomes ill, follow the CDPH guidelines by reporting it to site administration WICC Coordinator who will work with Human Resources, cooperate with SBCPH and remain in quarantine until cleared to return.

Staff is expected to use the time provided in the daily schedule to reach out to students in need.



Staff is expected to provide needed services for students - extra help from teachers, counseling services, SPED services, etc.

The normal time frame for evaluations will be followed.

Potential Staff Accommodations

Staff will be notified about continuing present accommodations while still in distance learning. If staff has concerns about their ability to perform the job duties of their position, they are to contact Human Resources. Their concerns will be discussed and the Interactive Process started if needed.

TRANSITION TO IN-PERSON INSTRUCTION

When deemed appropriate and safe, SMJUHSD will evaluate the following models to introduce “in person” instruction.

Hybrid Model:

- 50% of students on-site: Hybrid Model transition based on County and City Covid data, with Public Health Guidance and approval.

Traditional Model

- 100% in-person instruction: A return to a daily 7-period schedule with full in-person instruction.

Accommodations will be made for students/parents wishing to remain in a Distance Learning environment.

Hybrid Schedule

80 minute periods at 50% capacity

	Monday	Tuesday	Wednesday	Thursday	Friday
Alpha	Flex	A-L	M-Z	A-L	M-Z
Periods	Flex	1/2/3/4	1/2/3/4	5/6/7	5/6/7

- Forty minute ‘Flex’ periods on Monday
- Eighty minutes of scheduled instruction per class (Tuesday-Friday)
- Built in time for Office Hours/Intervention/Teacher Collaboration
- Office hours to be used for teacher/student interaction.
- Period and alpha order alignment may change to provide balance.

Delta Continuation High School

Delta High School will remain on their existing bell schedule with modifications.

Maintaining the schedule is possible for Delta due to their small student size. In addition, approximately 50% of Delta parents are currently requesting full distance learning.

Delta will create a Monday Flex Day schedule in line with the rest of the District.

Delta will continue to offer AM/PM sessions Tuesday-Friday. This will allow them to maintain smaller numbers for in class learning and observe physical distancing protocols more effectively.



School Health & Wellness Considerations



Campus and Classroom

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

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

- Students and staff with 100.4 degrees Fahrenheit temperature will not be allowed on campus.
- Students and staff exhibiting COVID-19 like symptoms will be assessed.
 - Students and staff with COVID-19 like symptoms will be asked to stay home for a minimum of 24 hours post symptoms or until cleared to return by a physician.

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

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

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

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

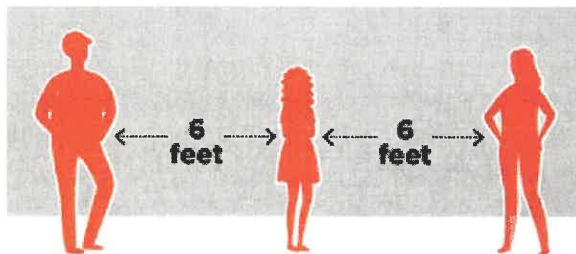
There will be no shared food for celebrations nor school-wide events or assemblies.

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

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

Field trips and guest speakers will be held virtually.

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



Facilities

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

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

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

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

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

Transportation

Buses will be loaded at 50% capacity which will allow for one student per seat.

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

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

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



Family Support



In order to provide the safest environment for all, parents/guardians and the school system must work together. We would appreciate your assistance by supporting your students learning schedule and encouraging their daily engagement. Students are to be kept home if ill.

Sending students to school who are or may be ill can jeopardize the safety and health of classmates, staff, and the community.

Follow all health and safety precautions at the school site.

We ask that physical distancing is also practiced outside of the school setting along with proper handwashing and facial covering usage.



Traditional Education Model

Transitioning to the traditional education model will be to re-open classrooms to full-time in-person learning. In doing so, state and local public health guidelines will be followed.

Transition would be to the pre-existing periods 1-7 daily schedule. However, accommodations will be considered for parent/guardian and students wishing to remain in a distance learning environment.



Next Steps

The District will submit any major revisions of the approved Reopening Plan to the County Department of Public Health. Transparency and accountability is a district priority. This plan will be shared with and made available to all stakeholders.

SMJUHSD is committed to providing our students a quality education and supporting their well being through these unprecedented times. We welcome our students and staff no matter what schedule we find ourselves offering.

It is important to note that this Reopening Plan reflects information available at the present time and may change as new information, conditions, and recommendations emerge.



Links to COVID-19 Resources

[CA CDE Covid 19 Guidance](#)

[CDE Stronger Together](#)

[CA Department of Public Health Reopening Schools Document](#)

[Santa Barbara County Public Health COVID 19 Webpage](#)

[CA Department of Public Health COVID 19 Updates](#)



Public Health Administration

300 North San Antonio Road + Santa Barbara, CA 93110-1316
805/681-5100 + FAX 805/681-5191

Van Do-Reynoso, MPH, PhD Director
 Suzanne Jacobson, CPA Chief Financial Officer
 Paige Babson, MA, PNH, RN Deputy Director
 Douglas Wolt, DPH, MPH Deputy Director
 Polly Baldino, MD, MPH Medical Director
 Hanning Ansong, M.D. Health Officer
 Darrin Eisenbarth Deputy Director

Revised December 4, 2020

Santa Barbara Protocols for Symptoms, Potential Exposure and/or Close Contact with an Individual Testing Positive for COVID-19 in a School or Classroom Setting

Student or Staff with:	ACTION	DISTRICT COMMUNICATION
1. Any of the COVID-19 <u>symptoms</u> . ***answers yes to a health screening question, or has a temp of 100.4 or above.	<ul style="list-style-type: none"> • Individual sent home, isolate at home. • If the individual is symptomatic (and does not get evaluated by a healthcare provider) then they are to isolate at home for at least 10 days from symptom onset, AND until symptoms improve, AND there is no fever without fever-reducing medication for at least 24 hours. When all these criteria are met a note from a healthcare provider is not needed. • Family contacts their healthcare provider immediately for medical evaluation which may include testing. Individual isolates until evaluated by health care provider. If tests positive for COVID-19, see #3; if tests negative for COVID-19, see #4; if healthcare provider diagnoses another cause of symptoms and provides, see #5. • Cohort OPEN. 	No communication to class.
2. Close Contact (see definition below) with a confirmed COVID-19 case.	<ul style="list-style-type: none"> • Send home and quarantine for 14 days from last exposure. • Recommend testing (but will not shorten 14 day quarantine). • If any symptoms develop contact medical provider for evaluation. • Cohort OPEN. 	Consider school community notification of a known contact

3. Confirmed COVID-19 case	<ul style="list-style-type: none"> • If 3 or more cases within 2 weeks contact SBPHD Community Health Nurse/Disease Control (805-681-5280) • Isolate case and exclude from school until criteria for return have been met. • Individual isolates for at least ten days from symptom onset, AND improving symptoms, AND no fever without fever-reducing medication for at least 24 hours. • Identify contacts, quarantine & exclude exposed contacts (likely entire cohort) for 14 days after the last date the case was present in school while infectious. • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine). • Disinfection and cleaning of classroom and primary spaces where case spent significant time. • School remains open. 	School community notification of a known case
4. Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school after 3 days of symptoms improvement and no fever for 24 hours without fever reducing medication. • Cohort OPEN. 	Consider school community notification if prior awareness of testing.
5. A medical provider diagnoses another cause of symptoms	<ul style="list-style-type: none"> • Medical provider provides note with return to school instructions following guidelines for the specific illness. 	

(*) A contact is defined as a person who is <6 feet from a case for >15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

(**) A cohort is a stable group with fixed membership that stays together for all courses and activities (e.g., lunch, recess, etc.) and avoids contact with other persons or cohorts.

(***) Symptoms of Coronavirus

This list does not include all possible COVID-19 symptoms. CDC and CDPH will continue to update this list.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue

**APPENDIX H
LCFF BUDGET OVERVIEW
FOR PARENTS**

**DECEMBER 15, 2020
BOARD MEETING**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SANTA MARIA JOINT UNION HIGH SCHOOL

CDS Code: 4269310

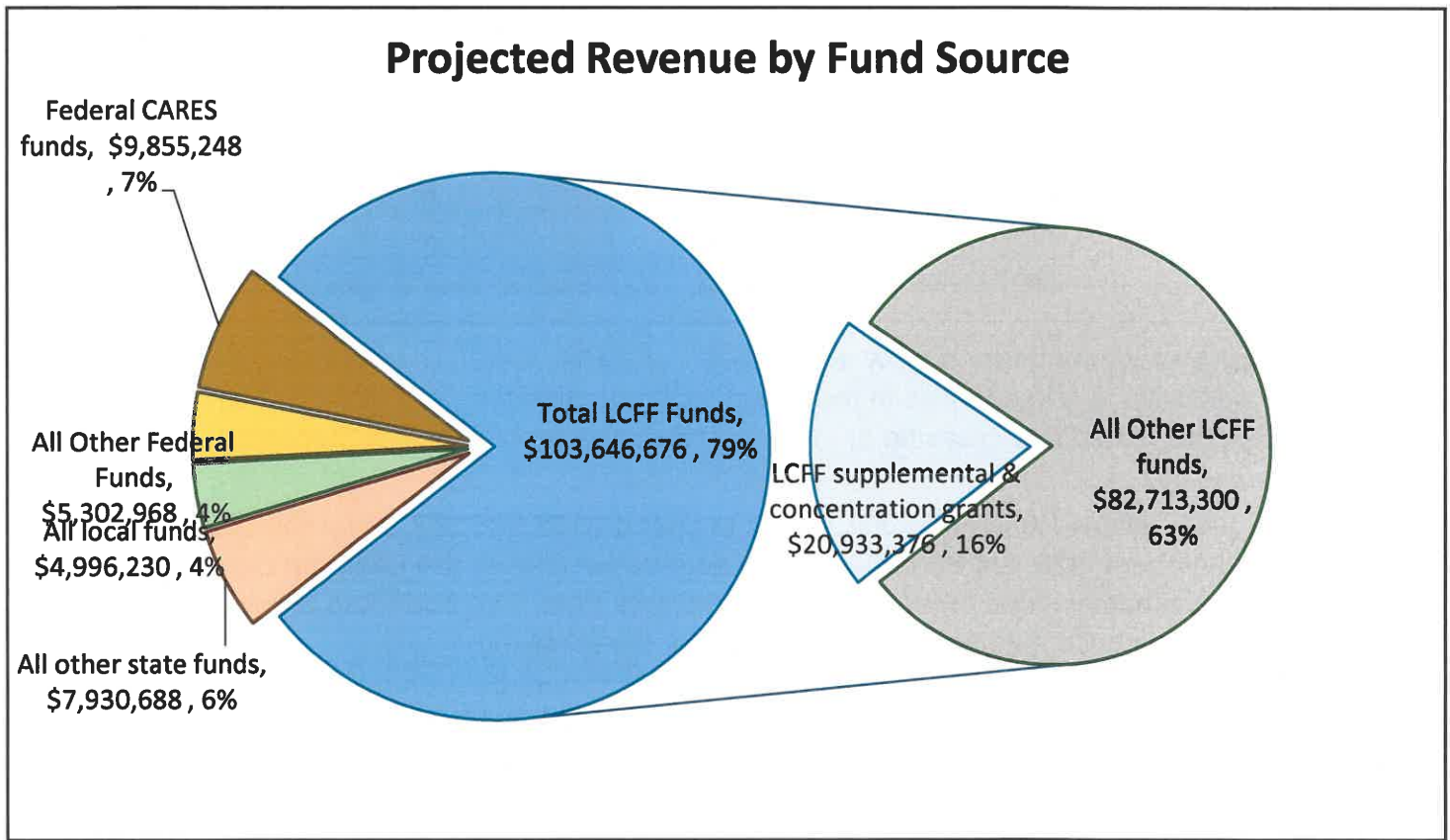
School Year: 2020-2021

LEA contact information: Steve Molina, (805)922-4573 x4214, smolina@smjuhsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

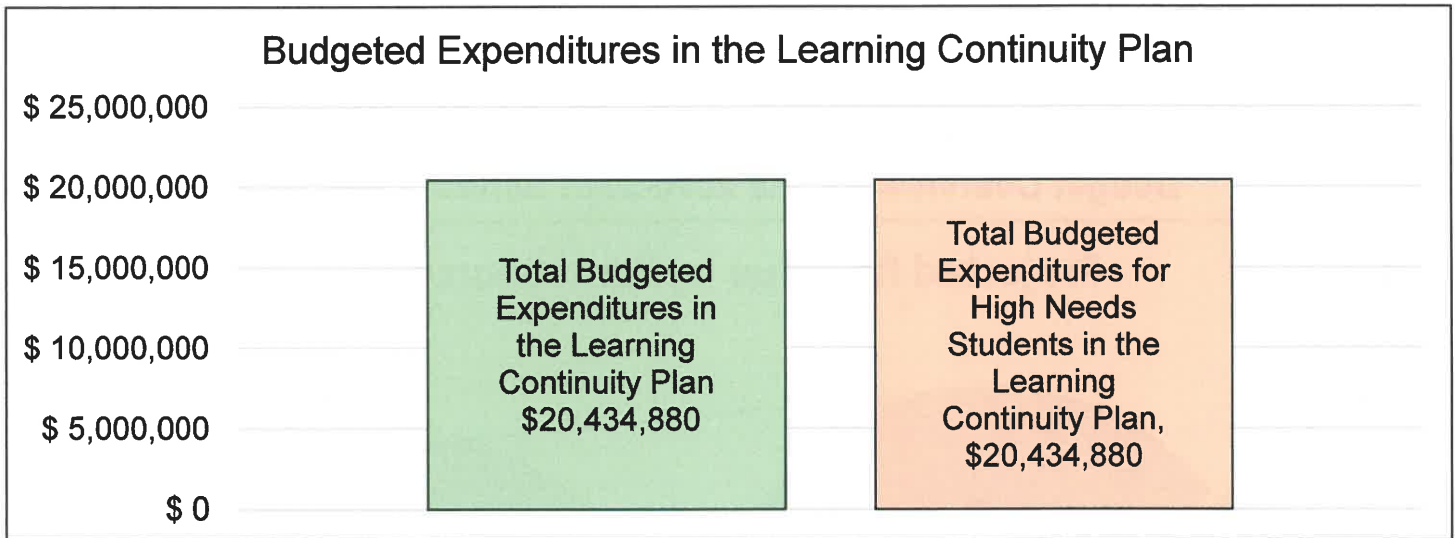


This chart shows the total general purpose revenue SANTA MARIA JOINT UNION HIGH SCHOOL expects to receive in the coming year from all sources.

The total revenue projected for SANTA MARIA JOINT UNION HIGH SCHOOL is \$131,731,809.37, of which \$103,646,676.00 is Local Control Funding Formula (LCFF) funds, \$7,930,688.16 is other state funds, \$4,996,229.66 is local funds, and \$15,158,215.55 is federal funds. Of the \$15,158,215.55 in federal funds, \$9,855,248.00 are federal CARES Act funds. Of the \$103,646,676.00 in LCFF Funds, \$20,933,376.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much SANTA MARIA JOINT UNION HIGH SCHOOL plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

SANTA MARIA JOINT UNION HIGH SCHOOL plans to spend \$133,925,358.50 for the 2020-2021 school year. Of that amount, \$20,434,880.00 is tied to actions/services in the Learning Continuity Plan and \$113,490,478.50 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The General Fund Budget expenditures are concentrated in salaries and benefits, which is approximately 86% of the budget. Expenditures include certificated salaries, classified salaries, employee benefits, books and supplies, capital outlay and operating expenditures.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

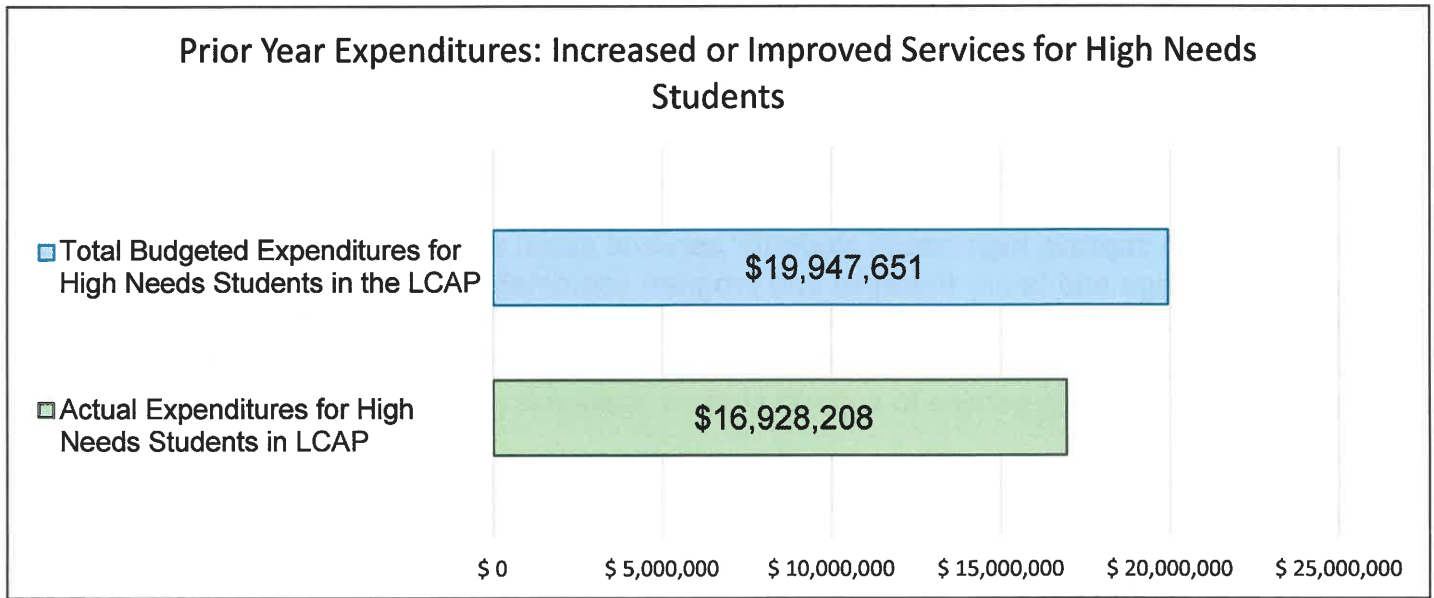
LCFF Budget Overview for Parents

In 2020-2021, SANTA MARIA JOINT UNION HIGH SCHOOL is projecting it will receive \$20,933,376.00 based on the enrollment of foster youth, English learner, and low-income students. SANTA MARIA JOINT UNION HIGH SCHOOL must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. SANTA MARIA JOINT UNION HIGH SCHOOL plans to spend \$20,434,880.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

The District's actions to improve high-needs students' services assist with social-emotional services through licensed marriage and family therapist and program coordinators, helping students engage in academic needs. English Language Development programs and staff professional development are areas of continue need to support student learning through technology. The District is also considering implementing a 24 hour tutoring service to support student academic progress.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what SANTA MARIA JOINT UNION HIGH SCHOOL budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what SANTA MARIA JOINT UNION HIGH SCHOOL actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, SANTA MARIA JOINT UNION HIGH SCHOOL 's LCAP budgeted \$19,947,651.00 for planned actions to increase or improve services for high needs students. SANTA MARIA JOINT UNION HIGH SCHOOL actually spent \$16,928,208.26 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$3,019,442.74 had the following impact on SANTA MARIA JOINT UNION HIGH SCHOOL 's ability to increase or improve services for high needs students:

Due to the pandemic and the closure of schools in March 2020, District funds allocated in the LCAP for professional development contracted services, student events, and activities planned for the Spring of 2020 did not occur.