San Juan Unified School District
Regular Meeting of the Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Paula Villescaz, President
Michael McKibbin, Ed.D., Vice President
Zima Creason, Clerk
Pam Costa, Member
Saul Hernandez, Member

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. Public attendance is welcome and encouraged. Alternatively, you can view the board meeting on YouTube from a computer, mobile device or tablet. The YouTube link can be found on the district's YouTube channel or by visiting https://www.sanjuan.edu/boardmeeting where the link will be posted approximately 15 minutes prior to the start of the meeting.

The district has taken the following steps to assist the public in offering public comment:

1. In Person Public Comment. Public comment may be offered in person during the board meeting at the district office located at 3738 Walnut Avenue, Carmichael, California. Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

2. Online Submission of Public Comment. Written public comment may be submitted using the public comment form located on the district website at https://www.sanjuan.edu/boardmeeting. Comments received by 6:00 p.m., on October 12, 2021, will be provided to the members of the board prior to the meeting. Comments received after 6:00 p.m., on October 12, 2021, may be read on the record during this meeting subject to time limits established in Board Bylaw 9323.

   All public comments will be limited to two (2) minutes or approximately 1,500 characters. Any portion of a comment extending past two (2) minutes or the approximate 1,500-character limit may not be read aloud due to time restrictions. All written comments that are not read into the record will be provided to the board members for review, provided that such comments are received prior to the end of the meeting. Please be aware that written public comments, including your name, may become public information.

The business to be considered at this board meeting is on the following agenda:

Board of Education Agenda
October 12, 2021

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:30 p.m.

1. Visitor Comments (for closed session agenda items only)
   Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

B. CLOSED SESSION – 5:30 p.m.

1. Student expulsions in three cases and student enrollment in one case (Education Code section 48918[f]).
2. Collective bargaining matters – discussion with negotiator Daniel Thigpen, Senior Director, Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units; and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

C. RECONVENE OPEN SESSION/PLEDGE OF ALLEGIANCE – 6:30 p.m.

D. APPROVAL OF THE MINUTES – September 28, 2021, regular meeting, pages 2380-2383.

E. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 p.m.

1. **High School Student Council Reports**
2. **Staff Reports**
3. **Board-appointed/District Committees**
4. **Employee Organizations**
5. **Other District Organizations**
6. **Closed Session/Expulsion Actions** (Government Code section 54957.1)

F. VISITOR COMMENTS – 6:45 p.m.

Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

G. CONSENT CALENDAR – G-1/G-5 – 7:15 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-5, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

1. *Personnel – appointments, leaves of absence, separations and job description/salary range change.

2. *Purchasing Report – purchase orders and service agreements and change orders.

3. Acceptance of the following gifts: (# = donor's estimate)
   Bella Vista High School: from Bella Vista Student Government – for two MacBooks with Apple Care for use in the student government class: $2,119.71.
   Encina Preparatory High School: from Gary Benvenuti Revocable Trust – for Rebecca Mackin science supply grant: $1,300; from Point West Rotary Club Foundation – for dance program: $3,500; for Spanish notebooks: $1,136; for advocacy program fieldtrips: $6,000; for advocacy program supplies: $5,000; for B Street Theater script writing development program: $7,000.
   Laurel Ruff Transition School: from Dayle Cantrall – for new pop-up canopy outdoor shade tent: $120; from Stephen Reyes – for 10 motorized model car kits: $120.
   Northridge Elementary School: from Kirkland and Carolyn Fritz – for holiday food baskets: $100; Harbor Lights Mariners – for clothes closet: $150.

4. *Approval to dispose of surplus property pursuant to Board Policy 3270 and Education Code sections 17545 and 17546.

5. *Adoption of Resolution No. 3086 awarding the lease-leaseback contract for Earl LeGette Elementary School to Flint Builders Inc., pursuant to Education Code section 17406.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

Discussion and action on the items removed from the consent calendar.

I. BUSINESS ITEMS

1. K-8 Schools Update – 7:20 p.m. (Townsend-Snider)

Material provided.

Report: regarding an update on the district's K-8 schools.

2. ESSER III Expenditure Plan – 7:40 p.m. (Bassanelli)

Material provided.

Discussion: regarding the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Action anticipated: 10/26/2021.

3. Construction Update – 8:30 p.m. (Camarda)

Material provided.

Report: regarding an update on the district's current construction projects for Bond Measures J, N and P.

4. Early Literacy Support Block Grant Action Plan – 8:50 p.m. (Townsend-Snider)

Material provided.

Discussion/Action: The superintendent is recommending that the board discuss and approve the required elements of the Early Literacy Support Block Grant (2020-2023) Action Plan.

5. Guest Teacher Salary Schedule – 8:55 p.m. (Oropallo)
Material provided.

Action: The superintendent is recommending that the board approve the proposed changes to the guest teacher salary schedule.

6. Williams Complaint Report – 9:00 p.m. (Simlick)
Material provided.

Report: regarding the status of Williams-type complaints filed with the district per Education Code section 35186(d), which requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints.

J. BOARD REPORTS – 9:05 p.m.

K. FUTURE AGENDA – 9:15 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

L. VISITOR COMMENTS – 9:20 p.m.
Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

B. CLOSED SESSION (continued, if necessary)
Announcement of topics/announcement of actions.

M. ADJOURNMENT – 9:25 p.m.

The Board of Education welcomes and encourages the public's participation at the board meetings and has devoted time throughout the meeting for that purpose. You may comment on items included on this agenda; however, we ask that you limit your comments to two (2) minutes, so that as many people as possible may be heard (Education Code section 35145.5, Government Code section 54954.3). When an item indicates "material provided," the additional information is available prior to the meeting in the Information and Communication Office, 3738 Walnut Avenue, Carmichael, (916) 979-8281, or on the district website at www.sanjuan.edu.

*A person with a disability may contact the Board of Education office at (916) 971-7111, or email **stephanie.cunningham@sanjuan.edu** at least 48 hours before the scheduled board meeting to request receipt of an agenda and other distributed writings in an appropriate alternative format, or to request disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public board meeting.*

*Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the Board of Education office at (916) 971-7111, or email **stephanie.cunningham@sanjuan.edu** at least 24 hours before the scheduled board meeting to allow for the scheduling of appropriate translation staff and other resources.*

NOTE: The times indicated are approximate.

Mission Statement
Valuing diversity and excellence, the San Juan Unified School District's mission is to educate and inspire each student to succeed and responsibly contribute to a radically evolving world by providing innovative, rigorous, student-focused instruction and programs in a safe, caring and collaborative learning community.

San Juan Unified School District
Board of Education
3738 Walnut Avenue, Carmichael, California 95608

Board of Education Minutes
September 28, 2021

Regular Meeting
Board of Education
5:45 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The September 28 regular meeting was called to order by the president, Paula Villescaz. The board meeting was held in person and also livestreamed on the district's YouTube channel.

Roll Call
Present:
Paula Villescaz, president
Michael McKibbin, Ed.D., vice president
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Visitor Comments: Closed Session (A-1)
There were no closed session visitor comments.

Closed Session (B)
The meeting was then recessed with the board convening in closed session to consider a student expulsion in one case (Education Code section 48918[f]) and to discuss with negotiator Daniel Thigpen, Senior Director of Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., the meeting was called back to order by Ms. Villescaz, and four members of the Del Campo High School Air Force Junior ROTC led the group in the Pledge of Allegiance. After the pledge, Ms. Villescaz explained the two methods (in person or electronically) available to submit public comment for tonight's meeting.

Minutes Approved (D)
It was moved by Ms. Costa, seconded by Dr. McKibbin, that the minutes of the September 14 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Recognition: Week of the School Administrator (E-1a)
It was moved by Ms. Costa, seconded by Ms. Creason, to adopt Resolution No. A-407 recognizing the week of October 10-16 as the Week of the School Administrator.

High School Student Council Reports (E-2)
High School Student Council representatives Nate Vanderkar and Lana Avetisyan from Rio Americano High School and Natalie Castaneda and Jovanny Castillo from San Juan High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (E-3)
Superintendent Kern provided information regarding staffing and substitute shortages and also an update on the status of families who are still stranded in Afghanistan.

Closed Session/Expulsion Actions (E-7)
Ms. Creason reported that the board voted unanimously to accept a hearing panel's recommendation of one suspended expulsion in case number M-01.

Visitor Comments (F)
[in person]
Sarah Waldrop made comments regarding the district's COVID-19 protocols.

Christan Chittenden expressed concerns regarding the workload of the administration team at Mira Loma High School.

Rane Connor expressed opposition to the mask mandate.

Joanna Noonan expressed support for abolishing the mask mandate.

Chris Bish made comments about the district's budget and the mask mandate.

Sonja Lopez expressed support for having homecoming dances and events.

[via electronic comment form, and read aloud by Communication Director Raj Rai]
Heather O'Connor expressed support for postponing homecoming events.

Consent Calendar Approved (G-1 through G-4 and G-6 through G-10)
Superintendent Kern pulled item G-5. It was moved by Dr. McKibbin, seconded by Ms. Costa, that the consent calendar items G-1 through G-4 and items G-6 through G-10 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (G-1)
Appointments, leaves of absence, separations, job descriptions/salary range change, credential approval recommendations and charter school personnel actions – approved as submitted.

Purchasing Report (G-2)
Purchase orders and service agreements, change orders and construction and public works bids – approved as submitted.

Gifts (G-3)
Acceptance of gifts to Bella Vista High School, Encina Preparatory High School, Family and Community Engagement and Northridge Elementary School.

Disposal of Surplus Property (G-4)
Approval to dispose of surplus property pursuant to board policy 3270 and Education Code sections 17545 and 17546.

Resolution No. 3077: Emergency Contracting (G-6)
Adoption of Resolution No. 3077 authorizing emergency contracting.

Resolution No. 3078: Power to Contract (G-7)
Adoption of Resolution No. 3078 authorizing power to contract on behalf of San Juan Unified School District.

Resolution No. 3079: Encina Preparatory High School Gymnasiums Upgrades Lease Amendment No. 4 (G-8)
Adoption of Resolution No. 3079, approving the fourth amendment to the lease agreement for the Encina Preparatory High School HVAC and roofing upgrades for gymnasiums project no. 202-9390-N1 between SJUSD and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

Resolution No. 3080: Mira Loma High School Lease Gymnasiums Upgrades Lease Amendment No. 5 (G-9)
Adoption of Resolution No. 3080, approving the fifth amendment to the lease agreement for the Mira Loma High School HVAC and roofing upgrades for gymnasiums project no. 205-9390-P1 between SJUSD and Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction.

Resolution No. 3081: Littlejohn Montessori Modernization Project Lease Amendment No. 3 (G-10)
Adoption of Resolution No. 3081, approving the third amendment to the lease agreement for the Littlejohn Montessori modernization project No. 128-9495-P1 between SJUSD and Landmark Construction.

Consent Calendar (continued) (H)
School Plans for Student Achievement (G-5)
Approval of the School Plan for Student Achievement (SPSA) and corresponding budgets for each school site, including those that have been identified for Comprehensive Support and Improvement (CSI).

Superintendent Kern recommended approving the SPSAs for all schools except for Starr King K-8, which will be brought back at a future board meeting. It was moved by Ms. Creason, seconded by Mr. Hernandez, that the consent calendar item G-5 be approved as amended, removing the SPSA for Starr King K-8. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Enrollment Update/Trends (I-1)
Superintendent Kern introduced the topic and provided background information about the district's complex enrollment system, explaining what shapes the system and factors that impact enrollment. Chief Operations Officer Frank Camarda shared detailed demographic information regarding the district's five-year historical enrollment figures as well as the three-year projected enrollment trends. Mr. Camarda discussed resident and actual enrollment growth and declines in specific geographical regions within the district's boundaries. Mr. Camarda also explained that this information will be the catalyst for future discussions regarding school configurations, school boundaries and facilities planning.

Public Comment *[in person]*:
Chris Bish made comments about the enrollment data, school choice and the mask mandate.

After public comment, board members made comments and asked questions, which staff addressed. Ms. Costa asked about declining enrollment in the central and east areas, a tracking system to capture why families leave the district and if the west area has the capacity to handle the projected growth. Ms. Creason inquired about an exit interview process for families who leave the district, the frequency of boundary adjustments and the vision for a marketing campaign. Dr. McKibbin asked about any correlation between the newness of school facilities and enrollment, the impact that K-5 and K-8 schools have on middle school enrollment, non-boundary schools and wait lists, and the uniqueness of school programs. Mr. Hernandez noted the impact that declining enrollment has on the district's budget. Ms. Villescaz shared that broader contextual items, such as population growth and housing availability, also play a role in the district's declining enrollment. Superintendent Kern commented that the district needs to be ready to address an overall decrease in enrollment, even if there are some pocket areas of growth.

Independent Study/Homeschool Update (I-2)
Assistant Superintendent of Elementary Education and Programs Amberlee Townsend-Snider introduced the topic. Director of Elementary/K-8 Schools Holly Cybulski explained the new requirements for Assembly Bill 130, and she shared enrollment numbers and highlights about the elementary independent study and TK-8 homeschool programs. Alternative Learning Center Principal David Levis shared enrollment numbers and highlights about the secondary independent study programs. Assistant Superintendent of Secondary Education and Programs Kristan Schnepp explained next steps which includes flexibility with enrollments and the ongoing hiring of staff based on need.

Public Comment: *[in person]*:
Monica Stone inquired about the independent study plans for the following school year when Assembly Bill 130 expires.

After public comment, board members made comments and posed questions, which staff addressed. Mr. Hernandez inquired about the ability to return to in-person learning and the length of the independent study wait lists. Ms. Costa expressed appreciation for her questions being incorporated into the presentation. Ms. Creason expressed support for continuing the independent study and homeschool programs in the future and she inquired about wait lists, staffing, surveys, sports and other school events. Dr. McKibbin inquired where students attend while they are on the wait list or while quarantining. Ms. Villescaz said she appreciates how the programs have been expanded to meet the needs of students, she expressed support for the evening Teacher on Special Assignment (TOSA) position, and she inquired about what information is provided to families so they have an adequate understanding of the programs prior to enrollment.

Public Hearing: Sufficiency of Textbooks and Instructional Materials (I-3)
Assistant Superintendent of Secondary Education and Programs Kristan Schnepp presented the topic. Ms. Villescaz declared the topic of sufficiency of textbooks and instructional materials a public hearing and invited the public to speak.

There being no questions or comments from the public, Ms. Villescaz declared the public hearing closed. Board members inquired about the scope of instructional materials, the cause of textbook delays and high school science lab materials, which Director of Professional Learning and Innovation Nicole Kukral addressed.

It was moved by Dr. McKibbin, seconded by Ms. Costa, to adopt Resolution No. 3076 stating that each pupil in each school in the district has sufficient textbooks and instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Resolution No. 3082: Notice of Intent to Convey Permanent Easement at Mesa Verde High School (I-4)
Chief Operations Officer Frank Camarda presented the topic and answered clarifying questions from the board. It was moved by Ms. Creason, seconded by Mr. Hernandez, to adopt Resolution No. 3082 declaring the intent to convey a permanent easement at Mesa Verde High School to the Citrus Heights Water District and to call a public hearing to be held on October 26, 2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Resolution No. 3084: Notice of Intent to Convey Temporary Easement at Mesa Verde High School (I-5)
Chief Operations Officer Frank Camarda presented the topic and answered clarifying questions from the board. It was moved by Ms. Creason, seconded by Dr. McKibbin, to adopt Resolution No. 3084 declaring the intent to convey a temporary easement at Mesa Verde High School to the Citrus Heights Water District and to call a public hearing to be held on October 26, 2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

California School Boards Association (CSBA) Directors-At-Large Nominations (I-6)
After hearing no recommendations, Ms. Villescaz stated that no action would be taken regarding the nomination of candidates to fill the director-at-large seats for African American and American Indian on the Board of Directors of the California School Boards Association (CSBA).

Board Reports (J)
Ms. Creason reported that she visited a class at San Juan High School today, she inquired about district support for school club fundraising and she spoke about a donation drive to support Afghan families.

Dr. McKibbin shared that he visited the well-attended Greer Elementary School outreach event at the Mulberry Apartments and also two cross country races at Carnegie Middle School.

Ms. Villescaz expressed appreciation for the district's donation drive to support the Afghan community, noting that she and Ms. Creason would also be collecting donations at Carmichael Park on Sunday.

Future Agenda (K)
There were no items added to the future agenda.

Visitor Comments (L) *[in person]*
Jazmaine Bendicio spoke regarding enrollment, vaccines and mask mandates.

Monica Stone commented on independent study teaching staff and the CSBA directors-at-large nomination process.

Adjournment (M)
At 9:11 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Paula Villescaz, President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 10/12/2021
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	1
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	2
Classified	2
Separations	
Management	
Certificated	2
Classified	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2 – 5
Certificated	
Classified	2 – 9
Unrepresented	
Cabinet Contracts/Extension of Contract	
Recommendation to Extend A District Intern Credential	
Certificated	
Credential Approval Recommendations	
Certificated	
Charter School Personnel Actions	
Choices	

1. APPOINTMENTS

MANAGEMENT

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Strinden, Matthew	Prob	Vice Principal	Adult Education	10/11/21	

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Frost, Janneh	Temp	Tch-Mild/Moderate K/12	Home School Program	09/27/21	06/09/22
New Hire	Nason, Stacey	Temp	Tch-Alternative Education	Home School Program	08/30/21	06/09/22
New Hire	Poulton, Courtney	Temp	Tch-Independent Study	Grand Oaks	09/24/21	06/09/22
New Hire	Sedam, Cory	Temp	Tch-Alternative Education	Home School Program	09/30/21	06/09/22
New Hire	Thiesen, Brenda	Temp	Tch-Site Resource Elem	Howe Avenue	09/28/21	06/09/22
Rehire	Glasgow, Scott	Prob	Teacher Grade 9/12	Rio Americano	09/24/21	
Rehire	Rivas, Danielle	Temp	Teacher Combo K-1	Dyer-Kelly	09/17/21	12/17/21
Rehire	Verdin, Jose	Temp	Teacher Grade 9/12	San Juan	09/16/21	06/09/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Ahmed, Alaa	Prob	Instructional Assistant II	Dyer-Kelly	10/01/21
New Hire	Alfaro Rodriguez, Sandra	Prob	Sch/Comm Intervention Spec	Cottage	09/28/21
New Hire	Astle, Heather	Prob	Instructional Assistant I	Mariposa	09/23/21
New Hire	Ayala, Cynthia	Prob	College/Career Center Tech	Del Campo	09/28/21
New Hire	Behnam, Nazi	Prob	Non-Instruct Support Aide	Encina ECE	09/21/21
New Hire	Brady, Nakia	Prob	Instructional Assistant I	Cameron Ranch	09/15/21
New Hire	Brady Eichhorn, Marque	Prob	Campus Monitor	Arden	09/20/21
New Hire	Bucheli, Kristina	Prob	Clerk	Deterding	09/17/21
New Hire	Cervantes, Maria	Prob	Clerk	Edison	09/24/21
New Hire	Coss, Jayme	Prob	Instructional Assistant I	Oakview	09/22/21
New Hire	Davis, Christy	Prob	Intermediate Clerk Typist	Bella Vista	10/11/21
New Hire	Davis, Liise	Prob	Intermediate Clerk Typist	Mesa Verde	09/27/21
New Hire	Dulaney, Leslie	Prob	School Playground Rec Aide	Whitney Avenue	09/14/21
New Hire	Gladilina, Ala	Prob	Child Develop Assistant-SA	Orangevale ECE	10/05/21
New Hire	Greenhalgh, Emily	Prob	Custodian	Starr King	10/12/21
New Hire	Grishchenko, Sergey	Prob	Custodian	Dyer-Kelly	09/27/21
New Hire	Hawkins, Benjamin	Prob	Custodian	Katherine Johnson	09/20/21
New Hire	Ibrahim, Wafaa	Prob	Nutrition Services Worker I	El Camino	09/20/21
New Hire	Kruithof, Vivian	Prob	Instructional Assistant I	Gold River	09/27/21
New Hire	Lazrig, Noor Elhuda	Prob	Instructional Assistant II	Marvin Marshall	09/08/21
New Hire	Martin, Kristina	Prob	Instructional Assistant I	Carriage	09/20/21
New Hire	McGee, Samantha	Prob	Elem School Secretary	Pasadena	09/13/21
New Hire	Miller, Dorothy	Prob	Nutrition Services Worker I	Churchill	09/30/21
New Hire	Montes, Denisse	Prob	Instructional Assistant I	Northridge	09/20/21
New Hire	Moore, Bobbi	Prob	Instructional Assistant I	Oakview	09/13/21
New Hire	Pierce, Shannon	Prob	School Playground Rec Aide	Lichen	09/22/21
New Hire	Radvanyi, Ryan	Prob	Instructional Assistant I	Sylvan	09/27/21
New Hire	Ragusa-Ball, Josephine	Prob	Nutrition Services Worker I	Ottomon	09/23/21
New Hire	Reyna, Kiani	Prob	Youth/Adult Employ Tech I	Workability	09/17/21
New Hire	Russo, Dewan	Prob	School Playground Rec Aide	Carmichael	09/27/21
New Hire	Safi, Haseebullah	Prob	IA-Bilingual-Dari	Arcade	10/04/21
New Hire	Sanchez, Peter	Prob	Warehouse/Delivery Worker	Maintenance and Operations	09/27/21
New Hire	Sandeen, Nancy	Prob	Nutrition Services Worker I	Carnegie	09/30/21
New Hire	Schaufelberger, Jennifer	Prob	Nutrition Services Worker I	Carmichael	09/30/21
New Hire	Shaw, Katherine	Prob	Instructional Assistant I	Green Oaks	08/11/21
New Hire	Smith, Jeffery	Prob	Nutrition Services Worker I	Del Paso Manor	09/16/21
New Hire	Standridge, Ginger	Prob	Bus Attendant	Transportation	09/20/21
New Hire	Tallman, Kaylee	Prob	Custodian	Green Oaks	09/27/21
New Hire	Teater, Mary	Prob	Intermediate Clerk Typist	Fiscal Services	09/27/21
New Hire	Tesinsky, Crystal	Prob	Instructional Assistant I	Del Dayo	09/14/21
New Hire	Thompson, Mariana	Prob	Instructional Assistant I	Dyer-Kelly	09/20/21
New Hire	Vargas, Kasandra	Prob	Instructional Assistant III	Arlington Heights	09/21/21
New Hire	Ward, Tameka	Prob	Sch/Comm Intervention Asst	Greer	09/27/21
New Hire	Williams, Eveangela	Prob	Intermediate Clerk Typist	Nutrition Services	10/06/21
New Hire	Williams, Sabrina	Prob	Intermediate Clerk Typist	Deterding	09/01/21
New Hire	Zezulka-Byers, Eliza	Prob	Social Emotional Spprt Tech	LSC Region 2 @ Barrett	09/01/21
Rehire	Einhorn, Joann	Prob	Payroll Technician I	Payroll	09/21/21
Rehire	Fredeen, Elizabeth	Prob	School Playground Rec Aide	Whitney Avenue	09/27/21
Rehire	Salluzzo, Alfred	Prob	School Playground Rec Aide	Whitney Avenue	09/20/21

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid w/ Benefits	Pittam, Ma'Keshia	Perm	Tch-Child Develop Permit	Early Childhood Education	09/01/21	03/31/23

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Mio-Cunningham, Denise	Prob	Mental Health Therapist	White House Counseling	08/10/21	10/01/21

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Vasquez, Johnny	Perm	Teacher Grade 7/8	Katherine Johnson	09/17/21
Resignation	Walker, Haley	Prob	Teacher Grade 7/8	Woodside	09/17/21
Termination	Grimes, Reanetta	Prob	Tch-Mod/Severe K/12	Ralph Richardson	09/10/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Atif, Qais	Prob	IA-Bilingual-Farsi	Katherine Johnson	09/20/21
Resignation	Behrendt, Cody	Prob	Custodian	Starr King	08/26/21
Resignation	Brookins, Delilah	Perm	Instructional Assistant III	Laurel Ruff	09/23/21
Resignation	Brush, Danette	Perm	Instructional Assistant III	Carnegie	09/24/21
Resignation	Buckmaster, Haley	Prob	Instructional Assistant II	Oakview	10/06/21
Resignation	Clough, Mikelann	Perm	Intermediate Clerk Typist	Casa Roble	09/22/21
Resignation	Crouch, Alyssa	Perm	IA-Multi-Severely Hndcp	Ralph Richardson	09/03/21
Resignation	Galvan Jr., Xavier	Prob	Custodian	Mira Loma	10/01/21
Resignation	Gomez, Katrina	Prob	Nutrition Services Worker I	Mira Loma	08/30/21
Resignation	Hayes, Angileena	Perm	Sch/Comm Intervention Spec	Pupil Personnel Services	09/17/21
Resignation	Hickman, Erika	Perm	Instructional Assistant III	Legette	10/13/21
Resignation	Holsinger, Sarah	Prob	Sch/Comm Intervention Asst	Central Enroll/Family Srvcs	09/30/21
Resignation	Jhatu,Baljit	Perm	Human Resources Analyst	Human Resources	10/01/21
Resignation	Le, Damon	Perm	Instructional Assistant Health	Health Services	09/23/21
Resignation	Machado, Krystle	Perm	Nutrition Services Worker I	Edison	08/31/21
Resignation	Ware, Damion	Perm	Campus Monitor	El Camino	10/01/21
Resignation	West, Ashley	Prob	Nutrition Services Worker	Oakview	07/27/21

4. JOB DESCRIPTION / SALARY RANGE CHANGE

MANAGEMENT

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Coordinator, Facilities Accounting and Compliance	SJAA	New	N/A	12	10/13/21

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Supervisor, Transportation	SJSA	Update	A-29	N/A	10/13/21

JOB DESCRIPTION

Position Code: 652
Management Group: SJAA
Salary Range: 12
Work Calendar: 003

POSITION TITLE: Coordinator, Facilities Accounting and Compliance

DEFINITION: Under general direction, responsible for ensuring district compliance with all applicable state and local laws and regulations pertaining to the operations of the Facilities department; coordinates the financial accounting and budgeting responsibilities associated with the Facilities, Maintenance and Operations, and Transportation departments; coordinates the use of facilities, developer fees, leasing of district property, and other applicable programs.

DIRECTLY RESPONSIBLE TO: Chief Operations Officer

SUPERVISION OVER: Classified personnel as assigned

DUTIES AND RESPONSIBILTIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Organizes and coordinates the financial accounting and budgeting responsibilities associated with the Facilities, Maintenance and Operations, and Transportation departments and ensures compliance with applicable laws, codes, and regulations.
2. Coordinates and evaluates internal processes and controls to ensure district-wide compliance with applicable state and local laws, regulations, codes and established departmental policies and procedures for assigned areas of responsibility.
3. Reviews third-party leasing/facilities use agreements and oversees the management of district-wide facilities use program and joint lease agreements between the district and external agencies/stakeholders.
4. Assists with the coordination of applicable district services as defined by third-party leasing/facilities use agreements.
5. Performs comparative analysis surveys to establish and revise schedules of fees associated with facilities use, developer fees, etc. and may collaborate with independent counsel.
6. Oversees the processing of construction progress payments and monitors claims, stop notices, retention payments, back charges and/or liquidated charges.
7. Assists project managers and other key personnel in reviewing and analyzing contracts, bidding procedures, and facilities-related (public works) purchases in compliance with public contracting requirements.
8. Serves as the system administrator of applicable third-party software programs/applications and develops, maintains, and updates procedural manuals to ensure compliance with established departmental policies and procedures.
9. Assists in the development of departmental and district goals, objectives, policies and procedures and makes recommendations for improvements as necessary.
10. Collaborates with other district departments to assist in the development of policies and procedures related to areas of responsibility.
11. Assists with the coordination of required independent, external audits of the district for assigned areas of responsibility.
12. Researches and interprets laws, regulations, and codes to assess departmental exposure to liabilities for assigned areas of responsibility and consults with independent counsel to eliminate potential risk and ensure compliance.

13. Oversees and coordinates bond accounting, capital improvement budgets and the cash flow management process of projects and contracts, including the preparation of periodic and special statistical and comparative analyses.
14. Responsible for preparing financial reports and monitoring assigned budgets for irregularities, reconciling anomalies to ensure accuracy of financial statements and reports, and coordinating specialized reporting for state and local agencies.
15. Prepares and maintains records and reports to ensure compliance with standards, applicable laws, and district procedures.
16. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Any combination of training, education, and experience equivalent to a bachelor's degree from an accredited college or university with an emphasis in accounting, budgeting, or financial management or closely related field.

Licenses and Certificates:
- Valid Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license

Knowledge, Skills, and Abilities:
- Knowledge of applicable federal, state, and local laws, rules, regulations, codes and legislation
- Knowledge of accounting and budgeting principles, procedures and terminology and their application to a variety of accounting and budgeting transactions and problems
- Knowledge of cash management and fiscal solvency concepts and practices
- Knowledge of public works purchasing laws, rules and regulations
- Knowledge of principals of supervision and ability to analyze complex problems, prescribe and formulae remedial policies, procedures and/or programs
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge of research resources and data collection practices
- Ability to work effectively with all levels of district staff, representatives of external agencies, and other stakeholders
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to communicate effectively both verbally and in writing with all levels of staff and members of the community
- Ability to understand and follow verbal and written instruction
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work
- Ability to establish priorities and meet deadlines
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Outdoor areas
- Moderate noise
- Continuous contact with staff with frequent interruptions and significant distractions

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Inspect documents and other written materials with fine print
- Move about facilities to conduct work, including sitting, or remaining in a stationary position for extended periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination
- Physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions

Other Characteristics:
- Ability to work additional hours and evenings, as required
- Ability to travel locally to attend meetings and other events

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved: 10/13/2021

JOB DESCRIPTION

Position Code: 808
Classified Group: SJSA
Salary Range: A-29
Work Days: 260

POSITION TITLE: Supervisor, Transportation Operations

DEFINITION: Under general direction, supervises and plans work of assigned staff; coordinates the daily operations of the department for assigned areas of responsibility; may be required to serve as a substitute bus driver, as needed.

DIRECTLY RESPONSIBLE TO: Operations Manager, Transportation

SUPERVISION OVER: Classified employees as assigned

DUTIES AND RESPONSIBILTIES: (Any one position may not include all of the duties listed; the listed examples do not include all duties and responsibilities that may be found in positions within this classification.):

1. Supervises, trains and evaluates the performance of assigned staff and assists with disciplinary actions and meetings as necessary.
2. Prepares and modifies work schedules and assignments, based on contract bidding procedures, for assigned staff.
3. Assists in the development of bell schedules for school sites applicable to assigned areas of responsibility.
4. Plans and prepares extra duty schedules for staff based on contract requirements.
5. Identifies and reviews staffing needs with department management and participates in the interview and selection process of candidates.
6. Assists with the planning, development, and implementation of professional development trainings and workshops for assigned staff and areas of responsibility.
7. Collaborates with district staff and administrators to coordinate transportation services provided to students.
8. Communicates with district staff, site administrators, parents, and outside agencies to exchange information, resolve issues, concerns and questions regarding transportation services, student behavioral problems and accommodations.
9. Develops and evaluates bus routing specifications (i.e. shortest, safest routes, pickup locations, etc.).
10. Prepares a variety of reports and maintains accurate records related to assigned staff and areas of responsibility.
11. Assists in the development of and adherence to applicable district and department policies, regulations, and procedures.
12. Performs routine safety and maintenance checks to assure buses are in safe operating condition and are regularly serviced and inspected.
13. Assists the district and external agencies in the accident investigation process for the purpose of gathering evidence and information.
14. May dispatch substitute and relief drivers.
15. Serves as a substitute school bus driver, as needed.
16. May assist management with special projects.
17. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Experience driving a school bus which includes a safe driving record or related school transportation experience demonstrating the ability to perform the duties of the position; previous supervisory experience desirable.

Licenses and Certifications:
- Valid California Class B Commercial Driver's License issued by the California Department of Motor Vehicles
    - P and S endorsements and air-brake certification must be obtained within ~~30 days~~ ***5 months*** of date of hire
- Any and all licenses/certifications may not include any vehicular restrictions other than, 'Automatic Transmission Only'
- Staff hired for this position who are in possession of the following licenses/certification must maintain these during employment with the district:
    - Valid California Class B Commercial Driver's License with P and S endorsements and air-brake certification
    - Valid California School Bus Driver's Certificate
    - Valid First-Aid Certificate
    - Valid medical certificate approved by the California Department of Motor Vehicles
    - Any and all licenses/certifications may not include any vehicular restrictions other than, 'Automatic Transmission Only'

Knowledge, Skills, and Abilities:
- Knowledge of the provisions of California Education Code, California Vehicle Code and California Administration Code relating to the transportation of students
- Knowledge of district safety practices and procedures
- Knowledge of the tools, methods, materials and equipment used in the maintenance and repair of mechanical equipment and vehicles
- Knowledge of transportation scheduling and routing methods and techniques
- Knowledge of public agency budgets, accounting procedures and terminology
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge of telematics principles and best practices
- Ability to effectively train and supervise assigned personnel
- Ability to understand and follow verbal and written instructions
- Ability to read, interpret, and implement district policy, state and federal regulations, and bargaining unit contracts
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work
- Ability to communicate effectively both verbally and in writing with all levels of district staff and the community
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff and the community
- Ability to analyze situations and adopt an effective course of action
- Ability to analyze and resolve problems with tact and diplomacy
- Ability to establish priorities and meet deadlines

- Ability to use standard shop tools and equipment safely and efficiently
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate to very loud noise
- Continuous contact with staff
- Drive a vehicle to conduct work

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Communicate to exchange information in person, in small groups, and/or on the telephone
- Inspect documents and other written materials with fine print
- Move about facilities to conduct work, including walking, standing or remaining seated for long periods of time
- Maneuver and shift large buses without power steering
- Operate office equipment requiring repetitive hand movement and fine coordination
- Transport and lift objects weighing up to 50 pounds and objects weighing up to 150 pounds with assistance

Hazards:
- Exposure to fumes, airborne particles, oil, grease, and toxic or caustic chemicals
- Outdoor weather conditions

Other Characteristics:
- Ability to receive and respond to emergency calls after hours and on weekends

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Approved:	5/24/1983
Revised:	9/1983
Revised:	4/19/1995 (License Only)
Revised:	5/23/2000 (License and Physical Characteristics)
Revised:	3/28/2018
Revised:	4/10/2018
Revised:	10/13/2021

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 10/12/2021

APPROVED:
Jennifer Stahlheber

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Purchase Orders & Service Agreements	✓	1
Change Orders	✓	2
Construction & Public Works Bids	NA	
Piggyback Contracts	NA	
Zero Dollar Contract	NA	
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	

Purchasing Contracts Board Report
Purchase Orders, Service Agreements, and Awards

September 15, 2021 - September 28, 2021

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	9/27/2021	Mobile Modular Mgmt Group	2 Portable classroom for Rio MOD 208-9495-P1 project	$ 116,392.81	216 - Facilities
TBD	9/27/2021	Walk Sacramento	Safe routes to school program	$ 151,054.00	530 - Safe Schools
TBD	9/27/2021	Superior Sports	Soccer program geared toward Refugee students	$ 148,500.00	412 - Office of Student Learning
TBD	9/27/2021	Imagine Learning	Supplemental language instruction	$ 225,000.00	304 -Office of Student Learning
TBD	9/27/2021	Raquel Riegos	NPS Title 1 student supplemental instruction. Contract date: 10/1/21-9/30/22	$ 10,000.00	304 - Office of Student Learning
TBD	9/27/2021	Leslie Moring	Supplemental instruction to eligible Title 1 students at Presentation School.	$ 15,000.00	304 - Office of Student Learning
TBD	9/28/2021	CDW	Chromebooks/cart - Howe Ave	$ 204,909.00	190 - Howe Avenue

Purchasing Contracts Board Report
Change Orders/Amendments for Items $95,200

September 15, 2021 - September 28, 2021

Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
							$ -	
							$ -	
							$ -	

Service Agreement Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility

Contract Consultant Amendments/Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
203122	9/28/2021	PBK-WLC	C/O#1 adding civil surveying for Starr King New Construction project 147-9512-P1	$ 165,000.00		$ 26,400.00	$ 191,400.00	216 - Facilities
							$ -	
							$ -	

Other Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
202235	9/23/2021	Campbell Keller	C/O#1 size changes in cabinets for Grand Oaks full site furniture replacement project 119-9306-N1	$ 558,905.16		$ 3,710.36	$ 562,615.52	216 - Facilities
201003	9/23/2021	Campbell Keller	C/O#1 size changes in cabinets for Coyle full site furniture replacement project 162-9306-J1	$ 472,573.49		$ 2,684.11	$ 475,257.60	216 - Facilities
202911	9/23/2021	Campbell Keller	C/O#1 size changes in cabinets for Arlington full site furniture replacement project 103-9306-N1	$ 223,822.08		$ 3,563.48	$ 227,385.56	216 - Facilities

Lease Amendments/Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
							$ -	
							$ -	
							$ -	

General Contract Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
104877	9/27/2021	Perkins Electric, Inc	C/O#2 Additional work at San Juan High for Special Projects Upgrade Region 1 392-9233-P2	$ 208,000.00	$ (8,799.00)	$ 1,672.00	$ 200,873.00	217 - Facilities
106903	9/27/2021	Kiz Construction, Inc	C/O#1 Additional work at Encina for exterior framework for Katherine Johnson project 055-9495-P2	$ 151,000.00	$ -	$ 7,080.00	$ 158,080.00	217 - Facilities

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-4

MEETING DATE: 10/12/2021

SUBJECT: Surplus Property

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Business Support Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the disposal of surplus property pursuant to Board Policy 3270.

RATIONALE/BACKGROUND:
The Governing Board recognizes that the district may own personal property which is unusable, obsolete, or no longer needed by the district. The superintendent or designee shall arrange for the sale or disposal of district personal property in accordance with board policy and the requirements or state law.

The superintendent or designee shall identify to the board all items not needed by the district together with their estimated value and a recommended disposition.

ATTACHMENT(S):
A: List of Surplus Property

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Susan Kane, Director, Business Support Services
Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Kent Kern, Superintendent of Schools

Board of Education Agenda Item
Surplus Property Oct 12th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Cameron Ranch			32 - Apple Desktop computers		ewaste
Cameron Ranch			Projector		ewaste
Cameron Ranch	Apple		iPad		ewaste
Cameron Ranch			3 - Printers		ewaste
Cameron Ranch	HP Compaq		10 - HP Keyboards		ewaste
Cameron Ranch	Apple		Apple MacBook Pro		ewaste
Cameron Ranch	Apple		6 - iPads		ewaste
Carnegie	Anywhere Carts		COW	20180847	ewaste
Carnegie	Anywhere Carts		COW	20181525	ewaste
Churchill	HP Compaq		8200 Elite Small Form Computer	Serial # MXL22800S1	ewaste
Churchill	HP Compaq		8200 Elite Small Form Factor	Serial # 2UA21011PF	ewaste
Churchill	HP Compaq		HP Monitor	Serial # CNK93800LJ	ewaste
Churchill	HP Compaq		HP Monitor	Serial # CNK81200Q2	ewaste
Churchill		AC-SLIM-5375	White computer cart (COW)	San Juan # 20175017	ewaste
Churchill	Apple		Apple TV	Serial #F6LQ833NFF54 San Juan #20176209	ewaste
Churchill	Apple		Apple TV	Serial # F6LQ5SZ5FF54 San Juan # 20176386	ewaste
Churchill	Apple		Apple TV	Serial # F0TRKB4XFF54 San Juan #20174957	ewaste
Churchill	Apple		Apple TV	Serial # F6LQ31HEFF54 San Juan # 20176168	ewaste
Churchill	Apple		Apple TV	Serial# F6LQ3WG9FF54 San Juan# 20176130	ewaste
Churchill	Apple		Apple TV	Serial# F6LLD6W1FF54 San Juan# 20174951	ewaste
Churchill	Apple		Apple TV	Serial# F6LQ3Z6JFF54 San Juan# 20176072	ewaste
Churchill	Apple		Apple TV	Serial# F6LQ31EFFF54	ewaste
Churchill	Apple		Apple TV	Serial# F6LQ3D0KFF54	ewaste
Churchill	Apple		Apple TV	Serial# F6LQ32KTFF54	ewaste
Churchill	Apple		Apple TV	Serial#C07QGVN2FF54	ewaste
Churchill	Apple		Apple TV	San Juan# 20176373	ewaste
Churchill	Apple		Apple TV	San Juan# 20176043	ewaste
Churchill	Apple		Apple TV	San Juan# 20176042	ewaste
Churchill	Apple		Apple TV	San Juan# 20174985	ewaste

Board of Education Agenda Item
Surplus Property Oct 12th Meeting Date

The following District property is unusable, obsolete, or no longer needed. The items are to be disposed of by sale, recycled, donated, or discarded as required by Board Policy 3270 Education Code 17545 and 17546.

Location/Site	Make	Model	Description	Serial #	Disposition
Churchill	Apple		Apple TV	San Juan# 20176374	ewaste
Churchill	Apple		Apple TV	San Juan# 20176287	ewaste
Churchill	Apple		Apple TV	San Juan# 20174974	ewaste
Churchill			White Chromebook cart empty	San Juan# 20175023 and 20175102 (two barcodes)	ewaste
Churchill	Acer Model		Full cart with 36 Acer computers	# N15Q10 Barcodes 10018825; 10018827 through 10018834; 10018887 through 10018914	ewaste
Del Campo			30 - Student desks with chairs		recycled
Del Campo			35 - Hard plastic chairs		recycled
Del Campo			8 - 5' x 2' Science tables		recycled
Del Campo			3 - 5' x 2' Wood science tables		recycled
Del Campo			4 - 8' x 4' Oval teacher desks		recycled
Del Campo			3 - 6'x2'x2' Double decker teachers desks 2 - pressboard		recycled
El Camino			Textbooks		recycled
Greer	Apple		5 - iPads	20190756, 20190649, 20190250, 20190742, 20190741	ewaste
Mira Loma			45 - Boxes of hardbound books		recycled
Rio Americano			Chromebook cart		ewaste
Rio Americano			Chromebooks		ewaste

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 10/12/2021

SUBJECT: Lease-Leaseback Contract Award for Earl LeGette Elementary School

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 3086, awarding the lease-leaseback contract for Earl LeGette Elementary School to Flint Builders, Inc., pursuant to Education Code section 17406.

RATIONALE/BACKGROUND:
The construction of a new pre-manufactured ECE/TK/Kinder 4-classroom wing (5,800 SF), ECE classroom to act as a TK/Kinder if not populated by ECE class, 1 ECE play structure and 1 TK/Kinder play structure (8,400 SF), outdoor learning area and new multi-purpose building (8,000 SF). In addition, modernization of existing classrooms, existing multi-purpose building and administrative/support spaces to reconfigure certain programs. Also, underground utility upgrades to support the growing campus, new fencing, site and building accessibility improvements as required by the Division of the State Architect. The supporting site lease agreement and facilities lease agreement are available for reference at the district's Facilities Business Office.

ATTACHMENT(S):
A. Resolution No. 3086

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: N/A
Additional Budget: N/A
Funding Source: Measure P
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing: ☒

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Chief Operations Officer
Kent Kern, Superintendent of Schools

RESOLUTION NO. 3086

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING THE AWARD OF THE LEASE-LEASEBACK CONTRACT TO FLINT BUILDERS, INC. FOR THE EARL LEGETTE ELEMENTARY SCHOOL PROJECT AND SETTING FORTH THE WRITTEN BASIS FOR THIS DECISION TO AWARD

WHEREAS, sections 17406 of the Education Code authorize school districts, including the San Juan Unified School District ("District"), to use the lease-leaseback procurement process;

WHEREAS, by Resolution No. 2831, the San Juan Unified School District Board of Education adopted the mandatory procedures and guidelines for use in lease-leaseback projects;

WHEREAS, consistent with those mandatory procedures and guidelines, the District issued Request for Proposals #22-200 ("RFP"), which (1) included a requirement for proposers to be prequalified under Section 20111.6 of the Public Contract Code, (2) included an estimate of the price of the Project, a description of preconstruction services to be provided, and a description of the facilities to be constructed; (3) included the key elements of the instrument to be awarded; (4) included a description of the criteria to be considered in evaluating the Proposals; and (5) included the scoring to be applied to the proposals; and

WHEREAS, nine (9) potential lease-leaseback proposers submitted Proposals in response to the RFP, which, the District has carefully examined

NOW, THEREFORE, pursuant to Education Code section 17406 the San Juan Unified School District Board of Education does hereby determine to award the Site Lease and Facilities Lease for the Project to Flint Builders, Inc. for the following reasons:

1. The District determined to select its lease-leaseback provider for the Project based on best value in accordance with the evaluation criteria stated in the RFP.

2. Flint Builders, Inc. submitted a Proposal responsive to the RFP, which has been determined to present the best value to the District. The Proposal received a score of 257 out of a possible 265. This was the highest score received, with the other two (2) proposers receiving scores of 240 by Core Construction and 196 by XL Construction.

3. Flint Builders, Inc. demonstrated that it will satisfy the skilled and trained workforce availability, as defined in Public Contract Code section 2601.

4. The initial amount of the Facilities Lease shall be $70,000.00 for preconstruction services only. No construction services are authorized at this time.

The foregoing findings and decision to award were made by the San Juan Unified School District Board of Education at a meeting of the Board on October 12, 2021, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____
Paula Villescaz, President
San Juan Unified School District
Board of Education

Attest:

_____
Zima Creason, Clerk
San Juan Unified School District
Board of Education

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-1

MEETING DATE: 10/12/2021

SUBJECT: K-8 Schools Update

CHECK ONE:
For Discussion: ☐
For Action: ☐
Report: ☒
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board hear the report on K-8 schools update.

RATIONALE/BACKGROUND:
The purpose of this report is to provide the board with an overview and update of the middle years programs at our K-8 schools. This report will provide a historical context of the dates each site began the shift into becoming a K-8 school, along with current details on programmatic offerings and enrollment.

ATTACHMENT(S):
A: Presentation
B: K-8 Math and Elective Course Offerings by School
C: K-8 Enrollment Trends by Grade Level

BOARD COMMITTEE ACTION/COMMENT:
Curriculum, Standards, Instructional and Student Services Committee (C&S): 10/06/2021

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $N/A
Funding Source: N/A
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A
Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Cassie Bennett-Porter, Director, Elementary and K-8 Schools
Amberlee Townsend, Assistant Superintendent, Elementary Education and Programs AT

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

San Juan
Unified School District

K-8 Middle Years Update

SAN JUAN UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

OCTOBER 12, 2021

1

History of K-8 Schools in San Juan

1994:

Orangevale Open (OVO)

2006-07:

Gold River Discovery Center (GRDC), Lichen , Sierra Oaks, Starr King

2007-08:

Woodside

2009-10:

Kingswood

2013-14:

Thomas Edison Language Institute

2

K-8 Schools - What the Research Says

- Potential academic benefits to students at K-8 schools
- Improved social emotional outcomes for students at K-8 schools
  - K-8 students perceive themselves to be more academically prepared
  - Attendance rates and suspension rates more positive
- Positive impacts may be stronger for students who need more stability

3

K-8 Schools are Unique

- K-8 schools experience similar successes and challenges
- BUT not all K-8 schools are built the same; each one is unique, i.e.
  - Electives vary
  - Self-contained 6th grade
  - Dual Immersion (DI), Science Technology Engineering Arts and Math (STEAM), Advancement Via Individual Determination (AVID)
  - Course offerings based on populations and total enrollment such as English Language Development (ELD) elective, Integrated Math 1 (IM 1), foreign language, and intervention

4

K-8 Course Offerings by School

GRDC	Kingswood	Lichen	OVO	Sierra Oaks	Starr King	Woodside	Thomas Edison
ELA History Math PE Science	ELA History Math PE Science	ELA History Math PE Science	ELA History Math PE Science	ELA History Math PE Science	ELA History Math PE Science	ELA History Math PE Science	**Dual Immersion:** ELA/History Math/Science PE **English Immersion:** ELA/History Math/Science PE
Electives	Electives	Electives	Electives	Electives	Electives	Electives	Electives

Math: Math 6, Math 7, Math 8, Accelerated Math, Integrated Math 1
ELA: English Language Arts
PE: Physical Education
Electives detailed in Attachment B

5

Middle Years Enrollment (6th-8th) at K-8 Schools

School	2018/2019	2019/2020	2020/2021	2021/2022
GRDC	288	283	272	256
Kingswood	188	180	178	163
Lichen	178	178	173	168
OVO	213	176	168	173
Sierra Oaks	248	246	198	191
Starr King	221	248	248	256
Thomas Edison	182	176	178	189
Woodside	165	149	135	115

6

Listening to Stakeholder Input

Listening sessions with multiple stakeholder groups

- Staff (teachers and administrators)
- Families
- Students

Opportunities to provide input through written and digital surveys

Examples of questions asked:

- What are some of the benefits of attending K-8 schools for the middle years?
- Why did you choose to send your child to a K-8 school vs. a 6-8 school?
- Why do you choose to teach at a K-8?
- What are some of the challenges of attending a K-8 school?
- What supports are needed for K-8 schools?

7

Benefits of K-8 Schools - What We Heard

Students	Staff	Families
• A sense of community and inclusivity • Making the transition from 5th to 6th with friends • Staying with siblings • Fewer transitions • Leadership opportunities • Younger kids look up to big buddies • Learning English as a second language-more support	• Sense of community and feeling of family • Strong relationships with kids and families • Teachers know the students so they can meet needs right away • Collaboration with whole staff and across content areas • Parent involvement • Can keep a close eye on kids	• Strong sense of community • Keeping siblings at the same school (fewer drop offs) • Keeping kids with familiar peer groups • Teachers know kids and have high expectations • Leadership opportunities • Not having to learn a new school community and culture • Know kids and other families • Great communication

8

Challenges Unique to K-8 Schools - What We Heard

Students	Staff	Families
• Many activities geared toward elementary • Facilities - no lockers • Fewer after school activities or electives • Feel treated as elementary students • PE in school clothes • Pressure to be a role model • Concern about preparedness for high school • Don't meet as many new people • Food offerings not equitable, want lunches like middle school	• Middle school teachers at K-8 schools are a small group with unique challenges • Difficult to offer differentiated math classes • Fewer resources, i.e. intervention, electives • Limited facilities - bathrooms, locker rooms, labs, studios, gym • Activities geared more toward elementary • Teaching multiple subjects • Supports for English Learners	• Parents desire more offerings such as band, choir, leadership, sports, electives • Concern about broad course of study • Limited facilities • Challenging for new students to come in to established peer group • Smaller learning community creates less anonymity for students. • Some parents don't want to hear "every little thing" (communication about minor incidents)

9

Lessons Learned

Sense of community found at K-8 schools benefits all stakeholders

- Students, staff, and families benefit from strong sense of community
- Teachers and students know one another
- Students can rely on relationships with former teachers
- Staff collaborate often about student needs
- Transition is smooth since students don't need to learn a new school environment or new staff

Stability in population varies by community

- In some communities, K-8 is a choice made by families
- In other communities, K-8 is a matter of circumstances
- Benefit to students who need stability is not universally available

10

Lessons Learned

Perception about preparation for high school is mixed

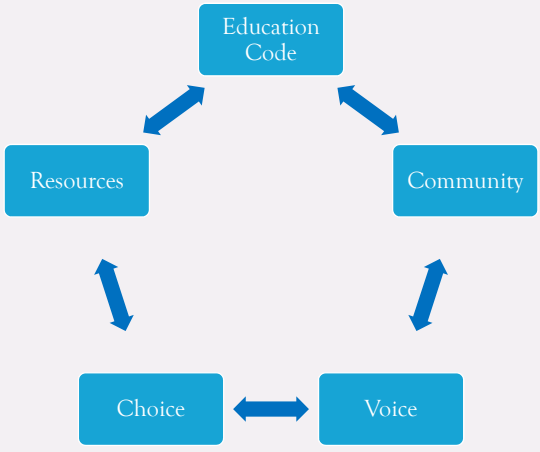
- Some parents and teachers perceived their K-8 students to be better prepared for high school
- Some perceived K-8 students were not as prepared for high school as their peers

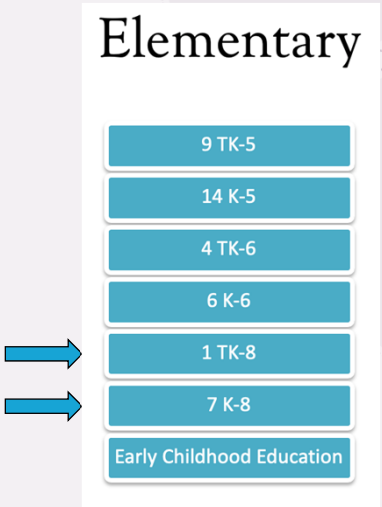
Perceived lack of resources/choices for K-8 students

- Facilities - bathrooms, locker rooms, gyms, labs, technology rooms, art/music space, etc.
- Lack of access to differentiated instruction, i.e. higher level classes or intervention
- Scheduling and logistics challenges due to small size
- Lack of access to electives, clubs, sports
- Food-students desire a variety of options such as a snack bar, vending machines, etc.

11

What shapes the system, shapes our K-8 Schools





12

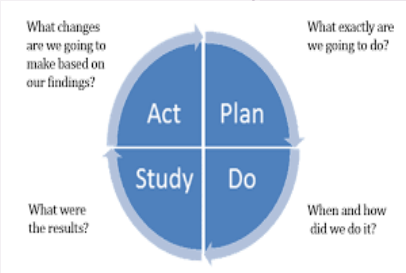
Next Steps

Questions we are asking ourselves / initial entry points for next steps

Based on the feedback how can we support K-8 schools?

Initial entry points

- Connect with Nutrition Services. Can they support us with varied lunches similar to middle school lunches?
- Identify activities for participation. How might we support middle years students with middle years activities, i.e. dances and outdoor learning experiences (field trips)?
- Further support staff. In what ways would staff want support in helping them become a more prominent voice in our system (listening circles)?
- Explore opportunities. How might we increase access to accelerated math courses across all of our K-8 schools?
- Public Relations of what a K-8 is at each site. How can we better support sites in publicizing to their communities about their unique program?



13

San Juan Unified School District
K/8 Math and Elective Course Offerings by School

Elective Courses

	GRDC	Kingswood	Lichen	OVO	Sierra Oaks	Starr King	Woodside	Thomas Edison
Elective Wheel Options	**6th** • Art • Computers • English Tutorial • French • Life Skills • Music **7th** • Community Service • French • Geography • Life Skills **8th** • Art • Computers • Music • Student Assistant	**6th, 7th** • AVID 1 • Creative Writing • Leadership • Math Enrichment • Music • Science Enrichment **8th** • Creative Writing • Leadership • Math Enrichment • Music • Science Enrichment	**6th** • Creative Writing • Math Support **7th** • Creative Writing • Public Speaking • Robotics **8th** • Art • Drama • Math Support	**6th, 7th, 8th** • Debate • Fitness • History of Human Expression • Leadership and Student Council • Science of Art • STEAM • Teacher Assistant	**6th, 7th, 8th** • Accelerated PE • Art • Drama • Movie Making/ Digital Story-Telling • Spanish • Student Leadership • Teacher Assistant • Yearbook	**7th, 8th** • Creative Writing • STEAM • Student Leadership/ Yearbook • Technology /Robotics	**6th, 7th, 8th** • Creative Writing • Journalism • Math Foundation • Reader's Theater • Student Leadership • Teacher's Assistant	**6th, 7th, 8th** • Art • Book Club • Choir • Spanish • Sports • STEAM • Student Leadership • Technology Student News • Yearbook

San Juan Unified School District
K/8 Math and Elective Course Offerings by School

	GRDC	Kingswood	Lichen	OVO	Sierra Oaks	Starr King	Woodside	Thomas Edison
Other Elective Options (Yearlong)	**8th only** • French • Life Skills • Spanish	**8th only** • AVID 2 **6th, 7th, 8th** • ELD • Directed Study	**6th, 7th, 8th** • ELD • Intervention	**8th only** • Student Government **6th, 7th, 8th** • Directed Study	**6th, 7th, 8th** • Directed Study • ELD	**6th, 7th,8th** • Directed Study • ELD • Intervention	**6th, 7th, 8th** • Directed Study • ELD	**6th, 7th, 8th** • Directed Study • ELD

Math Courses

	GRDC	Kingswood	Lichen	OVO	Sierra Oaks	Starr King	Woodside	Thomas Edison
Grade Level Math	✓	✓	✓	✓	✓	✓	✓	✓
Accelerated Math	✓			✓	✓			
Integrated Math 1	✓			✓	✓			

K-8 Enrollment Trends by Grade Level

School	Grade Level	18/19	19/20	20/21	21/22
Gold River	5	102	10	75	77
	6	97	99	93	80
	7	97	91	89	92
	8	94	93	90	84
Kingwood	5	58	46	47	73
	6	64	61	60	50
	7	64	59	63	55
	8	60	60	55	58
Lichen	5	69	61	66	56
	6	65	56	58	58
	7	61	66	53	58
	8	52	56	62	52
Orangevale	5	66	83	53	57
	6	66	59	57	62
	7	63	59	54	55
	8	84	58	57	56
Sierra Oaks	5	87	60	68	66
	6	68	95	48	59
	7	87	61	86	48
	8	93	90	64	84
Starr King	5	90	61	96	76
	6	90	86	56	95
	7	62	93	98	71
	8	69	69	94	90
Thomas Edison	5	83	95	95	95
	6	54	79	73	76
	4	70	53	56	67
	8	58	44	49	46
Woodside	5	66	48	45	45
	6	53	53	37	32
	7	53	44	54	38
	8	59	52	44	45

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 10/12/2021

SUBJECT: ESSER III Expenditure Plan

CHECK ONE:
For Discussion: ☒
For Action: ☐
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board review and discuss the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Action anticipated: October 26, 2021

RATIONALE/BACKGROUND:
School districts receiving ESSER funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use funds to, at minimum, address students' academic, social emotional, and mental health needs, as well as opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. The plan must be adopted by the local governing board at a public meeting on or before October 29, 2021 and must be submitted for review and approval to the County Office of Education within five days of adoption.

On May 25, 2021, the governing board approved the Expanded Learning Opportunities (ELO) Grant Plan which included the utilization of ESSER funds to create a multiyear plan that provides supplemental instruction and support to students, including those identified as needing academic, social emotional and other supports. Included within the ESSER III Expenditure Plan are actions identified within the ELO Grant Plan, as well as other actions identified utilizing stakeholder input.

ATTACHMENT(S):
A: Presentation
B: ESSER III Expenditure Plan
C: ESSER III Stakeholder Engagement: Theme Summary

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $115,741,153
Additional Budget: $_____
Funding Source: ESSER III (One-Time Funds)
(Unrestricted Base, Supplemental, other restricted, etc.)
For Years 2021-22, 2022-23 and 2023-24 Only

LCAP/STRATEGIC PLAN:
Goal: ALL Focus: N/A
Action: N/A
Strategic Plan: ALL

PREPARED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB

APPROVED BY: Kent Kern, Superintendent of Schools KK

Division of Teaching and Learning

Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan

San Juan Unified School District
Board of Education
October 12, 2021

1

Elementary and Secondary School Emergency Relief (ESSER III) Funding

- Provides districts with funding to address the impact of COVID-19 on elementary and secondary schools
  - $115,741,153 allocated
- Board of Education approval deadline: October 29, 2021
- Funded through: September 30, 2024

Implement prevention and mitigation strategies

- Consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning

Address academic impact

- A minimum of 20% of funds need to go towards addressing the academic impact of lost instructional time through the implementation of evidence based strategies

2

Expanded Learning Opportunities (ELO) Plan and ESSER Funds

- Developed in Spring 2021 utilizing community input
- Approved by the Board of Education on May 25, 2021
- Provides supplemental instruction and support strategies for targeted students
- Multiyear plan utilizing ELO, ESSER II, ESSER III and other funds

3

San Juan Unified School District

ELO Plan Elements

Supplemental and Support Strategies For Targeted Populations

- Expand summer, before, during and after school programs
- Expand instructional supports in classrooms
- Pilot a flex schedule at secondary schools
- Expand social emotional, mental health, mentoring and transition supports
- Expand supports for credit deficient students
- Expand training for school staff on student academic and social emotional support strategies

4

San Juan Unified School District

Community Engagement

ThoughtExchange

290 participants

488 thoughts

11,486 ratings

Listening Sessions

Staff

Students

Parents

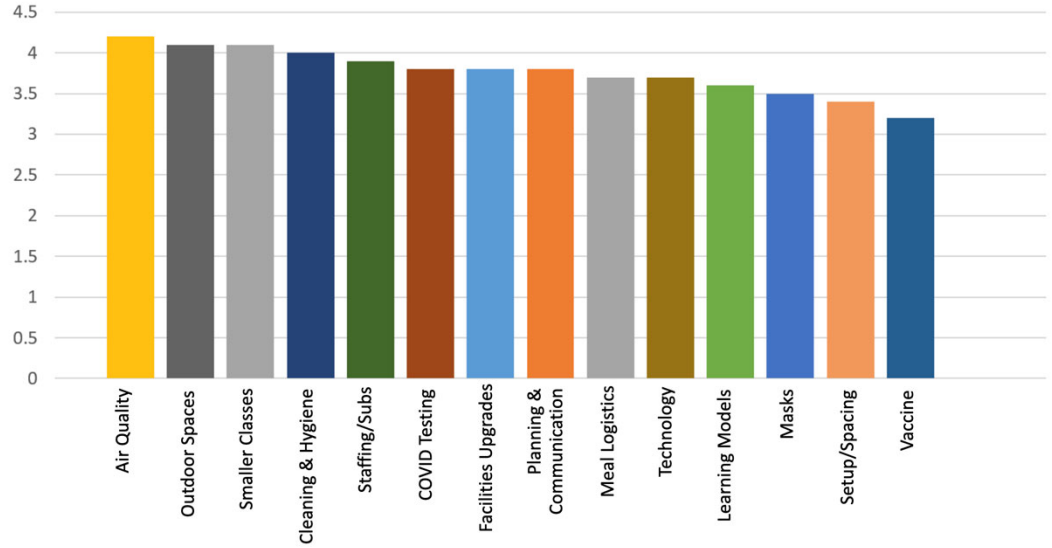
Community partners

Labor groups

5

San Juan Unified School District

ThoughtExchange: Top themes by star score



6

San Juan Unified School District

Engaged Community Partners

- American Indian Education Program (AIEP)
- District English Learner Advisory Committee (DELAC)
- Facilities Committee
- Equity Community Collaborative Team (includes community partners from American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)
- Extended Cabinet
- Foster Youth
- Homeless Youth
- Newcomer/Refugee Students and Parents
- Parents of Students with Disabilities
- San Juan Unified School District Bargaining Groups
- San Juan Youth Voice Advocates
- Special Education Local Plan Area (SELPA) Administrator Team
- Superintendent's Parent Advisory Committee (SPAC)
- Superintendent's Student Advisory Council (SSAC)
- Talleres Familiares

7

Listening Session Key Themes

Strategies for Continuous and Safe In-Person Learning	Addressing the Impact of Lost Instructional Time
• Improve and continue COVID-19 mitigation strategies • Improve facility infrastructure • Implement strategies to address the staffing shortage • Improve COVID-19 communication	• Differentiate academic and social emotional supports • Increase mental health supports for students • Increase credit recovery options for students • Foster peer interactions, mentoring and community building • Provide engaging, fun, real world experiences and opportunities for students

8

Strategies for Continuous and Safe In-Person Learning

Actions	Examples	Budget
Provide continuous and safe in-person learning activities and events	• Off-set losses in Associated Student Body accounts that would fund events such as athletics, dances, and graduation	$600,000
Improve facility infrastructure	• Expand and add outdoor learning spaces to prevent the spread of the COVID-19 virus • Install touchless water stations	$10,000,000
Support bargaining agreements	• Emergency Back-up Teacher • COVID Testing Coordination	$2,886,873

Total budgeted: $13,486,873

9

San Juan Unified School District

Addressing the Impact of Lost Instructional Time

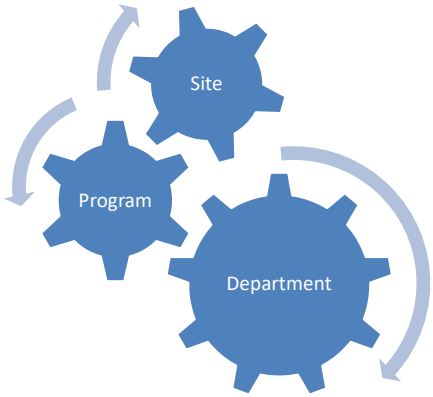
Actions	Examples	Budget
Expand summer programs	• Camp Winthers	$1,408,000
Provide before, during after and summer school programs	• Site Allocations • School Partnership Projects	$30,020,000
Pilot Flex Schedule at secondary schools	• 30 minutes of designated intervention/extension time	$4,050,000
Expand instructional supports in classrooms	• Teacher allocations above staffing ratio • TK-2 instructional assistants	$50,022,198
Coordinate and support Expanded Learning Services	• Expanded nutrition service hours • ELO coordinators	$2,801,679
Expand social emotional and mental health support for students	• Mental health therapists • MTSS staffing	$5,141,670
Mentor and support targeted populations	• Improve Your Tomorrow • Equal Opportunity Schools	$2,474,733
Implement high school credit recovery options	• APEX	$1,286,000
Provide staff professional development aligned to district priorities	• Instructional assistant training: academic and behavior support strategies	$5,050,000

Total budgeted: $102,254,280

10

San Juan Unified School District

Measuring Impact



- Layered responsibility
- Qualitative and quantitative
- Monitoring at the site level
- Adopt, adapt or abandon

11

Next Steps

Date	Action
October 26, 2021	Board action
October 29, 2021	Deadline to submit plan to Sacramento County Office of Education (SCOE)
November-December 2021	SCOE reviews and approves plan
December 2021	SCOE submits plan to California Department of Education (CDE)

12

Questions
and
Board Discussion

13

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Melissa Bassanelli, Deputy Superintendent	mbassanelli@sanjuan.edu 916-971-7216

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Expanded Learning Opportunities (ELO) Grant Plan	The ELO Grant Plan can be found as a "quick link" on the home screen of the San Juan Unified School District webpage (www.sanjuan.edu).
Local Control and Accountability Plan (LCAP)	The LCAP can be found as a "quick link" on the home screen of the San Juan Unified School District webpage (www.sanjuan.edu).

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA
$ 115,741,153

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	$13,486,873
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	$102,254,280
Use of Any Remaining Funds	$0

Total ESSER III funds included in this plan

$ 115,741,153

Community Engagement

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and evaluation of how education is delivered to our approximately 39,000 students. Outlined below is the district process for gathering meaningful community input to inform actions and expenditures using the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds. In addition to the input most recently collected to inform the ESSER III Expenditure Plan, previously collected input from the Local Control and Accountability planning process and the Expanded Learning Opportunities Grant planning process was utilized to shape and influence the actions identified in the "addressing the impact of lost instructional time" section of this plan. Actions included in the "addressing the impact of lost instructional time" section of the ESSER III Expenditure Plan were previously identified in the Expanded Learning Opportunities Grant Plan which was approved by the Board of Education on May 25, 2021.

To initiate the discussion with our community, a ThoughtExchange, an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community, was conducted from August 23, 2021 through August 27, 2021. The ThoughtExchange focused on students, parents/guardians, staff members, and the community, and explored ideas for improving and upgrading our facilities and other operations to support continuous and safe in-person learning while reducing and preventing the spread of the COVID-19 virus. Approximately 300 participants responded to share their thoughts or rate the ideas shared by others.

Findings from the ThoughtExchange include the following themes and sub-themes ranked in order of importance, as identified by the ThoughtExchange participants:

1. Air Quality o Upgraded air filtration and HVAC systems at all schools for all rooms o Quality air purifiers in all rooms o Ability to open windows and doors to increase air flow	2. Outdoor Spaces o More outdoor tables for eating o Develop outdoor areas for classes o Build outdoor shade structures	3. Smaller Classes o Too many students in classes create safety and infection issues
4. Cleaning and Hygiene o Floor and surface cleaning daily o Universal protocol for hand washing, especially before eating o Install hand sanitizing stations in key areas at all school sites	5. Staffing/Subs o Increase custodians o Increase substitute pay to alleviate staff shortages o More teachers in schools to support quarantined students to mitigate learning loss o Hire more recreational aides for outdoor supervision	6. COVID-19 Testing o Provide rapid test kits at all schools o Regular testing o Expanded testing at all schools for accessibility
7. Facilities Upgrades o Replace drinking fountains with touchless water bottle filling stations o Screens on windows o Autoflush sinks and toilets o Fence school perimeters for student safety	8. Planning and Communication o Transparent and improved sharing of COVID-19 protocols o Notify all families in a classroom when a student tests positive o Immediate notification to families when a student(s) tests positive o All schools should use the same reporting requirements and COVID protocols	9. Meal Logistics o Outdoor tables to promote better distancing o Continue free meals for all students to improve learning o Staggered lunch times
10. Technology o More robust servers o Live stream classes o Chromebooks at home to help quarantined students o Low/no cost internet; Wi-Fi hotspots for reliable internet access	11. Learning Models o Provide video lessons to quarantined students o Unvaccinated students to stay in distance learning model o Hybrid option for increase classroom spacing and infection control	12. Mask o All staff need to wear correctly and enforce masking policy o Provide PPE to families for affordability and to ensure masks are clean o Mandatory masking

13. Setup/Spacing o Increased social distancing during lunch o More outdoor tables to support distancing o Small pods/less intermingling of students	14. Vaccines o Students to wear masks at all times if not vaccinated o Mandatory vaccines for staff	

Using the themes from the ThoughtExchange, listening sessions were held with various community groups throughout the district to enhance the community engagement process and help inform the ESSER III Expenditure Plan. These listening sessions provided a rich source of input that helped guide our planning and decision-making process, specifically in the form of recommendations to help improve and upgrade our facilities and operations to build even safer learning environments. Three questions were developed and asked based on the results of the previously conducted ThoughtExchange. The questions asked were:

1. What theme areas from the ThoughtExchange resonate with you and why?
2. What is missing that should be considered to help improve or maintain safe learning environments?
3. What are your top 5 priority areas from question 1 and 2?

Listening sessions were held with the following groups:

- American Indian Education Program (AIEP)
- District English Learner Advisory Committee (DELAC)
- Facilities Committee
- Equity Community Collaborative Team (includes community partners from American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)
- Extended Cabinet
- Foster Youth
- Homeless Youth
- Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC)
- Newcomer/Refugee Students and Parents
- Parents of Students with Disabilities
- San Juan Unified School District Bargaining Groups
- San Juan Youth Voice Advocates
- Special Education Local Plan Area (SELPA) Administrator Team
- Superintendent's Parent Advisory Committee (SPAC)
- Superintendent's Student Advisory Council (SSAC)
- Talleres Familiares

A description of how the development of the plan was influenced by community input.

Upon reviewing the input received from the ThoughtExchange and listening sessions, several high-level key themes emerged that were used to shape the ESSER III Plan:

Strategies for Continuous and Safe In-Person Learning:

- Improve and continue COVID-19 mitigation strategies *
  - Increase cleaning of classrooms and other school environments
  - Maintain district provided wipes, sanitizers and masks
  - Increase COVID-19 testing availability and accessibility
  - Implement practices that allow for safe in-person events and activities
- Improve facility infrastructure *
  - Outdoor learning spaces
  - Touchless water dispensers
  - Ensure optimal air flow within school buildings
  - Replace inefficient HVAC units
  - Upgrade air filtration systems
  - Implement facility upgrades that allow for greater physical distancing within classrooms and other spaces
- Implement strategies to address the staffing shortage *
  - Substitute teacher shortage
  - Challenge to find qualified applicants to fill certificated and classified vacancies
- Improve COVID-19 related communication #
  - Case rate information
  - COVID-19 protocols
  - Exposure and quarantine notification timeline and process

Addressing the Impact of Lost Instructional Time (ThoughtExchange and listening sessions held during the 2020-21 school year with data included in the ELO Plan approved by the Board of Education on May 25, 2021):

- Differentiate academic and social emotional supports*

    - More assistance during the school day
        - Additional certificated support
        - Additional classified support
        - Language support
    - More opportunities for before and after school supports
        - Academic supports to address learning needs
        - Social emotional development
    - Empower schools to develop and implement plans that are responsive to the needs of their unique community
- Increase mental health supports for students*
- Increase credit recovery options for students*
- Foster peer interactions, mentoring and community building*
- Provide engaging, fun, real world experiences and opportunities for students*

Utilizing the themes collected during the listening sessions, actions were developed and are included in the plan. Themes annotated with an "*" have related actions included within the ESSER III Expenditure Plan. Themes annotated with an "#" although not included within the ESSER III Expenditure Plan, are being followed up on by staff as a part of the system's ongoing continuous improvement efforts.

Actions and Expenditures to Address Student Needs

Strategies for Continuous and Safe In-Person Learning

San Juan Unified School District will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus. Using stakeholder input, needs such as outdoor learning environments, touchless water-filling stations and support at events and activities are included within the actions.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

$13,486,873

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Provide continuous and safe in-person learning activities and events	Provide principals and other school leaders with the resources necessary to maintain continuous and safe in-person learning, activities and events while mitigating the spread of COVID-19.	$600,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Improve facility infrastructure	Improve facility infrastructure to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.	$10,000,000
N/A	Support bargaining agreements	Agreements with bargaining units that result in fiscal impact and provide for safe and continuous in-person learning.	$2,886,873

Addressing the Impact of Lost Instructional Time

In May 2021, San Juan Unified School District identified that it will use additional one-time funds to address the academic impact of lost instructional time within the Expanded Learning Opportunities (ELO) Grant Plan. By integrating ESSER III funds within the ELO planning process, San Juan Unified School District was able to create a comprehensive three-year plan that identified strategies and actions to:

- Extend instructional learning time
- Accelerate progress to close learning gaps through the implementation, expansion or enhancement of learning supports
- Integrate student supports to address other barriers to learning
- Expand efforts that provide students with access to technology, high-speed internet, and other academic supports
- Expand supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
- Provide professional development for school staff to engage students and families in addressing students' social emotional health and academic needs

Total ESSER III funds being used to address the academic impact of lost instructional time

$102,254,280

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO: 1.01, 1.02, 1.03, 1.04, 1.05	Expand summer programs	Expand summer programs to include more locations and program offerings that meet the needs of our diverse learners.	$ 1,408,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO: 1.07, 2.17, 2.12, 2.13, 2.14, 2.16	Provide before, during, after and summer school programs	Develop and implement programs that meets social emotional and/or academic needs of students.	$30,020,000
ELO: 2.01	Pilot Flex Schedule at secondary schools	Provide designated time within the secondary schedule to provide academic intervention, enrichment and social emotional support to all students.	$4,050,000
ELO: 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10, 2.11, 6.01, 6.02, 6.03	Expand instructional supports in classrooms	Recruit, hire, increase and retain certificated, classified and contracted personnel supports to address learning needs.	$50,022,198
ELO: 2.15	Coordinate and support Expanded Learning services	Coordinate and support expanded learning services and programs.	$2,801,679
ELO: 3.01, 3.02, 3.03, 3.04, 3.05, 3.06, 3.08	Expand social emotional and mental health support for students	Recruit, hire, increase and retain staff and contract for services to provide social emotional and mental health supports for students.	$5,141,670
ELO: 3.09, 3.10, 3.11, 3.12, 3.15, 4.10, 5.08, 5.09, 5.10	Mentor and support targeted populations	Expand partnerships and programs that provide targeted students with social emotional and academic supports, opportunities for post-secondary exploration, eligibility and pursuit, and leadership development.	$2,474,733
ELO: 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07	Implement high school credit recovery options	Implement programs that provide students the opportunity to complete courses for credit and show proficiency.	$1,286,000
ELO: 7.01, 7.02, 7.03	Provide staff professional development aligned to district priorities	Provide additional professional learning and collaboration time for staff aligned with district priorities.	$5,050,000

Use of Any Remaining Funds

San Juan Unified School District will use remaining ESSER III funds to support agreements made with bargaining groups that result in a fiscal impact and provide for safe and continuous in-person learning.

Total ESSER III funds being used to implement additional actions
$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	N/A	N/A	N/A

Ensuring Interventions are Addressing Student Needs

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide continuous and safe in-person learning, activities and events	The Division of Teaching and Learning will monitor implementation of activities and events	Monthly
Improve facility infrastructure	Facilities Department will monitor progress towards completion of projects	Annually
Support bargaining agreements	Fiscal Services will review and monitor fiscal impacts	Monthly
Expand summer programs	Program enrollment Number of programs and schools Student survey Parent survey	Annually, upon program completion

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Provide before, during, after and summer school programs	Elementary • i-Ready • Grades • Survey Secondary • Grades • Survey Program enrollment	Grading periods: • Progress report • Report card Survey and enrollment: Annually, upon program completion
Pilot flex schedule at secondary schools	i-Ready Diagnostic Reading and Math Assessment	Every 10 weeks within testing windows: • August 16 - October 15 • January 10 - February 18 • May 23 – June 3 (Tentative)
Expand instructional supports in classrooms	Number of additional certificated and classified staff hired	Annually
Expand social emotional and mental health supports for students	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) Student Survey	Beginning of year, midyear, end of year Annually
Mentor and support targeted populations	Program enrollment Student marks/grades	Annually Grading periods: • Progress report • Report card

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	Student survey Parent survey	Surveys: Midyear and end of year
Implement high school credit recovery options and improve college eligibility	Grades Number of students completing credit recovery courses and credits earned Number of students identified as participating in high level courses Successful completion Equal Opportunity Schools (EOS)	Midyear and end of year
Provide staff professional development aligned to district priorities	Number of certificated and classified participants Implementation Survey	Midyear and end of year

SAN JUAN UNIFIED SCHOOL DISTRICT

Elementary and Secondary School Emergency Relief (ESSER) III
Stakeholder Engagement: Theme Summary

San Juan Unified School District (SJUSD) is committed to ensuring the voices of students, staff, families, and community members are lifted into the planning, implementation, and evaluation of how education is delivered to our approximately 39,000 students. Outlined below is the district process for gathering meaningful community input to inform actions and expenditures using the Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds.

A ThoughtExchange, an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community, was conducted from August 23, 2021, through August 27, 2021. The ThoughtExchange focused on students, parents/guardians, staff members, and the community, and explored ideas for improving and upgrading our facilities and other operations to support continuous and safe in-person learning while reducing and preventing the spread of the COVID-19 virus. Approximately 300 participants responded to share their thoughts or rate the ideas shared by others. The results were used, along with other qualitative data, to help guide planning and decision-making for the ESSER III Expenditure Plan.

Findings from the ThoughtExchange include the following themes and sub-themes ranked in order of importance:

1. Air Quality
    - Upgraded air filtration and HVAC systems at all schools for all rooms
    - Quality air purifiers in all rooms
    - Ability to open windows and doors to increase air flow
2. Outdoor Spaces
    - More outdoor tables for eating
    - Develop outdoor areas for classes
    - Build outdoor shade structures
3. Smaller Classes
    - Too many students in classes create safety and infection issues
4. Cleaning and Hygiene
    - Floor and surface cleaning daily
    - Universal protocol for hand washing, especially before eating
    - Install hand sanitizing stations in key areas at all school sites
5. Staffing/Subs
    - Increase custodians
    - Increase substitute pay to alleviate staff shortages
    - More teachers in schools to support quarantined students to mitigate learning loss
    - Hire more recreational aides for outdoor supervision
6. COVID-19 Testing
    - Provide rapid test kits at all schools
    - Regular testing
    - Expanded testing at all schools for accessibility
7. Facilities Upgrades
    - Replace drinking fountains with touchless water bottle filling stations
    - Screens on windows
    - Autoflush sinks and toilets
    - Fence school perimeters for student safety
8. Planning and Communication
    - Transparent and improved sharing of COVID-19 protocols
    - Notify all families in a classroom when a student tests positive

    - Immediate notification to families when a student(s) tests positive
    - All schools should use the same reporting requirements and COVID protocols
9. Meal Logistics
    - Outdoor tables to promote better distancing
    - Continue free meals for all students to improve learning
    - Staggered lunch times
10. Technology
    - More robust servers
    - Live stream classes
    - Chromebooks at home to help quarantined students
    - Low/no cost internet; Wi-Fi hotspots for reliable internet access
11. Learning Models
    - Provide video lessons to quarantined students
    - Unvaccinated students to stay in distance learning model
    - Hybrid option for increase classroom spacing and infection control
12. Mask
    - All staff need to wear correctly and enforce masking policy
    - Provide PPE to families for affordability and to ensure masks are clean
    - Mandatory masking
13. Setup/Spacing
    - Increased social distancing during lunch
    - More outdoor tables to support distancing
    - Small pods/less intermingling of students
14. Vaccines
    - Students to wear masks at all times if not vaccinated
    - Mandatory vaccines for staff

In September 2021, meetings were held with various community groups throughout the district to enhance the community engagement process and to help inform the ESSER III Expenditure Plan. These listening sessions provided a rich source of input that helped guide our decision-making process, specifically in the form of recommendations to help improve and upgrade our facilities and operations to build even safer learning environments. Three questions were developed based on the results of the previously conducted ThoughtExchange. The questions asked were:

1. What theme areas from the ThoughtExchange resonate with you and why?
2. What is missing that should be considered to help improve or maintain safe learning environments?
3. What are your top 5 priority areas from question 1 and 2?

Key themes and sub-themes that emerged across the various community engagement groups are outlined below:

American Indian Education Program (AIEP) listening session: 09/13/21

- Install motion activated water bottle refill stations
- Upgrade filtration systems
- Offer incentives
    - Create fun, incentive-based competitions, such as a poster competition, to maintain student awareness of COVID-19 safety protocols
- Sanitation
    - Constant cleaning and disinfecting of facilities
    - Purchase disinfecting sprayers
- Transparent communications
    - COVID-19 case counts and protocols
    - Create a brochure for families for distribution
    - Train teachers on how to communicate COVID-19 protocols

District English Learner Advisory Committee (DELAC) meeting: 09/23/21

- Staffing
    - Increase Bilingual Instructional Assistants (BIAs)
    - Increase staff at schools who are bilingual
    - Substitute shortage
    - COVID-19 testing
- Cleaning and hygiene
    - Maintain standards for cleanliness and hygiene
    - Ensure soap dispensers are full at all times
    - Provide staff supervision to remind students to keep masks on, wash hands, and use sanitizer
    - District provided personal protective equipment including masks and hand sanitizer
- Smaller classes
    - Reduce class sizes for student safety and social distancing
    - Smaller classes help alleviate stress
- Outdoor spaces
    - Increase usable outdoor areas to help students stay safe and maintain social distancing
- Air Quality/Facilities
    - Limit outside activities due to heat and poor air quality
    - Increase indoor spaces when air quality is poor

Facilities Committee meeting: 09/15/21

- Outdoor spaces
    - Hold classes and events outdoors
    - Provide shade structures
    - Increase number of outdoor tables for lunch
- HVAC systems
    - Replace/upgrade existing HVAC to provide more robust and efficient systems
    - Replace old systems

Equity Community Collaborative Team listening session: 09/17/21

(Included SJUSD community partners: American Civil Liberties Union, Black Youth Leadership Project, Improve Your Tomorrow, Mutual Assistance Network, Project Optimism, United College Action Network, Youth Development Network)

- Staffing and substitute shortage
- Supports (academic and social emotional) for learning models not effective due to impacts of COVID-19
- Smaller class sizes
- Enforce mask mandate
- COVID-19 protocols prevent external partners from coming on campus if they are not currently under contract but a need has been identified for their services, especially for provision of social and emotional support

Extended Cabinet and SELPA Administrator listening session: 09/20/21

- Staffing
    - Substitutes, contract tracing, cleaning, COVID-19 testing, meal services
    - Thoughtful training for new staff
    - Incentivize pay
    - Creative and aggressive recruitment and advertisement
- COVID-19 testing/vaccines
    - Increase amount of testing
    - Offer vaccines on-site
    - Lack of availability of some rapid testing products
    - Increased demand for testing will result in an increased demand to secure rapid testing products

- Technology
    - Students in quarantine need devices
    - Upgrade Human Resources hiring system technology
    - Universal online hub for quarantine work
    - Faster service to sites
    - Sufficient inventory to meet needs
- Outdoor spaces
    - Provide covered structures for shade and inclement weather
    - Increase tables for outdoor eating
    - Provide outdoor space heaters
- Air Quality
    - Increase indoor spaces when air quality is unhealthy
    - Upgrade busses for efficient air control
    - Replace inefficient HVAC systems

Foster youth listening session: **09/16/21**

- COVID-19 testing
    - Students are not aware of testing for school attendance, but are aware of testing for sports
- Spacing
    - Classes are overcrowded with students too close to each other
    - Outdoor activities to help with social distancing
- Facilities
    - Provide plastic barriers in the classrooms
- Mask
    - Enforce mask policy including how to properly wear masks

Homeless Youth 1:1 interviews: **09/08/21 - 09/16/21**

<u>Adults</u>

- Facilities
    - Provide plastic screens in classrooms
    - Increase regularity of facility cleaning
- Outdoor
    - Increase seating
    - Covered shade structures
- Improve internet connectivity
- Smaller class sizes
- Mask policy and enforcement
- Outdoor
    - Increase seating
    - Increase shaded areas

<u>Students</u>

- Outdoor spaces
    - Increased seating
    - Covered shade structures
- Increase availability of hand sanitizer/wipes
- Facilities
    - Updated HVAC systems
    - Refillable water bottle stations
    - Improvements to outdoor common areas
- Improve internet connectivity
- Increase frequency of COVID-19 testing

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) meeting: **09/16/21**

- Communication
    - Mask and social distancing enforcement by district and school staff
    - Increase translation support
    - Improve communications regarding COVID-19 positive cases and quarantine policy
    - Improve communications from school attendance offices to home
    - Allow students/families to keep chromebooks for communications accessibility
    - Provide staff training and resources on how to deal with aggressive parents in light of COVID-19
- Sanitation
    - Soap, paper towel and hand sanitizer dispensers need to be kept filled
    - Tables, desks, and playground structures need to be cleaned regularly
    - District provided masks to ensure students have clean masks
- COVID-19 testing and vaccine administration
    - Accessibility - offer at each school site
- Independent study policy during quarantine
    - Quarantined students should have this option
    - Parents send their sick students to school since there is no independent study option
    - Quarantined students need access to assignments in a more expedient manner
- Student events
    - Events will support students socially and emotionally
    - Allow dances and rallies
    - Students do not understand why some events are allowed and some events are not allowed

Newcomer/Refugee listening session: 09/17/21 - students, 09/20/21 - parents

<u>Parents</u>

- Mental health and social supports
    - Students come from traumatic environments
    - Help transition from distance learning to in-person learning
    - Support and educate students on how to report violations such as bullying
    - Few resources available to assist bilingual students with disabilities
    - Staff/student training on cultural awareness to support students from diverse cultures
- Bilingual support
    - Facilitate student assimilation in school systems
    - Support Adult Education classes
    - Provide to both parents and students to decrease language barriers
    - Translate school site newsletters to help parents feel connected
    - Academic and social emotional support
    - Create Farsi/Dari/Pashto workshops/classes for Afghan refugees
    - Campus monitors/yard duty support to welcome students
- Academic
    - Increase after-school programs
    - Credit recovery classes for high school students
    - Offer year-long Early Literacy programs
    - Parent workshops in home languages (prefer Zoom) to educate about school systems
- Transportation
    - Lack of access to reliable transportation increases student absences
    - Students do not know how to navigate getting to school which results in high risk for accidents
    - Public transportation is not an option
- Outdoor spaces
    - Playground structures are old and unsafe
    - Increase amount of shade and outdoor usable spaces
    - Unsafe fencing
    - Some schools do not have a drop-off and pick-up area creating safety issues

Students

- Student education on COVID-19 safety protocols and mask wearing enforcement for both staff and students
- Focus on academic achievements and teacher relationships to increase attendance
- Create a safe learning environment for all students to increase attendance and maintain positive attitudes
- Increase funds to implement programs to mitigate learning loss, especially for English learners and students with disabilities
- Increase mental health supports

Parents of students with disabilities listening session: **09/09/21**

- Communications
    - Easy to find information
        - School site hubs in the same location for easy location
        - Plain language, not a lot of professional jargon
        - Use of visual supports such as flow charts
        - Mandate each school site to have a direct link to the district COVID-19 page
        - Have a social media page at each school site to find information quickly
- Provide more masks and water
    - Masks should be provided for free
    - If water fountains are turned off, water bottles should be free to students
- Insufficient staffing
    - Supervision - Before and after-school, lunches, etc.
    - Intervention plan - Students are staying home if sick, but are not receiving their IEP defined services
    - Expand instructional assistant (IA) hours to more than 6 hours per day
    - Increase staffing by offering more pay, more benefits, and more hours
    - Be more creative with existing staff as increasing pay does not always solve the issues
- COVID-19 testing
    - Offer at more school sites for accessibility - Parents often experience transportation and affordability issues
    - Offer saliva testing for those students who cannot do the nostril testing

San Juan Professional Educators Coalition (SJPEC) listening session: 09/20/21

- Staffing
    - Persistent vacancies in all areas teachers, custodians, office, substitutes (teachers, instructional aides), outdoor supervision, and nutrition services impacts the school at-large
    - Need more staffing for COVID-19 testing and contact tracing
    - Site administrators are exhausted due to staff shortages
- Outdoor/Indoor spaces
    - Improve or Increase outdoor spaces
    - Provide outdoor covered structures
    - Provide instructional outdoor spaces
    - Increase of outdoor spaces create supervisory staffing issues
    - Provide outdoor tables and space heaters
    - Bad air quality days increase need for indoor spaces with appropriate social distancing
    - Include outdoor areas that may support 1:1, small group learning, or social emotional work
    - Provide space for students in quarantine waiting to be picked up
- COVID-19 testing/vaccines
    - Offer testing at all sites
    - Provide staff training
    - Track testing for modified quarantine
    - Expand contract tracing

    - Administer vaccines
- Safety
    - Ensure facilities cleanliness
    - Enforcement of mask wearing policy by student (suspension or other consequences)
    - Overcrowded classrooms prevents social distancing
    - District provided disposable masks to enforce mask policy
    - Increase inventory of personal protective equipment
- Facilities
    - Increase touchless water dispensers at schools
    - Request facilities department visit school sites to assist with space planning
    - Increase number of desks at schools
- Mental health and social emotional learning supports
    - Improve site relationships
    - Student behavior challenges evidenced with return to in-person learning
    - Increase presence and visibility on campuses to support positive behavior
    - Improve response to behavior and progressive discipline process at school sites

San Juan Supervisors Association (SJSA) and California School Employees Association (CSEA) listening session: 09/21/21

- Staffing shortages
    - More efficient and expedited hiring processes
    - Increase custodians, bus drivers, nutritional services staff, technology services staff
    - Retain existing staff
    - Hire temporary staff
- Communications
    - Late notifications of COVID-19 positive cases and exposures creates more potential cases and exposures
    - Advertise staff openings
    - Consistent communications from school sites
- Safety
    - Need to keep students and staff healthy to remain in-person
    - Upgrade HVAC systems
    - Outdoor spacing works well in favorable weather but not in inclement weather
- Sustainable systems
    - Workloads are too large for existing staff in all areas
        - Establish workload priorities
    - Staff morale is an issue due to excessive workloads

San Juan Teachers Association (SJTA) listening session: 09/22/21

- Classroom air quality
    - Consistently monitored and maintained filtration systems with MERV 13 filters replaced regularly
    - Functional and responsive classroom climate control (HVAC)
    - Constant and continuous airflow
- Campus cleanliness
    - Classroom cleanliness (trash cans emptied, floors and desks/surfaces cleaned daily, frequent touch points cleaned daily)
- Staffing and sub shortages continue to be a concern
- COVID-19 testing
    - Increase access to testing
        - Consider offering home testing kits to staff who do not need to test, but want to test at home
- Technology capacity
    - Device availability for students out on quarantine
        - Chromebooks

        - Hotspots

San Juan Youth Voice Advocates (SJYVA) listening session: 09/22/21

- Cleaning & hygiene
    - District provided wipes and sanitizers
    - Require students to use hand sanitizer before entering and exiting classroom
    - Students to wipe down their desk
- Meal logistics
    - Provide designated seating
    - Students should not be allowed to eat indoors since they can not wear masks while eating
- Smaller classes/Outdoor spaces
    - Assists with social distancing
- Masks
    - Enforce mask policy
- COVID-19 testing/Contact tracing
    - Accessibility for COVID-19 testing is an issue
    - More efficient and immediate contact tracing while maintaining student confidentiality

Superintendent's Parent Advisory Committee (SPAC) meeting: 09/30/21

- Outdoor spaces
    - Bleachers, smaller pod tables, shade structures
    - Covered outdoor spaces for shade/rain protection
- Learning models
    - Provide video lessons
    - Hybrid model
    - Emotional health services and check-ins through virtual options
- Technology
    - UV robots for overnight cleaning
    - Livestream where possible
    - Student devices for quarantined students
    - Expanding access to technology (hotspots, cameras, chromebooks)
- COVID-19 Testing
    - Expanding access to COVID testing for families and volunteers
    - Rapid Testing
    - Making it more public that there is availability
- Air Quality
    - Air purifiers, air filtration, HVAC systems, increase air flow
    - We need a plan to address school closures due to fires

Superintendent's Student Advisory Council (SSAC) meeting: 09/07/21

- Implement a clear mask and social distancing policy
    - Students are not wearing masks in hallways and cafeteria (when not eating)
    - Students are not social distancing. Too many students in the cafeteria socializing.
    - Students are drinking out of water fountains
- Class size
    - Several COVID-19 outbreaks have occurred due to large class sizes
    - Combining classes (PE as example) create too large class sizes
- Substitute staffing
    - Unqualified teacher substitutes lead to more learning loss
    - Inadequate staffing and substitutes
- Increased and improved communications from the district
    - Consistent exposure and quarantine policy needed and enforced
    - Be specific when school calls regarding an exposure. Families with multiple students do not know who was exposed as messages are not specific enough.
- Programs to help students catch up from learning loss

    - Offer Zoom classes for students/teachers in quarantine
    - Offer make-up classes to mitigate learning loss

Talleres Familiares listening session: 09/16/21

- Masks
    - District provided masks
    - Classroom education and reminders on mask wearing importance
- COVID-19 testing
    - On-site testing at all schools
    - Expanded time frame
    - Increased communications for testing locations
- Cleaning and hygiene
    - Provide students with sanitizing wipes
    - Regular cleaning of classrooms, playgrounds, and school sites
    - Site cleaning stations with hand sanitizer, wipes, and masks
- Staffing
    - Increase custodians
    - Increase staff to assist with mask and social distancing enforcement
    - Increase staffing for smaller class sizes
- Technology
    - Allow students to keep their Chromebook and internet hotspots for at-home learning
    - Create a system for students to learn at-home during quarantine (Zoom instruction)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 10/12/2021

SUBJECT: Construction Update

DEPARTMENT: Facilities

CHECK ONE:
For Discussion: ☐
For Action: ☐
Report: ☒
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

ACTION REQUESTED:
The superintendent is recommending that the board receive an update on current construction projects for Bond Measures J, N and P.

RATIONALE/BACKGROUND:
In an effort to share progress, staff is presenting a report of projects that are in various stages of progress.

ATTACHMENT(S):
A: PowerPoint Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: Measures J, N & P
(Unrestricted base, supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Frank Camarda, Chief Operations Officer
Nicholas Arps, Director of Facilities, Construction and Modernization
Keith Reid, Communication Specialist

APPROVED BY: Kent Kern, Superintendent of Schools

Construction Update
October 12, 2021

1

Tonight's Road Map

- History & Past Projects
- Current & Completed Projects
- Furniture – Site Replacement & COVID
- Questions

2

Master Plan Priorities

High Schools

- Stadium upgrades including all weather tracks and fields, restrooms and concessions
- Performing arts
- Science classrooms
- Outdoor spaces
- 21st century learning classrooms
- Air conditioning in gymnasiums

Middle Schools

- Gymnasiums and locker rooms
- Expand cafeterias
- Performing arts
- Playfields
- Science classrooms

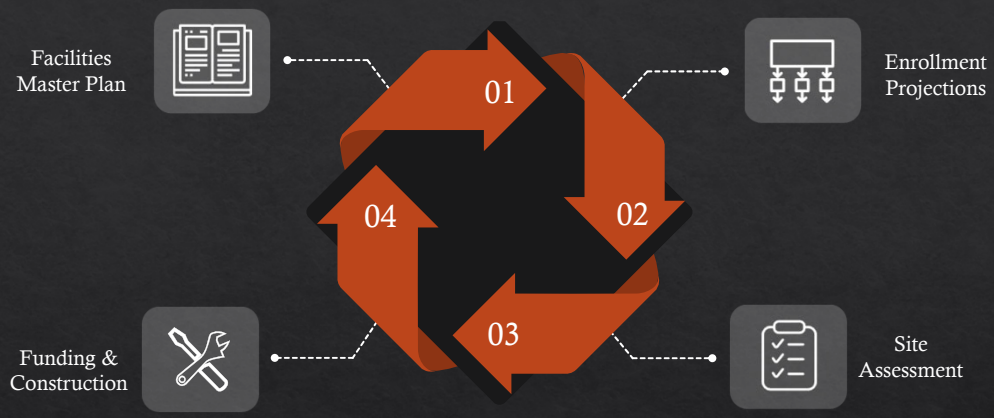
K-8 Schools

- Addition of gymnasiums & locker rooms
- Creation of seven-to-eight wings
- Replacement of portables with permanent classrooms
- Field upgrades

Elementary Schools

- Replacement of portables with permanent classrooms
- Multipurpose buildings
- Upgrades to HVAC
- Parking drop-off improvements
- Security & fencing
- Library upgrades

3



Facilities Process

4

2015 | through | 2019



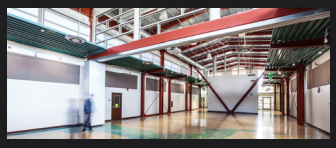












5

2020 | through | 2021

- Greer Elementary School



- Mira Loma HS Science Building



6

2020 | through | 2021

- Casa Roble Fundamental HS Student Union



- Del Paso Manor Elementary School



7

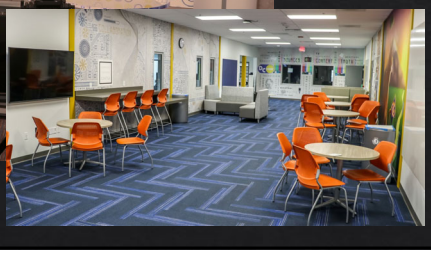
2020 | through | 2021

- Del Campo High School Science Building



- Del Campo High School CTE Building





8

2020 | through | 2021

- Arden Middle School



- Barrett Middle School



9

2020 | through | 2021

- Littlejohn Site (California Montessori)



- Winterstein Site (Gateway Charter)



10

I.T. Projects

- High School Camera Upgrades
- Wireless Upgrades
- Intrusion Alarm Upgrades

M&O Projects

- Skycrest Elementary School Light Mod
- Cameron Ranch Elementary School Light Mod
- Northridge Elementary School Play Fields
- HVAC Controls Upgrades

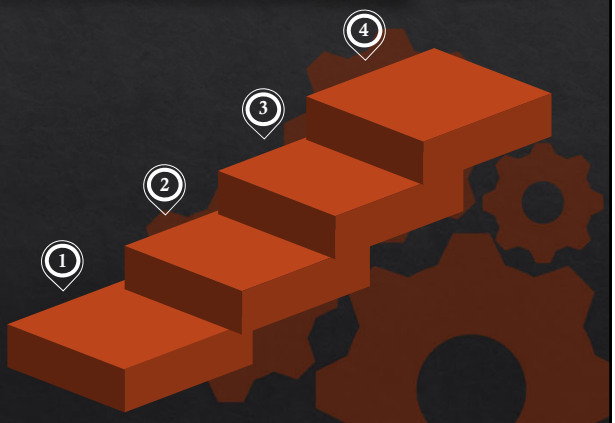
Misc. Projects

- High School Gym HVAC
- Howe Elementary School Portable
- Katherine Johnson Middle School Administrative
- Roofing:
  - Green Oaks
  - Lichen
  - Mission
  - Cowan
  - Sierra Oaks

11

Furniture Replacement

- Full Completion & Reuse
- Scheduling
- COVID Requirements
- School Site & Warehouse Inventory



12

School Sites
Classroom Furniture Replacement

Completed or in Process

- Cameron Ranch
- Charles Peck
- Cowan
- Casa Roble
- Dewey
- Mission Avenue Open
- Sierra Oaks K-8
- Skycrest
- Starr King K-8
- Thomas Kelly
- Whitney

New desks as per COVID*

- Arlington Heights
- Cambridge Heights
- Coyle
- Deterding
- Gold River K-8
- Grand Oaks
- Howe Avenue
- Kingswood K-8
- Lichen K-8
- Orangevale Open K-8
- Schweitzer
- Thomas Edison K-8
- Trajan

*classroom furniture to be replaced pending available funding

13



14


Dewey Fundamental Library
BEFORE
AFTER
15


QUESTIONS?
16

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 10/12/2021

SUBJECT: Early Literacy Support Block Grant Action Plan

CHECK ONE:
For Discussion: ☒
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board discuss and approve the required elements of the Early Literacy Support Block Grant (2020-2023) Action Plan.

RATIONALE/BACKGROUND:
The Early Literacy Support Block Grant will provide funds to Dyer-Kelly Elementary for the development of a root cause analysis, needs assessment, and literacy action plan. The focus of this funding is to support student literacy improvement in the 75 California schools with the highest percentage of students in third grade that scored at the lowest achievement standard level on the state summative English Language Arts assessment in 2018 and 2019. Funding allocations are based on student enrollment from the school year 2018-2019. The Early Literacy Support Block Grant (2020-2023) was approved by the board on January 26, 2021, for the amount of $613,140. We now need the Literacy Action Plan approved by the board per the California Department of Education (CDE).

ATTACHMENT(S):
A: Early Literacy Support Block Grant Summary
B: Early Literacy Action Plan Template

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Board of Education: 01/26/2021 (board approval)
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $613,140
Funding Source: California Department of Education
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 1, 3
Action: N/A
Strategic Plan: 1, 4

PREPARED BY: Nicole Kukral, Director, Professional Learning and Innovation NK
Amberlee Townsend, Assistant Superintendent, Elementary Education and Programs AT

APPROVED BY: Melissa Bassanelli, Deputy Superintendent, Schools and Student Supports MB
Kent Kern, Superintendent of Schools KK

Attachment A

Early Literacy Support Block (ELSB) Grant
Program Summary - Dyer-Kelly

Grant Overview

- ELSB Grant Program awards funds to the 75 California schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the State Summative English Language Arts (ELA) assessment.
- Dyer-Kelly was identified as one of these 75 schools and was awarded $613,140 to develop and implement a Literacy Action Plan (LAP) over a three-year period in support of TK/K-3 literacy education.

Plan Creation

- The ELSB grant team, comprised of site stakeholders, used backward planning, discussion, and analysis of site supports and K-3 assessment data to develop the LAP.
- California Department of Education (CDE), Consortium on Reaching Excellence in Education (CORE) and Sacramento County Office of Education (SCOE) assisted in this process.
- Through a root-cause analysis, the ELSB grant team learned the majority of Dyer-Kelly students are unable to decode complex, grade-level texts by the end of third grade.
- The K-3 student data shows a need in: phonemic awareness instruction, oral reading fluency, site-wide common assessments, foundational skills, and school-wide teaching strategies.
- SMARTe (Specific, Measurable, Attainable, Relevant, Time-Bound, and Equity-focused) goals for the next three years (2021-2024) were created based on these needs.

Key Actions

- Year 1 - Teacher enrichment and professional training through Language Essentials for Teachers of Reading and Spelling (LETRS) will deepen understanding of core ELA pedagogy. Work will be supported by a literacy coach and ELA Teachers on Special Assignment (TOSAs). Teachers will use this professional learning to inform their teaching strategies while using the current District adopted curriculum. This will support student learning and explicit systematic foundational skills instruction.
- Year 2 - Continued teacher enrichment and professional training through LETRS will further improve implementation of foundational skills instruction. Teachers will participate in the second year of LETRS training with support from a literacy coach and ELA TOSAs. At the end of year two, teachers will collect current assessment data and select a supplemental curriculum for year 3 instruction.
- Year 3 - Supplemental curriculum to support student interventions to reach grade level goals for foundational skills will be implemented. Data from reading assessments will be collected in Fall, Winter, and Spring trimesters (2023-2024) in order to measure student growth.

District Support

- ELA Program Specialist will serve as the Grant Lead to assist the site in the grant approval process as well as implementing the Literacy Action Plan.
- Site Team and Grant Lead will attend statewide professional learning network activities.
- ELA TOSA support for LETRS instruction and deepening understanding of Benchmark curriculum tools.

Attachment B

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K–3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template and Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan.*

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the ELSB Grant Resources Padlet for additional support and resources.

Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

Section 3: CATEGORIES 1–4 *(One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)*

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE

Statute: https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp

LEA/District: San Juan Unified School District

LEA/District Contact/Project Director: Gianfranco Tornatore

Site(s): Dyer-Kelly Elementary

Site Administrator(s): Jamal Hicks and Maureen James Pendleton

Early Literacy Team Member	Role (Include title and/or grade level)
Jamal Hicks	Principal
Maureen James Pendleton	Vice Principal
Heather Brandt	Program Specialist, ELA and History Social Science
Virginia Dorman	4 and 5th Grade Teacher
Tina Tran	2nd Grade Teacher
Yesmine Thompson	3rd Grade Teacher
Sarah Johnson	Kindergarten Teacher
Nicole Kukral	Director of Professional Learning
Gianfranco Tornatore	Director of Continuous Improvement and LCAP

Add additional rows as needed.

DYER-KELLY LITERACY GRANT ACTION PLAN

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) **(Insert additional rows as needed.)**			
Tier	**Area/Skill**	**ELA/ELD Instructional Materials**	**Literacy Assessments**
Tier 1: Core, Universal Supports	Foundational Skills	Benchmark Advanced	BPST, DOLCH
	Language Comprehension	I-Ready	I-Ready Diagnostics, Fountas & Pinnell
	English Language Development	Benchmark Advanced, Lexia	ELPAC
Tier 2: Targeted, Supplemental Supports	Foundational Skills	Heggerty	*We did not have these supports for the 2020-2021 school year.*
Tier 3: Intensive, Individualized Supports	*We did not have these supports for the 2020-2021 school year.*	*We did not have these supports for the 2020-2021 school year.*	*We did not have these supports for the 2020-2021 school year.*

Link to Grades TK/K–3 Master Instructional Schedule.

SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	**Narrative explanation of planning phase process and procedures**	**Name artifact(s) and include link(s) to evidence**
1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.	Our proposal team solicited stakeholder engagement by creating a presentation of our proposal work to explain the purpose of this grant, our process in identifying the problem statement and our proposed plan to address the problem statement identified in the root cause analysis. The proposal of our plan shares our SMARTe objectives to address our problem statement. Information about the ELSB grant has been shared with faculty and staff at the faculty meetings and the committee was formed to participate in sessions on writing the grant and presented at May, 2021, the school site council meeting. ELSB Grant Team, grade level leads, Categorical Programs Advisor and Local School Leadership Council met regularly to analyze data including Fountas and Pinnell scores, DIBELS, K-5 Assessment, Interim Assessment, iReady data to support the ELSB grant writing team with the Root Cause Analysis, Needs Assessment and collecting the evidence. The information about the early literacy grant as well as the needs assessment results were shared with parents at the School Site Council and Whole School Staff meetings. SSC members, teachers and parents provided input to refine literacy plans. We solicited comments from the SSC members, teachers and parents provided input to refine literacy plans. Parents supported the proposals to allocate funding for teachers x-time and professional development. Parents supported our motion to purchase additional materials and resources to enhance students' foundational reading skills. Parents discussed the effectiveness of the programs including comparison of electronic software and traditional	May Staff & Site Council Meeting (site council slide 6) Site Council Meeting Minutes (Page 5) Stakeholder Presentation (presented during staff meeting) Staff Survey Results

	printed materials. One parent mentioned having several children, the multiple supports we have and offer at Dyer-Kelly and specifically how "our site has a high number of EL students, however, the concern without having such strong programs in place and a variety of programs available many of our English as their primary language will fall behind." As previously stated, this is an example of a statement informing and supporting our root cause analysis and needs assessment, showing a need for increased professional learning on explicit systematic foundational skill instruction, to in turn support students foundational gaps. May 2020 - Site Counsel Attendance **Attendance:** ● Jamal Hicks – Principal ● Gian Tornatore – Principal ● Jeanette Sherwood – ICT ● Virginia Dorman – Teacher ● Bonnie Marcketti – Teacher ● Kim Commandatore – Teacher ● Karen Solari – Parent / SSC Chair ● Yelena Vakulchik – Parent ● Naser Enayati – Parent ● Wayne Walker – Parent ● Ibiza Ramirez-Luera – Parent **Guest:** ● Maureen James – Pendleton –Guest	
1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board	Through an in-depth data analysis we identified that few of our students are not able to decode complex grade-level texts by the end of third grade. Based on feedback from our parents, teachers and community and through analytical the development of our Root Cause Analysis we found a lack of consistent Phonemic Awareness and Oral Reading Fluency instruction, and agreed upon literacy assessments across our school site.	Root Cause Analysis Student Data

of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.		
1.3 NEEDS ASSESSMENT The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts. The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall	**Need 1:** We will improve in deepening our understanding of our core program (Benchmark) by teaching with coherence and intention by utilizing LETRS™ with district support to fill foundational skill gaps. By acquiring a site literacy coach (2021-2024) and a district curriculum consultant (TOSA) as measured by ORF, iReady, staff observations, and feedback by June 2022. **Rational of Need 1:** Based on feedback from our parents, teachers and community and through analytical the development of our root causes, we found it would be most formatively and summatively to support our teachers in deepening their individual pedagogical practices in foundational skills. As well as the practice utilizing common assessments to identify and assess students foundation needs.	Needs Assessment Student Data

review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.	**Need 2:** We, the teachers of Dyer-Kelly Elementary, will further improve our implementation of an explicit systematic foundational skill instructional (i.e. SIPPS, Open Court Foundational Skills, Heggerty phonemic awareness, word recognition for K-2; if needed) program across grade levels, K-3, by acquiring supplemental curriculum and training to support our year 1 goal of deepening our early literacy pedagogy as measured by data collections, collaborative lesson plans and peer observations by August 2022-June 2024. **Rational of Need 2:** Based on feedback from our parents, teachers and community and through analytical development, Year 2's improvement goal continues work started in Year 1 by providing curriculum and professional development in explicit systematic foundational skill instruction to support the learning gaps identified in year 1 and support for student needs. **Need 3:** We, the teachers of Dyer-Kelly Elementary, will improve student oral reading fluency by showing that when asked, a STUDENT will read a short story independently with 95% oral reading accuracy and will answer 3 of 5 comprehension questions correctly, as measured by collecting data and growth monitoring in Fall, Winter and Spring trimester reading assessments and classroom data by August 2023-June 2024. **Rational of Need 3:** We currently do not have site wide consistent explicit instruction or assessments in foundational reading skills or Oral Reading Fluency. In year 3, based on feedback from our parents, teachers and community and through analytical development of our root causes, we will use common assessments tied to the new foundational skills curriculum from year 2. This assessment data will allow us to monitor and address foundational reading skill gaps site wide.	

SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal ***"Big Picture"*** Focus of improvement centered on TK/K–3 literacy instruction ● Site/LEA practices or issues ● Evidence-based rigorous goal	**2.1 Rationale** ***"Why you chose the goal"*** Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.	**2.1 Evidence** ***"Artifacts that back up the rationale and support why you chose the goal"*** Include links to supporting evidence.	**2.1 Action Item(s)** ***"Specific, timebound actions that describe how the literacy instructional program will be improved"*** ● Align action items to the goal ● Design to impact literacy outcomes ● Write as SMART goal	**2.2 Metrics** ***"How you will measure progress on actions (implementation) and/or growth (student data) and how often"*** Articulate plan that includes: ● Tool/Metric ● Intervals ● Monitoring and adjusting
Example: *Provide explicit, academic vocabulary instruction.*	***Example:*** *Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.*	***Example:*** *Screening data revealed low student scores in vocabulary across K–3.* *[Insert Link] Link to needs assessment and root cause analysis*	***Example:*** ● *By August 2022 (Year 3), purchase Academic Vocabulary Toolkit* ● *By October 2022, initial training for all K–3 teachers and support staff, with monthly follow-up sessions*	***Example:*** ● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data*
Building capacity around our tier 1 ELA/ELD program (Benchmark) through LETRS training across K-3 grade levels.	*Stakeholder Slide Show Presentation* *Stakeholder Feedback form results* *The presentation of information to stakeholders allowed for the ELSB team to gain feedback from our parents, teachers and community; which in turn supported our*	*Screening data shows low student performance.* *Student Data* *Needs Assessment* *Link to needs assessment and root cause analysis provided* *Root Cause Analysis*	We, the teachers of Dyer-Kelly Elementary, will improve in deepening our understanding of our core program (Benchmark) and the present curricular gaps by teaching foundational skills with coherence and intention by utilizing LETRS™ professional development	*… As measured by:* ● *Staff Feedback Forms* ● *Peer coaching/observations demonstrating program implementation* ● *Student Oral Reading Fluency* ● *I-Ready Reading Quarterly diagnostics (grade 3)* ● *Fountas & Pinnel Reading Level Diagnostics (grade K-3)*

	analytical development of root causes and needs assessment. *Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.*		program with coaching and district support by acquiring a site literacy coach (2021-2024) and a district curriculum consultant (TOSA). *By August 2021 (Year 1)* ● *Hire Site Literacy Coach for K-3* ● *Have support plan in place with district literacy TOSAs* *By September 2021 (Year 1)* ● *Purchase LETRS training modules to begin level 1 training for all K–3 faculty, and provide monthly team meeting/planning time.* ● *Have small professional learning cohorts formed to support collaboration, planning, and discussion around LETRS.*	
Implement (Purchase) a supplemental foundational skills program, across K-3 grade levels. Receive training on staff approved supplemental curriculum, across K-3 grade levels. Begin using supplemental curriculum in the classroom, across K-3 grade levels.	Root cause analysis and needs assessment revealed inconsistent delivery of supplemental curriculum and inconsistent delivery of instruction of phonics and reading skills.	*Screening data shows low student performance.* *Student Data* *Needs Assessment* *Link to needs assessment and root cause analysis provided* *Root Cause Analysis*	We, the teachers of Dyer-Kelly Elementary, will further improve our implementation of an explicit systematic foundational skill instructional *(i.e. SIPPS, Open Court Foundational Skills, Heggerty phonemic awareness, word recognition for k-2; if needed)* program across grade levels, K-3, by acquiring supplemental curriculum and training to support our year 1 goal of deepening our early literacy pedagogy as measured by data collections, collaborative lesson	● *PD Plan* ● *Invoices* ● *iReady diagnostic data* ● *Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit)* ● *ELPAC data* ● *Staff Feedback Forms* ● *Peer coaching/observations demonstrating program implementation* ● *Student Oral Reading Fluency* ● *I-Ready Reading Quarterly*

			plans and peer observations by August 2022-June 2024. ● *By August 2022, Receive curriculum sales representatives to present options of different supplemental curriculum* ● *By September 2022, purchase agreed upon supplemental instructional support for early literacy* ● *By October 2022 implement new supplemental curriculum with TOSA Support for grades k-3 in combination with LETRS*	*diagnostics* ● *Fountas & Pinnel Reading Level Diagnostics (grade K-3)*
Improving student oral reading fluency with supplemental curriculum, across K-3 grade levels.	*Root cause analysis and needs assessment revealed inconsistent delivery of fluency instruction, materials used, and low student performance across the grades.* *Root Cause Analysis*	*Screening data shows low student performance.* *Student Data* *Needs Assessment* *Root Cause Analysis*	We, the teachers of Dyer-Kelly Elementary, will improve student oral reading fluency by showing that when asked, a STUDENT will read a short story independently with 95% oral reading accuracy and will answer 3 of 5 comprehension questions correctly, as measured by collecting data and growth monitoring in Fall, Winter and Spring trimester reading assessments and Accelerated Reading classroom data by August 2023-June 2024. ● By August of 2023 continue to implement supplemental instructional curriculum	● *ELPAC data* ● By collection of initial fluency data in August of 2023 comparatively to the fluency data collected in June of 2024. ● By collection of initial fluency data in August of 2023 comparatively to the fluency data collected in June of 2024. ● *Staff Feedback Forms* ● *Peer coaching/observations demonstrating program implementation* ● *Student Oral Reading Fluency* ● *I-Ready Reading Quarterly diagnostics* ● *Fountas & Pinnel Reading Level Diagnostics (grade K-3).*

			• By collection of initial fluency data in August of 2023 • End of year fluency data collected in June of 2024. • Begin Fountas and Pinnell assessments during trimester 1,2,3 and collect data on fluency	
2.3 Expenditures Consistent with Categories Link to ELSB Budget documents. CDE: ELSBGrant@cde.ca.gov				

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)			
Category 1 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	***Example (action item):*** *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	***Example (action item):*** *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	In support of goals 1,2 and 3 by August 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the LETRS program, quarterly assessments support, and foundational skills program implementation.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach Site Resource Teacher - Literacy Coach.*	*A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional practices in regards to foundational skills. A literacy coach will be utilized to coach teachers.*

	In support of goals 1, 2 and 3 by August 2021, acquire a LETRS TOSA to work with staff and literacy coach/CORE consultant focusing specifically on analyzing and supporting benchmark curriculum, across K-3 grade levels.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	Our district Literacy TOSAs are certified in the LETRS program and able to support our faculty as we begin our implementation of LETRS modules.
	In support of goal 3 by September of 2022, find and purchase supplemental curriculum through a curriculum vetting process to the staff for feedback and analysis, across K-3 grade levels.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	
3.1b DEVELOPMENT OF STRATEGIES Development of strategies to provide culturally responsive curriculum and instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link] Link to needs assessment indicating not a priority*	***Example (rationale):*** *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*
	No action	*Needs Assessment indicating not a priority*	*Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.* *SJUSD 8-point commitment to equity and social justice* ● *Book studies* ● *Professional development series* ● *Speaker series*

			• *Department of Professional Learning and Innovation*
3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.	By September 2021, purchase LETRS program guides and digital support for K-3 faculty, , across K-3 grade levels. By September 2021, District LETRs-trained TOSA will support LETRs training from unit 1, , across K-3 grade levels. By December 2021, District LETRs-trained TOSA will support LETRs training from unit 2, , across K-3 grade levels.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.) The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	By March 2022, District LETRs-trained TOSA will support LETRs training from unit 3, across K-3 grade levels..	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	By May 2022, District LETRs-trained TOSA will support LETRs training from unit 4, , across K-3 grade levels.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
	By October 2022, receive training support for supplemental curriculum in early literacy, , across K-3 grade levels..	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, increased student and faculty access to targeted, evidence-based foundational reading skills instruction is an urgent need.*	The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)

3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELA/ELD Framework and the use of data to support effective instruction.	No action. - WEST Education Professional Development - CORE Practices for ELD spiraled across content - District provided PD - Scholastic Guided Reading - Bi-Weekly grade collaboration time	*Needs Assessment indicating not a priority*	*Our school is currently implementing a state-approved core curriculum that includes Professional development on the implementation of the English Language/English Language development framework. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.*

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.	***Example (action item):*** ● *By August 2021, purchase SIPPS curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.* ● *By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement.* ● *By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.* *Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SIPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SIPPS.*	***Example (action item):*** *Through purchasing SIPPS to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SIPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SIPPS placement and mastery assessments.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SIPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.*
	Example (action item): ● *By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.*	***Example (action item):***

	• *By the end of Year 2, May 2022, develop monitoring plan to including data collection to assess implementation of professional learning plan as well as cycles of improvement.* • *By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan.*	*Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.*	*Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.* *Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.*
	By September 2022, purchase agreed upon supplemental curriculum in early literacy, across K-3 grade levels. *By September 2022, develop a monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement,* across K-3 grade levels. *By September 2022, develop a communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan*, across K-3 grade levels.	*As seen in our screening data Student Data, our root cause analysis , and our Needs Assessment, a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics. need.*	*Through purchasing a supplemental curriculum to early literacy to provide foundational reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the supplemental curriculum will allow students to be placed in differentiated groups based on assessments.*

			Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial curriculum training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.
3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.* *Or, [Insert Link] link to needs assessment indicating not a priority.*	***Example (rationale):*** *Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*
	No action - *SIPPS* - *iReady* - *RAZ Kids* - *Lexia* - *Fountas & Pinnell*	*Needs Assessment* indicating not a priority.	*Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.*

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to improve pupils' access to literacy instruction.	***Example (action item):*** *By September 2021, hire a literacy coach to work with students in grades K–3, focusing specifically on foundational reading skills using the SIPPS curriculum.*	***Example (action item):*** *As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.* *Attached is our job description for the hiring of our literacy coach [Insert Link].*	***Example (action item):*** *A majority of our K–3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.*
	No Action - Bridges - Camp invention - First Five - Math Camp	*Needs Assessment* indicating not a priority.	Not a priority based on needs assessment for this literacy grant.
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	***Example (rationale):*** *No action*	***Example (rationale):*** *[Insert Link] Link to the school's state approved core curriculum website.* *Or [Insert Link], link to needs assessment indicating not a priority.*	***Example (rationale):*** *Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of*

			strength. Therefore, we are not including it in this action plan.
	No action - Bridges - Science program - Academic Afterschool Program	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.	No Action - Morning Meeting - PBIS - Restorative practices - Project Optimism - Second Step - Equity / Social Justice book studies	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.	No Action - PBIS - Restorative practices - Project Optimism - Second Step	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.3e EXPANDED ACCESS Expanded access to the school library.	No Action - Currently have school library and digital library - Epic! - Benchmark Library - Partnership with local Sacramento Library - Book donations -	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.

SECTION 3: CATEGORIES 1–4 (One or more of the following categories required.)			
Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 4 Descriptors	**Action Item(s)** Specific, timebound actions describe how literacy instruction will be improved.	**Evidence** Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	**Explanation/Rationale** The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	***Example (action item):*** ● *By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided.* ● *By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families.*	***Example (action item):*** *As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities.* *Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].*	***Example (action item):*** *Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction.* *Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.*
	No Action - Morning Meeting - PBIS - Restorative practices - Project Optimism - Second Step	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.4b MENTAL HEALTH	***Example (rationale):***	***Example (rationale):***	***Example (rationale):***

RESOURCES Provision of mental health resources to support pupil learning.	*No action*	*[Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources.* *Or [Insert Link], link to needs assessment indicating not a priority.*	*We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.*
	No Action - District provide support - Care Soalis - Mental Health Therapist - Social worker - Behaviorist - Counseling	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.	No Action with these grant funds - PBIS - World Relief - DKit (Academic and behavior intervention)	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.
3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS Development of literacy training and education for parents to help develop a supportive literacy environment in the home.	No Action with these grant funds - Supported by district - BIA - School Community Worker - WEST Program - Parent University provided by district office - World Relief - Parent Language Classes in partnership with the local church	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.

3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	No Action with these grant funds - Back to School Night - PBIS	*Needs Assessment* indicating not a priority.	Needs assessment revealed that it is a strength and currently being implemented. Therefore, we are not including it in this action plan.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-5**

MEETING DATE: **10/12/2021**

SUBJECT: Guest Teacher Salary Schedule

CHECK ONE:
For Discussion: ☐
For Action: ☒
Report: ☐
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed changes to the guest teacher salary schedule.

RATIONALE/BACKGROUND:
San Juan Unified School District is experiencing challenges in substitute teacher coverage. The proposed changes effect an increase to the full day and half day rates for TK-12 (including Special Education) and Early Childhood Education, as well as the hourly rate for Independent Study.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/4/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $350,000.00
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A

Strategic Plan: N/A

PREPARED BY: Paul Oropallo, Assistant Superintendent, Human Resources

APPROVED BY: Kent Kern, Superintendent of Schools

CERTIFICATED GUEST (SUBSTITUTE) TEACHER
SALARY SCHEDULE

I. TK-12 (including Special Education)

Full Day Assignment: More than three (3) teaching periods.
Half Day Assignment: Three teaching periods or two periods on a block schedule.

	Full Day	Half Day
Regular Guest/Substitute Teacher	~~$175~~ 200	~~$87.50~~ 100
San Juan Unified School District Retiree/ Dedicated Sub	~~$200~~ 225	~~$100~~ 112.50
Regular Long Term/Teaching Permit for Statutory Leave (TPSL)**/Dedicated at hard to fill sites***	~~$225~~ 250	~~$112.50~~ 125

****TPSL/Long Term rate is for an assignment over 20 days.** For information on how to qualify for a TPSL, please submit a recent resume and transcripts to Human Resources.

*** Hard to fill sites are determined and identified by the district

II. Early Childhood Education

Full Day Assignment: Over four (4) working hours.
Half Day Assignment: Four working hours or less.

	Full Day	Half Day
Preschool Teacher	~~$150~~ 175	~~$75~~ 87.50
Child Development Permit Teacher (CDPT)	~~$130~~ 175	~~$65~~ 87.50
Long Term Preschool	~~$180~~ 175	~~$90~~ 87.50
Long Term CDPT	~~$150~~ 175	~~$75~~ 87.50

III. Saturday School and other assignments will follow the regular guest full day or half day assignment rates.

IV. Summer School

All guest teachers are paid $15.00 per hour of instruction.

V. Independent Study (El Sereno)

All guest teachers are paid ~~$15.00~~ 20.00 per hour of instruction *($25 per hour for SJUSD retiree).*

VI. Adult Education

All guest teachers are paid $15.00 per hour of instruction.
Long-term rate: $17.00 per hour of instruction.

Pay rate qualification is determined by Human Resources.

Board Approved/Effective: October 12, 2021/September 26, 2021

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 10/12/2021

SUBJECT: Williams Complaint Report

CHECK ONE:
For Discussion: ☐
For Action: ☐
Report: ☒
Workshop: ☐
Recognition: ☐
Emergency Action: ☐

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending the board receive a report regarding Williams-type complaints filed with the district during the time period from July 1, 2021, to September 30, 2021.

RATIONALE/BACKGROUND:
The Williams legislation embodied in Education Code section 35186(d) requires each school district to publicly report, on a quarterly basis, summarized data on the nature and resolution of all Williams-type complaints filed with the district.

ATTACHMENT(S):
A: Williams Act 1st Quarterly Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 10/04/2021

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: N/A
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: N/A Focus: N/A
Action: N/A
Strategic Plan: N/A

PREPARED BY: Linda C. T. Simlick, General Counsel LCTS

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan Unified School District
Legal Services
3738 Walnut Avenue, Carmichael, California 95608
P.O. Box 477, Carmichael, California 95609-0477
Telephone (916) 971-7110; FAX (916) 971-7704
Internet Web Site: www.sanjuan.edu

Kent Kern, Superintendent of Schools
Linda C. T. Simlick, General Counsel

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)
Quarterly Report

Year covered by this report: 2021

Quarter covered by this report: Quarter 1 (July - September)

Sufficiency of textbooks

Number of complaints:	0
Number resolved:	0
Number unresolved:	0

School facilities issues

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Vacancy or misassignment of teachers

Number of complaints:	0
Number resolved:	n/a
Number unresolved:	n/a

Respectfully submitted: Linda C. T. Simlick
General Counsel

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2021-2022

OCTOBER 26

WORKSHOP: Open Enrollment – D	Kern
Recognition: School Psychology Awareness Week (Nov. 8-12) – A	Calvin
School Start Times 2022-2023 – D	Camarda
ESSER III Expenditure Plan – A [Discussed 10/12/21]	Bassanelli
Conveyance of Permanent Easement at Mesa Verde to Citrus Heights Water District– PH/A [Discussed 9/28/21]	Camarda
Conveyance of Temporary Easement at Mesa Verde to Citrus Heights Water District – PH/A [Discussed 9/28/21]	Camarda
Variable Term Waivers – A	Oropallo
Assignment of Teachers Outside Regular Base Credential – A	Oropallo
Provisional Internship Permits – A	Oropallo
*SPSA for Starr King K-8 – A	Calvin

NOVEMBER 16 *(3rd Tuesday)*

WORKSHOP: Governance Transition to Seven Board Members – D	Kern
Special Education/CCEIS Plan – D	Calvin
Encina Update – D	Bassanelli
West Region 6-8 Facilities Planning – D	Camarda
Set Annual Organizational Meeting – A	Board

DECEMBER 14

Annual Organizational Meeting – A	Board
Expanded Learning Opportunities Update (Elementary) – R	Bassanelli
Social Emotional Wellness Update – R	Calvin
2020-2021 Audit Report – A	Stahlheber
2021-2022 First Interim & Budget/Financial Status Report – A	Stahlheber
Special Education/CCEIS Plan – A [Discussed 11/16/21]	Calvin
Minimum Wage Increase (CSEA, Teamsters) – A	Oropallo
Minimum Wage Increase (Short Term, Temporary) – A	Oropallo
Governance Handbook Annual Update – D/A	Board

JANUARY 11

Family and Community Engagement Update – R	Allen
Williams Complaint Report – R	Simlick
Annual Policy Review – D	Simlick
BP 3430 Investing and Debt Management	
BP 5116.1 Intradistrict Open Enrollment	
BP 6145 Extracurricular/Cocurricular Activities	
BP 6020 Parent Involvement and Family Engagement	
*Resolution: Emergency Contracting – A	Stahlheber
*Resolution: Authorized Signature - Power to Contract on Behalf of the District – A	Stahlheber
*Resolution: Delegating Signature Authorization to the Superintendent – A	Stahlheber

JANUARY 25

Recognition: 2022 Classified Employees of the Year – A	Oropallo
Recognition: National School Counseling Week (Feb. 7-11) – A	Schnepp
Technology Update – R	Skibitzki
*School Accountability Report Cards (SARCs) – A	Bassanelli
*Annual Policy Review [Discussed 01/11/22] – A	Simlick
BP 3430 Investing and Debt Management	
BP 5116.1 Intradistrict Open Enrollment	
BP 6145 Extracurricular/Cocurricular Activities	
BP 6020 Parent Involvement	

FEBRUARY 15 *(3rd Tuesday)*

Recognition: Arts Education Month (March) – A	Townsend-Snider
Recognition: National School Social Work Week (Mar. 6-12) – A	Calvin
English Learner/Refugee Update – R	Calvin
LCAP Supplemental Update – A	Bassanelli/Stahlheber
LCAP Supplemental Update Choices Charter School – A	Ginter
Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – D	Oropallo
Recommendation for Reducing/Discontinuing CCS & Criteria for Tie Break (Certificated ECE) – D	Oropallo
Notice of Intent to Reduce Classified Positions – D	Oropallo

MARCH 8

Career Technical Education Update – R	Schnepp
Second Interim Budget Report – R	Stahlheber
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/15/22]	Oropallo
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated Adult Ed) – A [Discussed 02/15/22]	Oropallo
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/15/22]	Oropallo
2022 CSBA Delegate Assembly Election – A	Board
*Consolidated Application, Winter Report 2022 (Part II) – A	Calvin
*Resolution: School Board Election Order – A	Kern

MARCH 22

Recognition: Week of the Young Child (Apr. 2-8) – A	Townsend-Snider
Discovery Club Update – D	Townsend-Snider
*Head Start and Early Head Start Grant Application 2022-2023 – A	Townsend-Snider
*Audit Report for Measures J, N, P and S – A	Stahlheber

APRIL 5 *(1st Tuesday)*

Williams Complaint Report – R	Simlick
Instructional Materials Adoptions – D	Schnepp
New High School Courses – D	Schnepp
Proposed Board Meeting Dates for 2022-2023 – A	Board

APRIL 19 *(3rd Tuesday)*

Recognition: School Bus Driver's Appreciation Day (Apr. 26) – A	Oropallo
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 11) – A	Calvin
*Instructional Materials Adoptions – A [Discussed 04/05/22]	Schnepp
*New High School Courses – A [Discussed 04/05/22]	Schnepp

MAY 10

Recognition: California Day of the Teacher (May 11) – A	Oropallo
Recognition: Classified School Employee Week (May 15-21) – A	Oropallo
Hearing Officer's Recommendation-2022 RIF (if applicable) – A	Simlick
*Approval of CTE 2022 Advisory Committee Roster – A	Schnepp
*Head Start/Early Head Start COLA Funding Allocation 2022-2023 – A	Townsend-Snider

MAY 24

Recognition: National Science Bowl (if applicable) – A	Schnepp
Recognition: Science Olympiad (if applicable) – A	Schnepp
Recognition: Academic Decathlon (if applicable) – A	Schnepp
*Head Start/Early Head Start Contract Resolution FY 2022-2023 – A	Townsend-Snider

JUNE 14

School Climate: Parent-Staff-Student Voice – R	Bassanelli
Public Hearing: LCAP – D	Bassanelli
Public Hearing: LCAP/Choices Charter School – D	Ginter
Public Hearing: Adoption of the 2022-2023 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
*CIF Superintendent Designation of Representatives 2022-2023 – A	Schnepp

JUNE 28

LCAP – A [Public Hearing 06/14/22]	Bassanelli
LCAP Choices Charter School – A [Public Hearing 06/14/22]	Ginter
Adoption of the 2022-2023 Budget – A [Public Hearing 06/14/22]	Stahlheber
*Consolidated Application, Spring Report 2021-2022 – A	Calvin
*2021-2022 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2020-2021 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber

D=discussion; A=action; *=consent; R=report; PC=public comment