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

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

PUBLIC PARTICIPATION GUIDELINES

Board of Education meetings are held in person in the board room located at 3738 Walnut Avenue, Carmichael, California. 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. Please be aware that public comments, including your name, become part of the public record.

2. Online Submission of Public Comment. Members of the public may submit written comments by using the comment form located on the district website at http://www.sanjuan.edu/boardmeeting. If you wish to submit a written comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Written comments are limited to 1,500 characters. Comments will be provided to the members of the board.

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

Board of Education Agenda
May 24, 2022

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. Public comments, including your name, become part of the public record.

B. CLOSED SESSION – 5:30 p.m.

1. Student expulsions in two cases (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 – May 10, 2022, regular meeting, pages 2429-2432.

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

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

F. VISITOR COMMENTS – 6:40 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. Public comments, including your name, become part of the public record.

G. CONSENT CALENDAR – G-1/G-19 – 7:10 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-19, 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 and separations.

2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids and bids/RFPs.

3. *Business/Financial Report – notices of completion and warrants and payroll.

4. Acceptance of the following gift:
   Bella Vista High School: from Yvonne Bartlett – for drama club: $1,000.

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

6. *Approval of the revisions to Board Policy 5111 Admission. (Discussed: 05/10/2022)

7. *Approval of the revisions to Board Policy 0420.42 Charter School Renewal. (Discussed: 05/10/2022)

8. *Approval of the revisions to Board Policy 3300 Expenditures and Purchases. (Discussed: 05/10/2022)

9. *Approval of the revisions to Board Policy 3311 Bids. (Discussed: 05/10/2022)

10. *Approval of new Board Policy 3311.1 Uniform Public Construction Cost Accounting Procedures. (Discussed: 05/10/2022)

11. *Approval of the revisions to Board Policy 3312 Contracts. (Discussed: 05/10/2022)

12. *Approval of the A-G Completion Improvement Grant Plan. (Discussed: 05/10/2022)

13. *Adoption of Resolution No. 4017 to Commit Fund Balance.

14. *Adoption of Resolution No. 4020 approving the Head Start/Early Head Start grant resolution with Sacramento Employment and Training Agency (SETA).

15. *Approval of the 2022 high school scholarship awards for Bella Vista High School, Encina Preparatory High School and Rio Americano High School.

16. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Earl LeGette Elementary School New Construction and Modernization Project.

17. *Approval of the California Environmental Quality Act (CEQA) Notice of Exemption for the Rio Americano High School Career Technical Education Modernization Project.

18. *Approval of the fifth amendment of the facility lease agreement between San Juan Unified School District and Aim Higher Inc. effective July 1, 2022, to June 30, 2023.

19. *Approval of the addition of an audio-visual technician rate to the short term, temporary salary schedule.

*Material provided.

H. CONSENT CALENDAR (continued, if necessary)

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

I. BUSINESS ITEMS

1. Expanded Learning Opportunities Program Plan – 7:15 p.m. (Calvin)

Material provided.

Discussion: regarding new state funding and district planning for the Expanded Learning Opportunities Program (ELO-P) Plan. Action anticipated: 06/14/2022.

2. 2022 Level I Developer Fee Justification Study – 7:30 p.m. (Camarda)
Material provided.

Discussion/Action: The superintendent is recommending that the board discuss and adopt Resolution No. 4021 accepting the 2022 Level I Developer Fee Justification Study.

3. Public Hearing: Increase in District's Statutory Developer Fees – 7:40 p.m. (Camarda)
Material provided.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and adopt Resolution No. 4022 updating the district's statutory developer fees pursuant to Education Code section 17620 and declaring the change in fees as exempt from the provisions of California Environmental Quality Act (CEQA).

4. California School Employees Association Proposal for Successor Contract 2022-2023 – 7:45 p.m. (Thigpen)
Material provided. (Discussed: 05/10/2022)

Public Comment: regarding the bargaining interests of the California School Employees Association (CSEA) Chapter 127.

5. Presentation of the District's Initial Bargaining Proposal with SJPEC – 7:50 p.m. (Thigpen)
Material provided.

Discussion: regarding the district's bargaining interests with the San Juan Professional Educators Coalition (SJPEC). Public comment/action anticipated: 06/14/2022.

6. Presentation of the District's Initial Bargaining Proposal with SJSA – 7:55 p.m. (Thigpen)
Material provided.

Discussion: regarding the district's bargaining interests with the San Juan Supervisors Association (SJSA). Public comment/action anticipated: 06/14/2022.

7. Presentation of the District's Initial Bargaining Proposal with CSEA – 8:00 p.m. (Thigpen)
Material provided.

Discussion: regarding the district's bargaining interests with the California School Employees Association (CSEA) Chapter 127. Public comment/action anticipated: 06/14/2022.

J. BOARD REPORTS – 8:05 p.m.

K. FUTURE AGENDA – 8:15 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

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

L. ADJOURNMENT – 8:20 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
May 10, 2022

Regular Meeting
Board of Education
5:00 p.m.

Open Session/Call to Order/Announcement of Closed Session Topics (A)
The May 10 regular meeting was called to order by the president, Dr. Michael McKibbin. The board meeting was held in person and also livestreamed on the district's YouTube channel.

Roll Call
Present:
Michael McKibbin, Ed.D., president
Zima Creason, vice president
Pam Costa, clerk
Saul Hernandez, member
Paula Villescaz, 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 conference with Legal Counsel – Existing Litigation pursuant to Government Code section 54956.9(d)(1) – two cases – Name of Case: Magali Kincaid, Benito Juarez Neighborhood Association, Neighborhood Elections Now, Juan Yniguez, Carolina Flores, Damaris Canton v. San Juan Unified School District, Complaint for Violation of the California Voting Rights Act and in the Alternative, For Violation of the Voting Rights Act of 1965 and the California Constitution, Sacramento Superior Court Case No. 34-2020-00286475 and Name of Case: Carolina Flores, Neighborhood Elections Now, Petitioners, vs. San Juan Unified School District, Paula Villescaz, in her official capacity of Board President, Respondents, Verified Petition for Writ of Mandate Pursuant to the First Amendment, the California Constitution, California Public Records Act, and the Ralph M. Brown Act; and Complaint for Declaratory and Injunctive Relief, Sacramento Superior Court Case No. 34-2021-80003644-CU-WM-GDS; to consider student expulsions in six cases (Education Code section 48918[f]); and to discuss with negotiator Kent Kern, Superintendent of Schools, 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 the president Dr. Michael McKibbin. Four members of the Del Campo High School Air Force Jr. ROTC led the group in the Pledge of Allegiance.

Minutes Approved (D)
It was moved by Mr. Hernandez, seconded by Ms. Creason, that the minutes of the April 19 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

Recognition: California Day of the Teacher (E-1a)
It was moved by Ms. Costa, seconded by Ms. Villescaz, to adopt Resolution No. A-415 proclaiming May 11 as California Day of the Teacher. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

Recognition: Classified School Employee Week (E-1b)
It was moved by Ms. Creason, seconded by Ms. Villescaz, to adopt Resolution No. A-416 proclaiming May 15-21 as Classified School Employee Week. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

High School Student Council Reports (E-2)
High School Student Council representatives Ashlee Haro and Sarah Arata from Bella Vista High School and Abigail Pearson and Emma Pham-Tran from Mira Loma High School updated the board on the goals, activities and achievements at their respective schools.

Closed Session/Expulsion Actions (E-7)
Ms. Costa reported that the board voted unanimously to accept a hearing panel's recommendation of three expulsions in case numbers M-29, M-30 and M-32, and to accept as written one stipulated expulsion in case number M-38 and two stipulated suspended expulsions in case numbers M-37 and S-50.

Visitor Comments (F)
Marina Gabel spoke about the covid vaccine and covid related bills that are being considered by state legislators.

Gus Murphy made comments regarding community representation and opposition to mask wearing.

Luwam Naizghi expressed support for more zero-period classes at El Camino Fundamental High School.

Consent Calendar Approved (G-1/G-10)
It was moved by Mr. Hernandez, seconded by Ms. Creason, that the consent calendar items G-1 through G-10 be approved. MOTION CARRIED UNANIMOUSLY [McKibbin, Creason, Costa, Hernandez, Villescaz].

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

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

Business/Financial Report (G-3)
Notices of completion and warrants and payroll – approved as submitted.

Gifts (G-4)
Acceptance of gifts to Bella Vista High School, Cambridge Heights Elementary School, Camp Winthers, Casa Roble Fundamental High School and Mesa Verde High School.

2022 Career Technical Education Advisory Committee Roster (G-5)
Approval of the 2022 Career Technical Education Advisory Committee Roster.

Head Start/Early Head Start COLA and QI (G-6)
Approval of the Head Start and Early Head Start Cost-of-Living Adjustment (COLA) and Quality Improvement (QI) for 2022-2023.

Resolution No. 4018: California State Preschool Program Continued Funding Application (G-7)
Adoption of Resolution No. 4018 approving the California State Preschool Program Continued Funding Application for 2022-2023.

Choices Charter School Lease Amendment No. 3 (G-8)
Approval of the third amendment to the facility lease agreement between SJUSD and Choices Charter School at the Billy Mitchell campus effective for the 2022-2023 school year.

Cell Tower Site License Agreement (G-9)
Approval of the site license agreement between New Cingular Wireless PCS, LLC for the cell tower site located at 6135 Sutter Avenue, Carmichael, California 95608 (Maintenance and Operations).

Resolution No. 4019: Contract Award for Arcade Fundamental Middle School (G-10)
Adoption of Resolution No. 4019 awarding the lease-leaseback contract for Arcade Fundamental Middle School to Clark & Sullivan Builders Inc. dba Clark/Sullivan Construction, pursuant to Education Code section 17406.

Career Technical Education Update (I-1)
Assistant Superintendent of Secondary Education and Programs Kristin Schnepp introduced Director of CTE, K-12 Counseling and College/Career Readiness Brett Wolfe who gave a presentation regarding the growth of the Career Technical Education (CTE) programs in the district. Mr. Wolfe shared a video that provided an overview of the high school programs that are available to students. Mr. Wolfe explained that over the past six years there has been significant contributions from federal, state and local funding sources and that the district's goal is to provide CTE programs that support students with a variety of college and career opportunities. Mr. Wolfe reviewed the goals of the CTE program as well as demographics and plans for teacher recruitment and training. Mr. Wolfe also explained that, with the help of two additional counselors, CTE students receive supplemental counseling services to develop a college/career plan. Mr. Wolfe also discussed industry recognized certifications, college credit, dual enrollment, and work-based learning opportunities, such as internships and classroom simulations. Scott Schneider, retired fire chief and current teacher at Del Campo High School's emergency response program, shared details about the program and student success stories. Del Campo High School senior Jon Crawford shared his personal experiences about being enrolled in the school's fire technician program, noting that he is also dual enrolled in classes at American River College. Mr. Wolfe also spoke about the importance of community partnerships and the newly planned pathways at Del Campo, Encina and Mira Loma high schools.

Ms. Costa shared how powerful and exciting it was to witness the community's response at the Curriculum and Standards Committee meeting last week regarding the CTE offerings, and she also expressed appreciation for the focus on high wage, high skill and high demand pathways. Ms. Costa posed questions regarding the increase/decrease in pathways over the past six years, which Mr. Wolfe explained in detail. Mr. Hernandez inquired if students can attend another school if they have interest in a particular pathway, which Lead Counselor Tracie Locke explained yes, as space allows. Ms. Villescaz said she was excited about the growth of the CTE offerings, stating that the program helps prepare students for both college and career opportunities. Ms. Villescaz also noted that dual enrollment plays a significant role in helping to make higher education more attainable and affordable for students. Ms. Creason made comments regarding workforce development, the stigma of not going to college, CTE teacher salaries and the importance of spending CTE dollars on programs that lead to high demand jobs. Ms. Creason also expressed support for an education pathway, which Superintendent Kern shared that conversations have been taking place about this, but one challenge is student interest. Dr. McKibbin shared his thoughts around world language capacity and CTE coursework, and he shared a personal story about a former special education student whose life was changed by the CTE program.

A-G Completion Improvement Grant Plan (I-2)
Ms. Schnepp presented the item, which provides an extra $2 million in state funding for additional supports to help increase the number of California high school pupils, particularly low-income, English learner, and foster youth students, who graduate from high school with A-G eligibility for admission into University of California and California State Universities. Ms. Schnepp shared information about how the plan was developed, noting that input was gathered from a wide variety of stakeholders. Action was scheduled for May 24.

Proposed Revisions to Board Policy 5111 Admission (I-3)
Director of Admissions and Family Services Brian Ginter presented the proposed revisions to Board Policy 5111 Admission, which reflects gender neutral language. Ms. Creason stated that she appreciates the gender-neutral language. Action was scheduled for May 24.

Proposed Revisions to Board Policy 0420.42 Charter School Renewal (I-4)
Mr. Ginter presented the proposed revisions to Board Policy 0420.42 Charter School Renewal. Action was scheduled for May 24.

Proposed Revisions to Board Policy 3300 Expenditures and Purchases (I-5)
Chief Financial Officer Jennifer Stahlheber presented the proposed revisions to Board Policy 3300 Expenditures and Purchases. Action was scheduled for May 24.

Proposed Revisions to Board Policy 3311 Bids (I-6)
Ms. Stahlheber presented the proposed revisions to Board Policy 3311 Bids. Action was scheduled for May 24.

Newly Proposed Board Policy 3311.1 Uniform Public Construction Cost Accounting Procedures (I-7)
Ms. Stahlheber presented the newly proposed Board Policy 3311.1 Uniform Public Construction Cost Accounting Procedures. Action was scheduled for May 24.

Proposed Revisions to Board Policy 3312 Contracts (I-8)
Ms. Stahlheber presented the proposed revisions to Board Policy 3312 Contracts. Action was scheduled for May 24.

San Juan Supervisors Association Proposal for Successor Contract 2022-2023 (I-9)
Superintendent Kern presented the bargaining interests of the San Juan Supervisors Association for public comment. Dr. McKibbin stated there were no requests for public comment. The district's proposal will be presented on May 24.

San Juan Professional Educators Coalition Proposal for Successor Contract 2022-2023 (I-10)
Superintendent Kern presented the bargaining interests of the San Juan Professional Educators Coalition for public comment. Dr. McKibbin stated there were no requests for public comment. The district's proposal will be presented on May 24.

Presentation of the California School Employees Association Proposal for Successor Contract 2022-2023 (I-11)
Superintendent Kern presented the bargaining interests of the California School Employees Association Chapter 127 for discussion.

Public Comment:
Gus Murphy expressed concern about a political endorsement made by CSEA.

There being no questions from the board, public comment was scheduled for May 24.

Williams Complaint Report (I-12)
General Counsel Linda Simlick explained that the district must report on 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. Ms. Simlick stated that, during the time period from January 1, 2022, through March 31, 2022, the district received one Williams Complaint from a parent who alleged the district violated Education Code 49451 for requiring students to wear masks in class. This complaint was during the time frame that Sacramento County Public Health department mandated the wearing of masks in public schools by students. The complaint was investigated and it was found that the wearing of masks as mandated by the State of California is not subject to a Williams Complaint.

Board Reports (J)
Ms. Costa reported that she, along with other board members, attended the AVID celebration, and that she also attended Kids Art, which were both great celebrations.

Ms. Creason shared that she attended the Spirit of San Juan awards and that she participated in career day at Cameron Ranch Elementary School.

Dr. McKibbin reported on the following events that he attended: Seal of Biliteracy, School Bus Drivers Appreciation Luncheon, Superintendent's Parent Advisory Committee meeting, San Juan Education Foundation meeting, Kids Art, 40th annual SJUSD drama festival, Fair Oaks Sun Run and middle school track championships.

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

Adjournment (L)
At 8:19 p.m., there being no further business, the regular meeting was adjourned.

_____ _____
Michael McKibbin, Ed.D., President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 05/24/2022
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	
Classified	1
Separations	
Management	
Certificated	1
Classified	1-2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	
Certificated	
Classified	
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)
Promotion	Knifton, Catherine	Prob	Administrator on Special Assignment	Student Support Services	07/01/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Aceves-Fonseca, Fabiola	Prob	Bilingual Translator, Spa	Central Enrollment/Family	5/23/22
New Hire	Al Naeb, Mohammed	Prob	Nutrition Services Worker I	Churchill Middle School	5/5/22
New Hire	Altak, Rahmah	Prob	Instructional Assistant II	El Camino High School	5/6/22
New Hire	Alvarez De Ortega, Maria	Prob	Nutrition Services Worker	Carmichael School	5/12/22
New Hire	Gasgoos, Neam	Prob	Instructional Assistant III	Ralph Richardson Center	5/9/22
New Hire	Gutierrez, Adela	Prob	Instructional Assistant I	Sierra Oaks School	5/2/22
New Hire	Gutierrez Ordonez, Carmen	Prob	Custodian	Del Campo High School	5/11/22
New Hire	Immenschuh, Jacob	Prob	Instructional Assistant I	Starr King Elementary Sch	5/11/22
New Hire	Jamal, Noor	Prob	Non-Instructional Support	General Davie Jr Primary	4/27/22
New Hire	Lupercio, Anahi	Prob	School Playground Rec Aid	Pasadena School	5/9/22
New Hire	Maple, April	Prob	Sch/Community Interv.Asst	Katherine Johnson Middle	5/9/22
New Hire	Narvaez Correa, Francisco	Prob	Custodian	Sylvan Middle School	5/20/22
New Hire	Popp, Janice	Prob	Nutrition Services Worker	Barrett Middle School	5/5/22
New Hire	Sadat, Khatera	Prob	Bilingual IA, Farsi	Cottage School	5/9/22
New Hire	Sallam, Zarghona	Prob	Bilingual IA, Farsi	Starr King Elementary Sch	5/5/22
New Hire	Walker, Andra	Prob	Instructional Assistant III	Carnegie Middle School	5/9/22
New Hire	Wang, Shuo	Prob	Instructional Assistant II	Casa Roble High School	5/10/22
New Hire	Whitmore III, Raymon	Prob	School/Community Worker	Central Enrollment/Family	5/9/22
New Hire	Canales, Nicholas	Prob	Account Clerk I	Fiscal Services	5/11/22
New Hire	Davalos, Tzitlalic	Prob	Sch/Community Interv.Asst	Sylvan Middle School	4/18/22

2. LEAVES OF ABSENCE

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Unpaid	Elabed, Manal	Prob	Instructional Assistant I	Cottage School	1/1/22 4/29/22

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Reading, Greg	Prob	Teacher	Casa Roble High School	5/6/22

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Barker, Ellington	Perm	Custodian	Del Paso Manor School	5/27/22
Resignation	Everhart, Selena	Perm	Child Development Assistant	Coyle ECE	4/14/22
Resignation	Ford, Lyndsey	Perm	Nutrition Services Worker	Barrett Middle School	4/29/22
Resignation	Jaramillo, Amber	Perm	Nutrition Services Worker	Del Paso Manor School	5/4/22
Resignation	Okhrimenko, Alina	Prob	Neighborhood Parent Liaison	Whitney Avenue School	5/5/22
Resignation	Olivarez, Samantha	Perm	Custodian	Lichen School	5/6/22
Resignation	Oslin, Cari	Perm	Nutrition Services Worker	Barrett Middle School	4/29/22
Resignation	Patel, Bhairavi	Prob	Instructional Asst III	Trajan School	3/17/22
Resignation	Saveliff, Mason	Prob	Inst Asst/Mul Sev Hndcp	Starr King Elementary Sch	5/6/22
Resignation	Sediqi, Khwaja	Perm	Bilingual IA, Dari	Howe Avenue School	4/29/22
Retirement	Eaton, Amanda	Perm	Nutrition Services Worker I	Rio Americano High School	4/5/22
Retirement	Evans, Gregory	Perm	Bus Driver	Transportation	5/6/22
Retirement	Evans, Lynell	Perm	Bus Attendant	Transportation	5/6/22

3. SEPARATIONS (Continued)

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Dismissal	CL 529	Perm	Nutrition Services Worker I	Nutrition Services	3/18/22
Dismissal	CL 531	Prob	Grounds Keeper	Maintenance & Operations	4/7/22

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 05/24/2022

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	✓	3
Piggyback Contracts	NA	
Zero Dollar Contract	NA	
Bids/RFPs	✓	4
Other	NA	
ERRATA	NA	

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

April 27, 2022 - May 10, 2022

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
TBD	5/1/2022	Approach Marketing	Manage Social platform Term: 2/1/22-2/1/23	$ 79,748.00	415 - Adult Education
TBD	5/1/2022	Frontline Education	Technology: Contract Term: 5/2/22-6/30/25 Year 1: $256,476.11 (Board Approved 5/10/22) Year 2: $982,769.23 Year 3: $1,022,080.00 Year 4: $1,062,963.21	$ 3,067,812.47	235 - Fiscal Services
TBD	03/31/22	Fulcrum Management Solutions	ThoughtExchange - survey/data collection software	$ 24,460.00	030 - Communications
TBD	03/31/22	You Cannot Be Contained (YCBC) Yoga	Yoga and mindfulness workshops for students and parents	$ 500.00	108 - FACE
TBD	03/31/22	Recreate	Family Science Nights Contract Term: 4/1/22-6/30/23 - No Charge	$ -	108 - FACE
TBD	04/26/22	Kickup	Manage Professional Development Programs Term: 3 year subscription	$ 22,088.00	505 - Equity
TBD	04/26/22	NCS Pearson	WIAT-4 Global Subscription - Testing Term: 3 year subscription	$ 12,500.00	101 - Special Education
TBD	05/01/22	National Inventor's Hall of Fame	Summer Camp projects for students - curriculum directed by staff	$ 318,450.00	304 - Office of Student Learning Assistance
TBD	05/10/22	HiveClass	Intervention Lessons and Support Literacy Term: 5/1/22 - 8/9/2023	$ 25,000.00	432 - Katherine Johnson Middle School
TBD	05/10/22	Learning A-Z	Reading license - 2 year term (total cost $3250)	$ 3,250.00	362 - Mariposa

Purchasing Contracts Board Report
Change Orders/Amendments

April 27, 2022 - May 10, 2022

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
200504	5/4/2022	West Coast Arborist	Tree trimming	$ 100,000.00		$ 65,000.00	$ 165,000.00	212 - M&O
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	

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
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	
							$ -	

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
205619	5/9/2022	Campbell Keller Inc.	C/O 1 New Construction and MOD furniture for Barrett project 004-9495-P1 and 004-9512-P1	$ 1,079,533.49		$ 11,460.30	$ 1,090,993.79	216 - Facilities
205092	5/9/2022	Kahua Inc.	C/O 1 Additional software License, migration, and installation support	$ 96,500.00		$ 256,500.00	$ 353,000.00	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
							$ -	

April 27, 2022 - May 10, 2022

Upon evaluation of the bids/contracts staff has awarded the following in accordance with all legal guidelines.

General Contract

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	5/6/2022	TBD	22-206	BRCO Constructors, Inc.	Contract for Casa Roble Outdoor Learning tennis court project 209-9513-P1	$ 1,015,500.00	216 - Facilities
26	5/6/2022	TBD	22-206	BRCO Constructors, Inc.	Contract for Mira Loma Outdoor Learning tennis court project 205-9513-P1	$ 3,166,500.00	216 - Facilities

Other Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	5/9/2022	TBD	20-101	Nacht & Lewis	Architect for Coleman CMP MOD project 106-9495-P1	$ 957,560.00	216 - Facilities

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility

Purchasing Contracts Board Report
Bids/RFPs

April 27, 2022 - May 10, 2022

Upon evaluation of the bids staff has awarded the following in accordance with all legal guidelines.

Fund	Date	Bid/RFP #	Vendor Name	Description	Amount $	Responsibility
All	5/11/2022	22-102	Gold Star	Distribution of Processed USDA Foods and Commerical Products and Supplies	$4,000,000	213 - Nutrition Services
All	5/11/2022	22-102	Sysco	Distribution of Processed USDA Foods and Commerical Products and Supplies	$1,000,000	213 - Nutrition Services
All	5/11/2022	22-102	Danielson	Distribution of Processed USDA Foods and Commerical Products and Supplies	$1,000,000	213 - Nutrition Services

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3
MEETING DATE: 05/24/2022

APPROVED:
Jennifer Stahlheber

Business and Financial Report

The following reports are submitted for board approval/ratification:

	Inc	Page #
Easements/Leases		
Notices of Completion	✔	1
Quarterly Investment Report		
Warrants & Payroll	✔	2
Budget Revisions		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Perkins Electric, Inc.	PO#107226 Provide all labor, materials, equipment, tools, transportation and incidentals for intrusion device upgrade, Region 3 campuses, BP #21-126, for the following sites: El Camino HS, Mira Loma HS, Whitney ES, Deterding ES, Arcade MS, Cowan ES, Creekside Campus, Pasadena ES, Sierra Oaks K-8, Howe Ave. ES, Encina HS, Greer ES, Cottage ES, Laurel Ruff Campus, Orange Grove Adult, La Entrada Campus, Rio Americano HS, Mariemont ES, Thomas Edison Language, aka Salk Campus, Billy Mitchell/Choices Charter, Coleman T. Campus, District Office Campus, located in the San Juan Unified School District. Vendor: Perkins Electric, Inc.	4/1/2022	4/20/2022

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**April 2022**
01	General Fund	$ 4,402,040.88
09	Charter Schools	1,423.88
10	Special Ed Pass-Thru	-
11	Adult Education	3,017.01
12	Child Development	64,903.50
13	Food Service/Cafeteria	839,174.88
14	Deferred Maintenance	2,523.07
21	Building Fund	1,664.58
22	Measure S Building Fund	250.00
23	Measure J Building Fund	75,952.89
24	Measure N Building Fund	280,589.91
25	Capital Facilities	190.00
26	Measure P Building Fund	1,653,519.10
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	903,465.45
95	Student Body Fund	-
	TOTALS	**$ 8,228,715.15**

PAYROLL AND BENEFITS	
All Funds	**April 2022**
Certificated Payroll	$ 20,987,391.31
Classified Payroll	7,618,254.47
Benefits	14,093,728.68
TOTALS	**$ 42,699,374.46**

GRAND TOTAL $ 50,928,089.61

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 05/24/2022

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: 05/16/2022

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 May 24th 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
AEP	Brother	IntlliFax 2600	Fax Machine	U56515A10437025	Recycle
Arcade			Phones		Recycle
Arcade			Printer		Recycle
Arlington	Apple	MacBook Pro	Laptop	WQ035KNCATM	Recycle
Arlington	Apple	iPad	iPad	DN6FVVJ4DFJHW	Recycle
Arlington	Apple	iPad	iPad	DN6FQGJTDFHW	Recycle
Arlington	Apple	iPad	iPad	DMPHC77UDVD1	Recycle
Arlington	Apple	iPad	iPad	DMPFV455DFHW	Recycle
Arlington	Apple	iPad	iPad	DMPFP98WDFHW	Recycle
Arlington	Apple	iPad	iPad	DQTFN9W2DFHW	Recycle
Arlington	Apple	iPad	iPad	DMPHPL86DKPH	Recycle
Arlington	Apple	iPad	iPad	DMPFV43XDFHW	Recycle
Arlington	Apple	iPad	iPad	DMPFV80LDFHW	Recycle
Arlington	Apple	iPad	iPad	DN6HK4CMDKPH	Recycle
Arlington	Apple	iPad	iPad	DVRHJREUDKPH	Recycle
Arlington	Apple	iPad	iPad	DVPHJV8HDKPH	Recycle
Arlington	Apple	iPad	iPad	DMPP9EVDFHW	Recycle
Arlington	Apple	iPad	iPad	DMPJWC1QDFHW	Recycle
Arlington	HP		Desktop computer	2UA433OWCN	Recycle
Arlington			Keyboard (Lot of 2)		Recycle
Arlington			Monitor		Recycle
Arlington			Full site classroom funiture		Surplus
Bella Vista	Kyocera	TA 6500i	Copy machine	N4U3703509	Recycle
Bella Vista	Kyocera	TA 6500i	Copy machine	N4U3703439	Recycle
Del Campo	Apple	MacBook Pro	Laptop	C1107210352	Recycle
Del Campo	Promethium	Smart board	Smart board	WPRM 351241630	Recycle
Del Campo	Promethium	Smart board	Smart board		Recycle
Del Campo	Sharp	N441 Printer	Printer (Lot of 4)		Recycle
Del Campo			Flat panel TV and stand (Lot of 2)		Recycle
Del Campo			Small freezer		Recycle
Del Campo			Refrigerators (Lot of 2)		Recycle
Del Campo	GE		Stove		Recycle
Del Campo			32" TV		Recycle
Del Campo	HP		Desktop computer (Lot of 2)		Recycle
Del Campo	Promethean		Smart board (Lot of 2)		Recycle
Del Campo	Sharp		Microwave		Recycle
Dewey	HP		Monitors (Lot of 7)		Recycle
Dewey	HP		Keyboards		Recycle
Dewey			Mouse		Recycle
Dewey	Apple	Mac Mini	Laptops (Lot of 25)		Recycle
Dewey	ELMO		Document camera		Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CA67600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CF57600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649036317600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649037E67600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333BAA7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CBE7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649037D77600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907C8F7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907C9E7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA0027033386C7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002703339087600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649037E37600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CC67600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649037F07600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649078817600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CCF7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333B1C7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002703339937600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333B4A7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333B1F7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CCD7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CED7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA002649038037600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333BA07600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00270333B7B7600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907D067600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CB87600	Recycle
EL & Multicultural Dept	Acer	Chromebook C740 Series	Laptop	NXEF2AA00264907CD97600	Recycle
Grand Oaks			Full site classroom funiture		Surplus
Howe Ave	Chromebook Cart		Chromebook Cart	20190531	Recycle
Howe Ave	Chromebook Cart		Chromebook Cart	20190530	Recycle
Howe Ave	Chromebook Cart		Chromebook Cart	20190650	Recycle
Howe Ave	Chromebook Cart		Chromebook Cart	20190499	Recycle
Howe Ave	Chromebook Cart		Chromebook Cart	20190898	Recycle
Howe Ave	Apple	MacBook	Laptop	1100013860	Recycle
Howe Ave	Apple	MacBook	Laptop	90010259	Recycle
Howe Ave	ELMO	TT-02u	Document camera	967218	Recycle
Howe Ave	ELMO	TT-02u	Document camera	20190495	Recycle
Howe Ave			Keyboard	SYU04537869	Recycle
Howe Ave			Monitor	HU313PG826	Recycle
Howe Ave			Printer	AAWM16098	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Howe Ave			Printer	VNB3H09105	Recycle
Howe Ave			Printer	CNBJN58550	Recycle
Howe Ave			Printer	MY4AQ2M2W40485	Recycle
Howe Ave			Printer	JPBGD24391	Recycle
Howe Ave	Samsung	Flat screen TV	TV	97D03CNKA16794M	Recycle
Howe Ave	HP	Hard drive	Hard drive	10009404	Recycle
Howe Ave	LOT of		Power cords		Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831509013540	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039253	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039126	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511021369	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831514005166	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511000595	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039458	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831509013530	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831509006119	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039978	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039246	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831514023790	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039870	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511039551	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831509006210	Recycle
Howe Ave	Acer	Chromebook	Laptop	F271831511040072	Recycle
Howe Ave		Chromebook	Laptop	10005238	Recycle
Howe Ave		Chromebook	Laptop	10019711	Recycle
Howe Ave		Chromebook	Laptop	10019705	Recycle
Howe Ave		Chromebook	Laptop	10019728	Recycle
Howe Ave		Chromebook	Laptop	53109775876	Recycle
Howe Ave		Chromebook	Laptop	10019707	Recycle
Howe Ave		Chromebook	Laptop	10019703	Recycle
Howe Ave		Chromebook	Laptop	10019721	Recycle
Howe Ave		Chromebook	Laptop	10019730	Recycle
Howe Ave		Chromebook	Laptop	10019720	Recycle
Howe Ave		Chromebook	Laptop	10019726	Recycle
Howe Ave		Chromebook	Laptop	10019704	Recycle
Howe Ave		Chromebook	Laptop	20186914	Recycle
Howe Ave		Chromebook	Laptop	20197491	Recycle
Howe Ave		Chromebook	Laptop	20227277	Recycle
Howe Ave		Chromebook	Laptop	20199911	Recycle
Howe Ave		Chromebook	Laptop	20227461	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLBRJFK10	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Kingswood	Apple	iPad Air	iPad	DMQPC97HFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPCQEPFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPCKR7FK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPCNCMFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMQPC5W5F10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPCUDQFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMQPC6Z1FK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLS8SFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMQPC46QFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLNHJFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLT16FK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPCKXDFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMQPC35QFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLPLWFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLSXXFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMQPC75LFK10	Recycle
Kingswood	Apple	iPad Air	iPad	DMPPLS3UFK10	Recycle
Kingswood	Apple	iPad	iPad	DMPGC35LDFHW	Recycle
Kingswood	Apple	iPad	iPad	DN6GCLD5DFHW	Recycle
Kingswood	Apple	iPad	iPad	DN6GCLF6DFHW	Recycle
Kingswood	Apple	keyboards	Plug-in keyboards (Lot of 59)		Recycle
Kingswood	Apple	MacBook Pro	Laptop	CPWNK098DTY3	Recycle
Kingswood	Apple	MacBook Pro	Laptop	4594241N9GU	Recycle
Kingswood	Apple	MacBook Pro	Laptop	C17GCLJDBJ7	Recycle
Kingswood	Apple	iPad 2	iPad	DN6GCH7XDFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DMRG936ADFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DMRG92NEDFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DN6GCG69DFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DLXFWXDFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DLXFUJXDFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DLXFMVPFDFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DMQG9XB4DFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DLXFMRR6DFHW	Recycle
Kingswood	Apple	iPad 2	iPad	DN6GC81HDFHW	Recycle
Kingswood	Apple	iPad 3	iPad	DMPHVGT0DVGG	Recycle
Kingswood	Apple	iPad 5th Gen	iPad	F9FTG4E0HLF9	Recycle
Kingswood	Apple	iPad Pro	iPad	DMPVR2MAHP51	Recycle
Kingswood	Apple	iPad pencil	iPad pencil	C4MWC6Y06WTJ	Recycle
Kingswood	Samsung	Chromebook	Laptop	HY3A91TD312573F	Recycle
Kingswood	Samsung	Chromebook	Laptop	5CDO158F6Q	Recycle
Kingswood	HP	Probook	Laptop	5CG9072778	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Kingswood	HP	Probook	Laptop	CNU1424576	Recycle
Kingswood	HP	Probook	Laptop	CNU1424586	Recycle
Kingswood	Apple	iPad	iPad	DMQPC9DAFK10	Recycle
Kingswood	Apple	iPad	iPad	DMPPCYWQFK10	Recycle
Kingswood	Apple	iPad	iPad	DMQPC9DCFK10	Recycle
Kingswood	Apple	iPad	iPad	DMPPCMCZFK10	Recycle
Kingswood	Apple	iPad	iPad	DMQPC6WUFK10	Recycle
Kingswood	Apple	iPad	iPad	DMQPPLPKEFK10	Recycle
Kingswood	Apple	iPad	iPad	DN6GCD6CDFHW	Recycle
Kingswood	Apple	iPad	iPad	DN6GCH6CDFHW	Recycle
Kingswood	Apple	iPad	iPad	DMPPCGTXFK10	Recycle
Kingswood	Apple	iPad	iPad	DN6GC80KDFHW	Recycle
Kingswood	Apple	iPad	iPad	DMPHVLFWDVGG	Recycle
Kingswood	Apple	iPad	iPad	DMPHW3EKDVGG	Recycle
Kingswood	Apple	MacBookPro A1286	Laptop	C02GM3MHDV7L	Recycle
Kingswood	Ladybug	DC125	Document camera	D32C29744	Recycle
Kingswood	Promethean	PRM-45V1	Projector	WPRM-45V14520994	Recycle
Kingswood	Lightspeed	REDCAT A/V apparatus	AV equipment	RX RC2-111222	Recycle
Kingswood	Lightspeed	REDCAT A/V apparatus	AV equipment	RX RC201112220749	Recycle
Kingswood	Lightspeed	REDMIKEmicrophone	Microphone	TX-RMT2-120103-1795	Recycle
Kingswood	Lightspeed	REDMIKEmicrophone	Microphone	TX-RMT2-120103-1778	Recycle
Kingswood	Lightspeed	REDMIKEmicrophone	Microphone	TX-RMT2-111212-0963	Recycle
Kingswood	Lightspeed	REDMIKEmicrophone	Microphone	TX-RMT2-120103-1776	Recycle
Kingswood	Lightspeed		Switching Adapter (Lot of 2)	DSA-42D-24 1 240175	Recycle
Kingswood	Lightspeed	Desktop Charger	Desktop Charger	BC-RMCC-11051202181	Recycle
Kingswood	Lightspeed	LES705IR	REDMIKE Audio apparatus	705501280562	Recycle
Kingswood	Lightspeed	LES705IR	REDMIKE Audio apparatus	705509020352	Recycle
Kingswood	Apple	Macbook Pro	Laptop	CiMNDQK4DTY3	Recycle
Kingswood			Full site classroom funiture		Surplus
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA0025150B9547600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA002528017D17600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA0026511A0227600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXSHEAA004426091B17600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA0026511A0297600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA0025120EF887600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXEF2AA0025330AEDA7600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXSHEAA0044310B23F7600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXSHEAA0044310B2157600	Recycle
Mira Loma	Acer	C740 Chromebook	Laptop	NXSHEAA00442801E5D7600	Recycle
Ottomon	Acer	Chromebook	Laptop	NXEF2AA0025330D3727600	Recycle
Pershing			Chromebook Cart	20174384	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Pershing			Chromebook Cart	20174348	Recycle
Pershing			Chromebook Cart	20174475	Recycle
Pershing			Chromebook Cart	20174504	Recycle
Pershing	3M		Overhead Projector		Recycle
Pershing	JVC		DVD Player		Recycle
Pershing	Panasonic		VCR Player		Recycle
Pershing	Zenith		TV	312-34160582	Recycle
Pershing	Apple		Laptop		Recycle
Pershing	Sansui		VHS Player		Recycle
Pershing			Bluetook DOK		Recycle
Pershing	Promethean		Projector		Recycle
Pershing	ReTevis		Walkie talkies, chargers and cords (1 box)		Recycle
Pershing	Epson		Projector		Recycle
Pershing	NEC		Projector		Recycle
Pershing	BenQ		Projector		Recycle
Pershing	HP		Printer	20174551	Recycle
Pershing	ELMO		Projector	20174366	Recycle
Pershing	ELMO		Projector	20174523	Recycle
Pershing	ELMO		Projector	20174487	Recycle
Pershing			Wall phones and pencil sharpeners (1 box)		Recycle
Pershing	BenQ		Projector	20174365	Recycle
Pershing	BenQ		Projector	20174726	Recycle
Pershing	Epson		Printer	20147435	Recycle
Pershing	HP	Deskjet	Printer	20174496	Recycle
Pershing	Epson	CX5000	Printer		Recycle
Pershing	HP	Photosmart	Printer		Recycle
Pershing	HP		Printer		Recycle
Pershing			Cords (4 boxes)		Recycle
Pershing	Promethean	Active Slate	Active Slate		Recycle
Pershing	NEO	NEO 2	Cell phones (Lot of 2)		Recycle
Pershing	HP		Laptop	20174467	Recycle
Pershing	HP	Probook	Laptop	20174463	Recycle
Pershing	Apple		Laptop	1100014040	Recycle
Pershing	Samsung	Chromebook	Laptop	20174359	Recycle
Pershing	Samsung	Chromebook	Laptop	20174736	Recycle
Pershing	Samsung	Chromebook	Laptop	20174738	Recycle
Pershing	Samsung	Chromebook	Laptop	20174360	Recycle
Pershing	Samsung	Chromebook	Laptop	20174357	Recycle
Pershing	Samsung	Chromebook	Laptop	20174358	Recycle
Pershing	Apple		Laptop	1200015570	Recycle
Pershing	Apple		Laptop	1200015569	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Pershing	Apple		Laptop	20174354	Recycle
Pershing	Apple		Laptop	20174545	Recycle
Pershing	Apple		Laptop	20174368	Recycle
Pershing	Apple		Laptop	1300017232	Recycle
Pershing	HP-11	Chromebook	Laptop	20221513	Recycle
Pershing	HP-11	Chromebook	Laptop	20232???	Recycle
Pershing	HP-11	Chromebook	Laptop	20213718	Recycle
Pershing	HP-11	Chromebook	Laptop	20221614	Recycle
Pershing	HP-11	Chromebook	Laptop	20233079	Recycle
Pershing	HP-11	Chromebook	Laptop	20208416	Recycle
Pershing	HP-11	Chromebook	Laptop	20199206	Recycle
Pershing	HP-11	Chromebook	Laptop	20221942	Recycle
Pershing	HP-11	Chromebook	Laptop	10018595	Recycle
Pershing	HP-11	Chromebook	Laptop	10018594	Recycle
Pershing	HP-11	Chromebook	Laptop	20204341	Recycle
Pershing	HP-11	Chromebook	Laptop	20198245	Recycle
Pershing	ASUS	Chromebook	Laptop	10011356	Recycle
Pershing	Lenovo	Chromebook	Laptop	10018984	Recycle
Pershing	Lenovo	Chromebook	Laptop	10018986	Recycle
Pershing	Acer	Chromebook	Laptop	20174737	Recycle
Pershing	Acer	Chromebook	Laptop	1006172	Recycle
Pershing	Acer	Chromebook	Laptop	10018922	Recycle
SJUSD			Farrow Blaster Compact Unit	FSR 0263	Surplus Auction
SJUSD	Mercury		Mercury Low Speed Polisher		Surplus Auction
SJUSD	Tornado		Tornado Slow Speed Floor Polisher		Surplus Auction
SJUSD	Contrail		Contrail Flatbed Trailer	4KNUC25244L160781	Surplus Auction
SJUSD	Contrail		Contrail Flatbed Trailer	4KNUC25244L160778	Surplus Auction
SJUSD	Zieman	Tilt Trailer	Zieman Tilt Trailer	1ZCT20D25GZP12369	Surplus Auction
SJUSD	Chevrolet	Silverado 3500	2001 Chevrolet Silverado 3500 Reg. Cab 2WD	3GBKC34F41M107958	Surplus Auction
SJUSD	Ford	Expedition	1998 Ford Expedition XLT 4WD	1FMPU18L2WLB64361	Surplus Auction
SJUSD	Ford	F350	2005 Ford F350 Truck		Surplus Auction
SJUSD	Lithonia Hi-Tek	TX 400M TB HSG	MP Room 400 Watt Light Fixtures (Lot of 11)		Surplus Auction
SJUSD	Upright	UL24	Platform Electric Lift		Surplus Auction
SJUSD	Ford	Econoline	2000 Ford Econoline E250 Extended	1FTNS2427YHA39821	Surplus Auction
SJUSD	Ford	Econoline	2000 Ford Econoline E250 Extended	1FTNS242XYHA39814	Surplus Auction
SJUSD	Ford	Econoline	2000 Ford Econoline E250 Extended	1FTNS2423YHA39816	Surplus Auction
SJUSD	Ford	Econoline	2000 Ford Econoline E250 Extended	1FTNS2425YHA39817	Surplus Auction
SJUSD	Ford	Econoline	2000 Ford Econoline E250 Extended	1FTNS2427YHA39818	Surplus Auction
SJUSD	Chevrolet	Express	1999 Chevrolet Express 2500 Cargo	1GCGG25R3X1083845	Surplus Auction
SJUSD	Chevrolet	Express	1999 Chevrolet Express 2500 Cargo	1GCGG25R2X1083609	Surplus Auction
SJUSD	Chevrolet	Express	1999 Chevrolet Express 2500 Cargo	1GCGG25R4X1084132	Surplus Auction

Board of Education Agenda Item
Surplus Property May 24th 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
SJUSD	Chevrolet	Express	1999 Chevrolet Express 2500 Cargo	1GCGG25R7X1128902	Surplus Auction
SJUSD	Chevrolet	Express	2000 Chevrolet Express 1500 Cargo	1GCFG15W7Y1238006	Surplus Auction
SJUSD	Chevrolet	Express	2002 Chevrolet Express 2500 Cargo	1GCGG25R921180024	Surplus Auction
SJUSD	Surtec	TFF-2100	High Speed Floor Burnisher		Surplus Auction
SJUSD	Carrier	24ACA360A500	2 Ton R-410A Condenser		Surplus Auction
SJUSD	Carrier	48TMD005-M-501XQ	4 Ton HVAC Gas Package Unit (1)		Surplus Auction
SJUSD	Carrier	48TFE004-A-611HQ	4 Ton HVAC Gas Package Unit (2)		Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	85-081945	Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	21-149213	Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum		Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	62-015165	Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	85-013473	Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	85-094827	Surplus Auction
SJUSD	ProTeam	SCM-1282	ProTeam Backpack Vacuum	85-094833	Surplus Auction
SJUSD	ProTeam	CM3	ProTeam Backpack Vacuum	12311	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	27306	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	27310	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	27314	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	27319	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	27321	Surplus Auction
SJUSD	ProTeam	CM-300	ProTeam Backpack Vacuum	3040302	Surplus Auction
SJUSD	Crane	GPL159	Crane Vending Machine	159-015821	Surplus Auction
SJUSD	Crane	431	Crane Cold Vending Machine	431-145929	Surplus Auction
SJUSD	Crane	GPL159	Snack Machine	159-11471	Surplus Auction
SJUSD			Snack Cart		Surplus Auction
SJUSD		6FBR	Cambro Salad Bar Adult Size		Surplus Auction
SJUSD	Glasco	159	Glasco Vending Machine	159-10122	Surplus Auction
SJUSD		CVC724	Green Camcruiser Vending Cart		Surplus Auction
SJUSD		CVC724	Cambro Snack Cart Camcruiser Vending Cart		Surplus Auction
SJUSD	Duke	TCM6055N7	Duke Cold Serving Unit		Surplus Auction
SJUSD	Duke	TCM6055N7	Duke Cold Serving Unit		Surplus Auction
SJUSD	Lincoln	6C72	Lincoln Serving Unit	18443	Surplus Auction
SJUSD			Snack Cart		Surplus Auction
SJUSD			Snack Cart		Surplus Auction
SJUSD	Bloomfield	8571	Bloomfield Coffee Maker	02A00071047	Surplus Auction
SJUSD	Bunn	CWTF-34APS	Bunn Coffee Maker		Surplus Auction
SJUSD	Bunn	CWTF-34APS	Bunn Coffee Maker		Surplus Auction
SJUSD	Bunn	H5X-18-20	Bunn Hot Water Dispenser		Surplus Auction
SJUSD	Multiton	WPT45	Multiton WPT45 Pallet Jack	308709369	Surplus Auction
SJUSD	Multiton	ELE45	Multiton ELE45 Pallet Jack	3.82052E+11	Surplus Auction
SJUSD	Dayton	3W0948	Dayton Hand Jack		Surplus Auction

Board of Education Agenda Item
Surplus Property May 24th 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
SJUSD	Vulcan	BG36	Vulcan Stove Range Mariemont	481396675	Surplus Auction
SJUSD	Vendtronic	VC1100	Vendtronic Frozen Food Vending Machine	630-010340	Surplus Auction
SJUSD	Wolf	C34S-4	Wolf Stove Range Cowan	1043269198	Surplus Auction
SJUSD	Wolf	EV363-930	Wolf Stove Range Mission	60-1092640L00	Surplus Auction
SJUSD	Wolf	FV363-600	Wolf Stove Range Deterding	60-152706D99	Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet		Surplus Auction
SJUSD			Filing Cabinet Gray		Surplus Auction
SJUSD	Thermo Safe		Thermo Safe Insulated Containers		Surplus Auction
SJUSD	Thermo Safe		Thermo Safe Insulated Containers		Surplus Auction
SJUSD	Cambro		Cambro Camcarriers Insulated Food Boxes		Surplus Auction
SJUSD	Cambro		Cambro Camcarriers Insulated Food Boxes		Surplus Auction
SJUSD	Cambro		Cambro Camcarriers Insulated Food Boxes Red		Surplus Auction
SJUSD	Cambro		Cambro Camcarriers Insulated Food Box Brown		Surplus Auction
SJUSD	Crane	GPL 159	Crane Vending Machine Mira Loma	159-11895	Surplus Auction
SJUSD	Crane	GS-1	Crane Vending Machine San Juan	159-010199	Surplus Auction
SJUSD	Cambro	CVC724	Food Vending Cart		Surplus Auction
SJUSD	Crane	GPL	Crane Vending Machine Del Campo	159-11891	Surplus Auction
SJUSD	Crane	GPL 159	Crane Vending Machine Bella Vista 1	159-11926	Surplus Auction
SJUSD	Crane	GPL 159	Crane Vending Machine Bella Vista 2	159-11899	Surplus Auction
SJUSD	Crane	GPL 159	Crane Vending Machine Casa Robles	159-11474	Surplus Auction
SJUSD	Epilog	FiberMark	Epilog FiberMark Engraving Machine 24x12		Surplus Auction
SJUSD	Mitsubishi	PW23	Mitsubishi Pallet Jack PW23		Surplus Auction
SJUSD	Pro Cut	320	Pro Cut 320 Cutter Machine		Surplus Auction
SJUSD	Heat Seal	HDS-215R	Heat Sealer from Printing Shop		Surplus Auction
SJUSD			Canon Color Printer		Surplus Auction
SJUSD	Challenge	Medalist	Challenge Medalist 870 Folder		Surplus Auction
SJUSD	Duplo	DP-U150	Duplo High Volume Duplicator DP-U510		Surplus Auction
SJUSD	Xerox		Xerox FreeFlow Scanner 665		Surplus Auction
SJUSD	Epson	DS-60000	Epson DS-60000 Scanner		Surplus Auction
SJUSD	OCE	VarioPrint 6160	OCE VarioPrint 6160 Printer		Surplus Auction
SJUSD	Clark		Clark Forklift GCS25MB		Surplus Auction
SJUSD	GMC	C7D042	1987 GMC C7D042	1GDJ7D1F6HV509868	Surplus Auction
SJUSD	Ford	Focus	2001 Ford Focus ZX3	3FAFP31361R115516	Surplus Auction
SJUSD			Lot of Woodshop Industrial Gas Powered Blowers Fire Lathe Etc.		Surplus Auction

Board of Education Agenda Item
Surplus Property May 24th 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
SJUSD	Powis Parker/Challenge	15xs / EH-3C	Print Shop Machines - Tape Binder and Hole Punch	17553 / 975806	Surplus Auction
SJUSD	Isuzu	NPR	1992 Isuzu NPR	JALB4B1K3N7003769	Surplus Auction
SJUSD	NSS	Colt	2012 Wet Dry Floor Vacuum		Surplus Auction
SJUSD	NSS	Colt 1450PFMS	2012 Wet Dry Floor Vacuum		Surplus Auction
SJUSD	Windsor	CLP-12	2000 Carpet Extractor Windsor CLP-12		Surplus Auction
SJUSD	Windsor	CLP-12	2000 Carpet Extractor Windsor CLP-12		Surplus Auction
SJUSD	Clarke	Advance	1975 Low Speed Floor Scrubber		Surplus Auction
SJUSD	Clarke	VP-20 Polisher	2012 Floor Polisher Clarke VP-20 Polisher		Surplus Auction
Sunrise Tech	HP	L1750	Monitors (Lot of 36)		Recycle
Sylvan	Kirkland	Side by Side	Refrigerator		Recycle
Technology Services	Apple	MacBook Air	Laptop	C02Q56VTG941	Recycle
Technology Services	Apple	MacBook Air	Laptop	10023176 FVHX3DF5J1WK	Recycle
Technology Services	HP	ProBook 450	Laptop G2	10013331 CND533632P	Recycle
Technology Services	HP	ProBook 450	Laptop G3	10015054 5CD6261SFL	Recycle
Technology Services	HP	ProBook 640	Laptop G2	10021968 5CG6490RZV	Recycle
Technology Services	HP	ProBook 600	Laptop G2 MINI	10022425 2UA7042LMK	Recycle
Technology Services	HP	ProBook 600	Laptop G2 MINI	10022226 2UA7042LPH	Recycle
Technology Services	HP	Mini 400	Laptop G1	10015122 2UA6262TFV	Recycle
Technology Services	Apple	MacBook Air	Laptop	10017045 C02RR41RH3QD	Recycle
Technology Services	Apple	MacBook Air	Laptop	10015595 C1MS24KYDTY3	Recycle
Technology Services	HP	Probook 450	Laptop G3	10015059 5CD6261SFC	Recycle
Technology Services	HP	Probook 450	Laptop G3	10018788 5CD6261SC1	Recycle
Technology Services	HP	Probook 450	Laptop G3	10015621 5CD6261VKG	Recycle
Technology Services	Apple	MacBook Air	Laptop	10010663 c02q56vxg941	Recycle
Technology Services	HP	Compaq DC7600	Desktop computer	20175477	Recycle
Technology Services	HP	LaserJet 500	Color printer M551	CNDCH2M0O9Z 20173712	Recycle
Technology Services	HP	EliteDesk 800 G1	Laptop	SFF 10010060 MXL5091DYB	Recycle
Thomas Kelly	Promethean		Smart board		Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT2	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT1	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT4	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL221NTB	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSR	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NTG	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSN	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT7	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT3	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSX	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT6	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NST	Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSZ	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSY	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT5	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NT9	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL2210NSS	Recycle
Whitehouse	HP	Tower computer	Desktop computer	MXL0230KK5	Recycle
Whitehouse	HP	Tower computer	Desktop computer	2UA82103YP	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KG7	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JFG	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JHB	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KBO	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JG5	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JFM	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KBS	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KD4	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KGW	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JHH	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JGG	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JFJ	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JVB	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KGB	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JG9	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212JSG	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212LTY	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KBX	Recycle
Whitehouse	HP	ProBooks 4530S	Laptop	CNU2212KFG	Recycle
Whitehouse	HP	ProBook 6560b	Laptop	1200015772 / 20175630	Recycle
Whitehouse	HP	ProBook 6560b	Laptop	1200015769 / 20175633	Recycle
Whitehouse	HP	ProBook 6560b	Laptop	1200015770	Recycle
Whitehouse	HP	Steam	Laptop	5CD91422TY	Recycle
Whitehouse	HP	EliteBook Folio	Laptop	10017060	Recycle
Whitehouse	ASUS	EeePC	Laptop	9COAAS071548	Recycle
Whitehouse	HP	P1606dnn	Printer	20175648	Recycle
Whitehouse	HP	M1217nfw MFP	Printer	20175638	Recycle
Whitehouse	HP	M1217nfw MFP	Printer	20175636	Recycle
Whitehouse	HP	M1217nfw MFP	Printer	20175656	Recycle
Whitehouse	HP	M1217nfw MFP	Printer	20175610	Recycle
Whitehouse	HP	Compaq LA2205wg	Monitor	2ME0205490	Recycle
Whitehouse	HP	Compaq LA2205wg	Monitor	3CQ216C3H9	Recycle
Whitehouse	HP	Compaq LA245W	Monitor	CNT725Q32H	Recycle
Whitehouse	Avaya	6408D+	Telephone		Recycle

Board of Education Agenda Item
Surplus Property May 24th 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
Whitehouse	Topaz		Signature Pads (Lot of 15)		Recycle
Whitehouse	HP		Wired Keyboards (Lot of 6)		Recycle
Whitehouse	Logitech		Wired Keyboard		Recycle
Whitehouse	Microsoft		Wired Keyboards (Lot ot 3)		Recycle
Whitehouse	HP		Wired Mice (Lot of 8)		Recycle
Whitehouse	Compac		Wired Mouse		Recycle
Whitehouse	Microsoft		Wired Mouse		Recycle
Whitehouse	Targus		Wired Mouse		Recycle
Whitehouse	Logitech		USB Transmitter Unit		Recycle
Whitehouse	Labtech		Wired Microphone		Recycle
Whitehouse			Headsets (Lot of 2)		Recycle
Whitehouse	HP		Laptop power cords & AC adaptors (Lot of 30)		Recycle
Whitehouse	CBD		Laptop power cord and AC adaptor		Recycle
Whitehouse	ASUS		Laptop power cord and AC adaptor		Recycle
Whitehouse			Computer bags w/handles & wheels (Lot of 7)		Recycle
Whitehouse	Tagus		Computer bag		Recycle
Whitehouse			Old screw/prong monitor cables (Lot of 10)		Recycle
Whitehouse			Computer/monitor power cords (Lot of 28)		Recycle
Whitehouse			Printer cables (Lot of 5)		Recycle
Whitehouse			Network cable (broken)		Recycle
Whitehouse			White phone lines/cable ends (Lot of 2)		Recycle
Whitehouse			Beige phone headset cord		Recycle
Whitehouse	HP	CP3525dn	Laser Jet Color Printer w/ second paper tray	20175655	Recycle

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 05/24/2022

SUBJECT: Proposed Revisions to Board Policy 5111 Admission

DEPARTMENT: Admissions and Family Services

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed changes to Board Policy 5111 Admission.

RATIONALE/BACKGROUND:
When necessary, the board will approve revisions to policy to reflect current practices or changes in law. Board Policy 5111 addresses the admission of students into schools and has proposed revisions to reflect gender neutral language.

ATTACHMENT(S):
A: Board Policy 5111 Admission

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/18/2022, 05/02/2022
Board of Education: 05/10/2022

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: Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support
Kent Kern, Superintendent of Schools

Board Policy Manual
San Juan Unified School District

Policy 5111: Admission

Status: ADOPTED

Original Adopted Date: 09/24/2019 **| Last Revised Date:** 11/17/2020 **| Last Reviewed Date:** 11/17/2020

The governing board encourages the enrollment and appropriate placement of all ~~school aged~~ children who are eligible for enrollment in school. The superintendent or designee shall inform parents/guardians of children seeking admission to a district school ~~at any grade level~~ about admission requirements and shall assist them with enrollment procedures.

The superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

~~The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code section 49452.9)~~

Verification of Admission Eligibility

Before enrolling any child in a district school, the superintendent or designee shall verify the child's age, residenc~~e~~y within the district, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student's ~~or his/her~~ family members. (Education Code sections 234.7, 49076.7)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or the student's ~~his/her~~ parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for entry into grades K-1 as authorized by Education Code section 48002 or otherwise prescribed by the board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or an ~~his/her~~ inability to produce previous academic, medical, or other records normally

required for enrollment. (Education Code sections 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

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

State	Description
17 CCR 6000-6075	School attendance immunization requirements
5 CCR 200	Promotion from kindergarten to first grade
5 CCR 201	Admission to high school
Civ. Code 51	Unruh Civil Rights Act
Code of Civil Procedure 1002.7	Provision in enrollment agreement waiving legal rights, remedy, forum, proceeding or procedure; criminal sexual assault or sexual battery
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 46300	Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
Ed. Code 46600	Agreements for admission of students desiring interdistrict attendance
Ed. Code 48000	Minimum age of admission (kindergarten)
Ed. Code 48002	Evidence of minimum age required to enter kindergarten or first grade
Ed. Code 48010	Minimum age of admission (first grade)
Ed. Code 48011	Admission from kindergarten or other school; minimum age
Ed. Code 48050-48053	Nonresidents
Ed. Code 48200	Children between ages of 6 and 18 years (compulsory full-time education)
Ed. Code 48350-48361	Open Enrollment Act
Ed. Code 48645.5	Enrollment of former juvenile court school students
Ed. Code 48850-48859	Education of students in foster care and students who are homeless
Ed. Code 49076	Access to records by persons without written consent or under judicial order
Ed. Code 49076.7	Student records; data privacy; social security numbers
Ed. Code 49408	Information for use in emergencies
Ed. Code 49700-49703	Education of children of military families
H&S Code 120325-120380	Educational and child care facility immunization requirements
H&S Code 121475-121520	Tuberculosis tests for students

Federal	Description

42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
5 USC 552a	Records maintained on individuals

Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist CA K-12 Schools in Responding to Immigration Issues, 4/2018
Court Decision	Plyler v. Doe, 457 U.S. 202 (1982)
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
U.S. DOJ & DOE Civil Rights Joint Publication	Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014
U.S. DOJ & DOE Civil Rights Joint Publication	Dear Colleague Letter: School Enrollment Procedures, May 8, 2014
Website	California Office of the Attorney General
Website	U.S. Department of Justice
Website	California Department of Education
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights

Cross References

Code	**Description**
5111.1	District Residency
5111.1	District Residency
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.2	Exclusions From Attendance
5112.2	Exclusions From Attendance
5116.1	Intradistrict Open Enrollment
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5119	Students Expelled From Other Districts
5119	Students Expelled From Other Districts
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention

5125	Student Records
5125	Student Records
5141.3	Health Examinations
5141.3	Health Examinations
5141.31	Immunizations
5141.31	Immunizations
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.13	Response To Immigration Enforcement
5145.13	Response To Immigration Enforcement
5145.3	Nondiscrimination/Harassment
5145.6-E(1)	Parental Notifications
6173	Education For Homeless Children
6173	Education For Homeless Children

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 05/24/2022

SUBJECT: Proposed Revisions to Board Policy 0420.42 Charter School Renewal

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

DEPARTMENT: Admissions and Family Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed revisions to Board Policy 0420.42 Charter School Renewal.

RATIONALE/BACKGROUND:
When necessary, the board will approve revisions to policy to reflect current practices or changes in law. Board Policy 0420.42 addresses the renewal of charters schools and the requirements for this process. The proposed revisions reflect language to account for renewal of charters during the years that charter schools have been affected by COVID-19 and how that may affect the renewal term. Proposed revisions also reflect language about a charter and the changes it may be seeking to make in the operation of the school or delivery of its educational model (material revisions). Finally, the language around timelines when districts must approve or deny charters has been updated, although the timing remains the same.

ATTACHMENT(S):
A: Board Policy 0420.42 Charter School Renewal

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 04/18/2022, 05/02/2022
Board of Education: 05/10/2022

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: Brian T. Ginter, Director, Admissions and Family Services

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support
Kent Kern, Superintendent of Schools

Board Policy Manual
San Juan Unified School District

Policy 0420.42: Charter School Renewal **Status:** ADOPTED

Original Adopted Date: Pending

The Governing Board believes that the ongoing operation of a charter school established within the district should be dependent on the charter school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the bBoard shall review the petition thoroughly and in a timely manner, consistent with the timelines set out in the Education Code. The bBoard shall consider renewal petitions only of charters originally authorized by the bBoard itself or by the State Board of Education (SBE) on appeal after initial denial by the bBoard.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.43 - Charter School Revocation)

(cf. 0500 - Accountability, Research and Evaluation)

Each renewal granted by the Board shall be for a period of five years. (Education Code 47607)

Submission of Renewal Petition

The bBoard shall deny the renewal petition of any charter school operated as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code section 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the bBoard and in accordance with the standards and criteria in Education Code section 47605 for material revisions. (Education Code section 47607)

A charter school seeking renewal of its charter is encouraged to submit its petition for renewal to the Board sufficiently early before the term of the charter is due to expire. The bBoard recommends that a charter school submit its petition for renewal to the bBoard sufficiently early before the expiration of the term of the charter to allow the bBoard's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

The signature requirement applicable to new charter petitions is not applicable to petitions for renewal. (5 CCR 11966.4)

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. The petition also shall include documentation that the charter school meets at least one of the criteria for academic performance specified in Education Code 47607(b), as listed in item #5 in the section "Criteria for Granting or Denying Renewal" below. (Education Code 47607; 5 CCR 11966.4)

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code section 47605. ~~The Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4)~~ However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding that the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is located, as described in Education Code section 47605. (Education Code section 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code section 47607; 5 CCR 11966.4)

In determining whether to grant a charter renewal, the b~~B~~oard shall ~~consider increases in academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, as the most important factor. (Education Code 47607)~~ review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the b~~B~~oard shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. The b~~B~~oard shall only consider data from sources adopted by SBE. (Education Code sections 47607, 47607.2)

Following the b~~B~~oard's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

~~The Board shall deny a renewal petition only if it makes a written factual finding setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)~~

~~1. The charter school presents an unsound educational program for the students enrolled in the school.~~

~~2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.~~

~~3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).~~

~~4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).~~

~~5. The charter school has failed to meet at least one of the following criteria of academic performance:~~

~~a. Attainment of its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both schoolwide and for all numerically significant groups of students served by the charter school as defined in Education Code 52052~~

~~b. An API ranking in deciles 4-10 in the prior year or in two of the last three years~~

~~c. An API ranking in deciles 4-10 for a demographically comparable school in the prior year or in two of the last three years~~

~~d. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school. In determining whether the charter school satisfies this criterion, the Board shall base its decision on:~~

~~(1) Documented clear and convincing data~~

~~(2) Student achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program, for demographically similar student populations in comparison schools~~

~~(3) Information submitted by the charter school~~

~~Whenever the Board makes a determination based on this criterion, the Superintendent or designee shall submit copies of supporting documentation and a written summary of the basis for the Board's determination to the Superintendent of Public Instruction.~~

~~(cf. 6162.51 - Standardized Testing and Reporting Program)~~

~~e. Qualification for an alternative accountability system pursuant to Education Code 52052(h)~~

~~Timelines for Board Action~~

~~Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.~~

~~If the charter school submits documentation pursuant to item #5d in the section "Criteria for Granting or Denying Renewal" above, the Board shall not grant a renewal until at least 30 days after the submission of such documentation. (Education Code 47607)~~

~~Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall either grant or deny the request to renew the charter. (Education Code 47607; 5 CCR 11966.4)~~

~~If the Board fails to make a written factual finding pursuant to items #1-5 in the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)~~

~~The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)~~

~~If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. If the County Board then fails to deny or grant the petition within 60 days of receiving the petition, or within 90 days if extended by written mutual agreement of the charter school and the County Board, the charter school may submit the petition to the State Board of Education. (Education Code 47605, 47607.5)~~

1. Renewal of Five to Seven Years

    a. A charter school that is not eligible for technical assistance pursuant to Education Code section 47607.3 shall be granted renewal for a period of five to seven years when, for two consecutive years immediately preceding the renewal, or for two of the most recent years for which state data is available preceding the renewal if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, the charter school achieved either of the following: (Education Code section 47607)

        (1) Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years

        (2) For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority

of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

b. If the charter school satisfies the above criteria, it shall only be required to update the renewal petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and, as necessary, to reflect the current program offered by the charter school. (Education Code section 47607)

2. Renewal of Five Years

a. A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code section 47607.2)

(1) Measurable increases in academic achievement, as defined by at least one year's progress for each year in school

(2) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers

b. For any such charter school, the b~~B~~oard may deny the renewal petition only upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the b~~B~~oard's decision provided greater weight to performance on measurements of academic performance. (Education Code section 47607.2)

3. Denial/Two-Year Renewal

a. The b~~B~~oard shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, or for two of the ~~three~~ most recent years for which state data is available immediately preceding the renewal if the two consecutive years immediately preceding the renewal decision include the 2019-20 or 2020-21 school year, ~~for any renewal submitted in the 2020-21 or 2021-22 school year,~~ either of the following applies: (Education Code section 47607.2)

(1) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels, provided the charter school has schoolwide performance levels on at least two measurements of academic performance per year in each of the two years

(2) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average, provided that the charter school has performance levels on at least two measurements of academic performance for at least two subgroups

b. .However, the ~~B~~board may grant a two-year renewal to any such charter school if the b~~B~~oard makes written factual findings, setting forth specific facts to support the findings, that: (Education Code section 47607.2)

(1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above

In addition to all the grounds stated above for denial of a charter renewal, the bBoard may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the bBoard shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The bBoard may deny the renewal for these reasons only upon a finding that either the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code section 47607)

A charter school that qualifies for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the b Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The bBoard shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The bBoard may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code section 47607)

Timelines for Board Action

Within 60 days of receiving the renewal petition, the bBoard shall hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code section 47605)

The bBoard shall either grant or deny the charter renewal within 90 days of receiving the petition. The date may be extended by an additional 30 days if both the petitioner and the bBoard agree to the extension. (Education Code section 47605)

At least 15 days before the public hearing at which the bBoard will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code section 47605)

If the bBoard fails to make a written factual finding when required for denial of the petition pursuant to the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition.

The sSuperintendent or designee shall provide notification to the California Department of Education ~~CDE~~, within 10 calendar days of the bBoard's action, whenever a renewal of the charter is granted or denied. (Education Code section 47604.32; 5 CCR 11962.1)

If the bBoard denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the bBoard's written factual findings supporting the denial. (Education Code sections 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the school closure procedures specified in the charter in accordance with Education Code section 47605 and 5 CCR 11962 shall be implemented. (Education Code sections 47604.32, 47605)

Policy Reference Disclaimer:

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

State	Description
5 CCR 11960-11969	Charter schools
Ed. Code 47600-47616.7	Charter Schools Act of 1992
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 56145-56146	Special education services in charter schools
Ed. Code 60600-60649	Assessment of academic achievement

Federal	Description
20 USC 7223-7225	Charter schools

Management Resources	Description
CSBA Publication	Charter Schools: A Guide for Governance Teams, rev. 2016
CSBA Publication	The Role of the Charter School Authorizer, Online Course
Website	National Association of Charter School Authorizers
Website	California Charter Schools Association
Website	California Department of Education, Charter Schools
Website	CSBA
Website	U.S. Department of Education

Cross References

Code	Description
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
6162.51	State Academic Achievement Tests

~~*Legal Reference:*~~

~~*EDUCATION CODE*~~

~~*47600-47616.7 Charter Schools Act of 1992*~~

~~*52052 Definition of numerically significant student subgroup*~~

~~*56145-56146 Special education services in charter schools*~~

~~*60600-60649 Assessment of academic achievement*~~

~~*CODE OF REGULATIONS, TITLE 5*~~

~~*11962-11962.1 Definitions*~~

~~*11966.4 Submission of charter renewal petition*~~

~~*11966.5 Charter petitions that have not been renewed; submission to county board of education*~~

~~*UNITED STATES CODE, TITLE 20*~~

~~*7223-7225 Charter schools 7221-7221j Expanding opportunity through quality charter schools*~~

~~*Management Resources:*~~

~~*CSBA PUBLICATIONS*~~

~~*The Role of the Charter School Authorizer, Online Course*~~

~~*Charter Schools: A Guide for Governance Teams, rev. **June 2021** 2016*~~

~~*WEB SITES*~~

~~*CSBA: http://www.csba.org*~~

~~*California Charter Authorizing Professionals: https://calauthorizers.org*~~

~~*California Charter Schools Association: https://www.ccsa.org*~~

~~*California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/ch*~~

~~*National Association of Charter School Authorizers: https://www.qualitycharters.org*~~

~~*U.S. Department of Education: http://www.ed.gov*~~

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 05/24/2022

SUBJECT: Proposed Revisions to Board Policy 3300 Expenditures and Purchases

DEPARTMENT: Fiscal Services / Business Support Services

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed revisions to Board Policy 3300 Expenditures and Purchases.

RATIONALE/BACKGROUND:
The attached board policy has been updated to reflect the current procurement and contract laws, which align with the California School Boards Association's sample policy.

ATTACHMENT(S):
A: BP 3300 – Expenditures and Purchases

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: 05/10/2022

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

San Juan USD | BP 3300 Business and Noninstructional Operations

Expenditures and Purchases/~~Expending Authority~~

The ~~g~~Governing ~~b~~Board recognizes its fiduciary responsibility to oversee the prudent expenditure of district funds. In order to best serve district interests, the ~~s~~Superintendent or designee shall develop and maintain effective purchasing procedures that are consistent with sound financial controls and that ensure the district receives maximum value for items purchased. He/she shall ensure that records of expenditures and purchases are maintained in accordance with law.

~~(cf 3000 - Concepts and Roles)~~

~~(cf 3100 - Budget)~~

~~(cf 3350 - Travel Expenses)~~

~~(cf 3400 - Management of District Assets/Accounts)~~

~~(cf 3460 - Periodic Financial Reports and Accountability)~~

~~(cf 9270 - Conflict of Interest)~~

Expending Authority

The ~~s~~Superintendent or designee may purchase supplies, materials, apparatus, ~~and~~ equipment, and services in accordance with ~~g~~Governing ~~b~~Board policy, approved procedures, administrative regulations, Cal Procurement Card procedures, the Education Code, ~~the~~ Public Contract Code section 20111, and other applicable laws. Such purchases shall not exceed the limits imposed by law. (Education Code section -17605). The ~~b~~Board shall not recognize obligations incurred contrary to ~~b~~Board policy and administrative regulations.

~~District officials authorized to sign purchase orders and other purchase or contractual obligations of the district are only those authorized by the Board; namely the Superintendent, Chief Fiscal Officer, and Supervisor of Accounting.~~

~~(cf 3311 - Bids)~~

~~(cf 3312 - Contracts)~~

The ~~b~~Board shall review all transactions entered into by the ~~s~~Superintendent or designee on behalf of the ~~b~~Board every 60 days. (Education Code section 17605) All contracts must be approved or ratified by the ~~b~~Board on a [MONTHLY] basis.

~~(cf 3312 - Contracts)~~

Upon adoption of the final budget by the ~~b~~Board, all items included therein shall be considered approved and the administration authorized to proceed with the purchasing of such items in accordance with this policy. Prior to final budget adoption, those items essential to the operation of the educational program may be purchased.

The sSuperintendent or designee may authorize an expenditure which exceeds the budget classification allowance against which the expenditure is the proper charge only if an amount sufficient to cover the purchase is available in the budget for transfer by the bBoard.

(cf 3110 - Budget Transfers of Funds)

District funds shall not be expended for the purchase of alcoholic beverages. (Education Code section 32435)

Purchasing Procedures

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price. When price, fitness, and quality are equal, recycled products shall be preferred when procuring materials for use in district schools and buildings.

(cf 3314.2 - District Revolving Funds)

(cf 3440 - Inventories)

(cf 3511.1 - Integrated Waste Management)

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. In order to eliminate the processing of numerous small purchase orders, the Ssuperintendent or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor. He/she shall ensure that the "open" purchase order system details a maximum purchase amount, the types of items that can be purchased under this order, the individuals authorized to approve purchases, and the expiration date of the "open" order.

(cf 3312 - Contracts)

Conflict of Interest

Members of the bBoard and employees of the district shall not have a financial interest in any contract for goods or services when the following conditions apply:

1. The contract is between the district and a member of the bBoard, or employee.

2. The contract is between the district and a partnership or unincorporated association of which a member of the bBoard or employee is a partner or in which he/she is the owner or holder, directly or indirectly, or a proprietorship interest.

3. The contract is between the district and a corporation in which a member of the bBoard or employee is the owner or holder, directly or indirectly, of five percent or more of the outstanding common stock.

Policy Reference Disclaimer:

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

State	Description
Ed. Code 17604	Delegation of powers to agents
Ed. Code 17605	Delegation of authority to purchase supplies and equipment
Ed. Code 32370-32376	Recycling paper
Ed. Code 32435	Prohibited use of public funds, alcoholic beverages
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35160	Authority of governing boards
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 38083	Purchase of perishable foodstuffs and seasonal commodities
Ed. Code 41010	Accounting system
Ed. Code 41014	Requirement of budgetary accounting
Gov. Code 4330-4334	California made materials
Pub. Cont. Code 20111	Contracts over $50,000; contracts for construction; award to lowest responsible bidder
Pub. Cont. Code 3410	U.S. produce and processed foods

Management Resources	Description

State	Description
Website	CSBA, Financial Services
Website	California Department of Education
Website	California Association of School Business Officials

Cross References

Code	Description
3000	Concepts And Roles
3100	Budget
3100	Budget
3230	Federal Grant Funds
3230	Federal Grant Funds
3311	Bids
3311	Bids
3312	Contracts
3314	Payment For Goods And Services
3400	Management Of District Assets/Accounts
3440	Inventories
3440	Inventories
3460-E(1)	Financial Reports And Accountability - Periodic Financial Reports
3512	Equipment

Code	Description
3512	Equipment
3551	Food Service Operations/Cafeteria Fund
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest

~~(cf 9270 - Conflict of Interest)~~

~~(cf. 3310 - Purchasing Procedures)~~

~~(cf. 3311 - Soliciting Prices (Bids and Quotations))~~

~~(cf. 3312 - Contracts)~~

~~(cf. 3100 - Budget)~~

~~(cf. 3110 - Budget Transfers of Funds)~~

~~The Board shall not recognize obligations incurred contrary to Board policy and administrative regulations.~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~17604 Delegation of powers to agents; liability of agents~~

~~17605 Delegation of authority to purchase supplies and equipment~~

~~32370-32376 Recycling paper~~

~~32435 Prohibited use of public funds~~

~~35010 Control of district; prescription and enforcement of rules~~

~~35035 Powers and duties of superintendent~~

~~35160 Authority of governing boards~~

~~35250 Duty to keep certain records and reports~~

~~35272 Educational and athletic materials~~

~~38083 Purchase of perishable foodstuffs and seasonal commodities~~

~~41010 Accounting system~~

~~41014 Requirement of budgetary accounting~~

~~GOVERNMENT CODE~~

~~4330-4334 California made materials~~

~~PUBLIC CONTRACT CODE~~

~~3410 U.S. produce and processed foods~~

~~20111 and 22032 Contracts over $5015,000 for work and over $53,900 for materials or supplies; contracts for construction; award to lowest responsible bidder~~

~~Management Resources:~~

~~CSBA PUBLICATIONS~~

~~Maximizing School Board Governance: Fiscal Accountability, 2006~~

~~WEB SITES~~

~~CSBA, Financial Services: http://www.csba.org/fs~~

~~California Association of School Business Officials: http://www.casbo.org~~

~~California Department of Education: http://www.cde.ca.gov~~

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

adopted: June 9, 1992 Carmichael, California

Effective: September 1, 1992

Revised: April 27, 1999

Revised:

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-9

MEETING DATE: 05/24/2022

SUBJECT: Proposed Revisions to Board Policy 3311 Bids

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

DEPARTMENT: Fiscal Services / Business Support Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed revisions to Board Policy 3311 Bids.

RATIONALE/BACKGROUND:
The attached board policy has been updated to reflect the current procurement and contract laws, which align with the California School Boards Association's sample policy.

ATTACHMENT(S):
A: Board Policy 3311 – Bids

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: 05/10/2022

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

San Juan USD | BP 3311 Business and Noninstructional Operations

Bids

The ~~G~~governing b~~B~~oard is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the b~~B~~oard determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 3000 - Concepts and Roles)~~

~~(cf. 3230 - Federal Grant Funds)~~

~~(cf. 3300 - Expenditures/Expending Authority and Purchases)~~

~~(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)~~

~~(cf. 3311.2 - Lease-Leaseback Contracts)~~

~~(cf. 3311.3 - Design-Build Contracts)~~

~~(cf. 3311.4 - Procurement of Technological Equipment)~~

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code section 20116)

The s~~S~~uperintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For use in contracting for public works projects, the b~~B~~oard has, by resolution, adopted the procedures set forth in the California Uniform Public Construction Cost Accounting Act under Public Contract Code section~~s~~ 22030 et seq., including the required cost accounting procedures and the informal bidding procedures when allowed by law. The b~~B~~oard delegates to the ~~S~~superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications and working details for all public projects requiring formal bidding procedures. (Public Contract Code section 22030 et seq.)

For award of contracts which, by law or ~~B~~board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

~~(cf. 9270 - Conflict of Interest)~~

When calling for bids, the sSuperintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, and service required and include all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Bboard requires, or else all bids shall be rejected. (Public Contract Code section 20111)

The gGoverning bBoard will approve or ratify all construction change orders. No change order may result in a contract price change of more than 10% of the original contract approved or ratified by the bBoard.

When the gGoverning bBoard has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law. (Public Contract Code section 20118)

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

State	Description
Bus. Code 7056	General engineering contractor
Bus. Code 7057	General building contractor
CCP. 446	Verification of pleadings
Ed. Code 17070.10-17079.30	Leroy F. Greene School Facilities Act
Ed. Code 17250.10-17250.55	Design-build contracts
Ed. Code 17406	Lease-leaseback contract
Ed. Code 17595	Purchase of supplies through Department of General Services
Ed. Code 17602	Purchase of surplus property from federal agencies
Ed. Code 38083	Purchase of perishable foodstuffs and seasonal commodities
Ed. Code 38110-38120	Apparatus and supplies

State	Description
Ed. Code 39802	Transportation services
Gov. Code 4217.10-4217.18	Energy conservation contracts
Gov. Code 4330-4334	California made materials
Gov. Code 53060	Special services and advice
Gov. Code 54201-54205	Purchase of supplies and equipment by local agencies
Gov. Code 6252	Definition of public record
Pub. Cont. Code 1102	Definition of emergency
Pub. Cont. Code 1103	Definition, responsible bidder
Pub. Cont. Code 12200	Definitions, recycled goods, materials and supplies
Pub. Cont. Code 2000-2002	Responsive bidders
Pub. Cont. Code 20101-20103.7	Public construction projects, requirements for bidding
Pub. Cont. Code 20103.8	Award of contracts
Pub. Cont. Code 20110-20118.4	Local Agency Public Construction Act; school districts
Pub. Cont. Code 20189	Bidder's security, earthquake relief
Pub. Cont. Code 22000-22045	Alternative procedures for public projects (UPCCAA)
Pub. Cont. Code 22152	Recycled product procurement
Pub. Cont. Code 3000-3010	Roofing projects

State	Description
Pub. Cont. Code 3400	Bid specifications
Pub. Cont. Code 3410	U.S. produce and processed foods
Pub. Cont. Code 4113	Prime contractor; subcontractor
Pub. Cont. Code 6610	Bid visits

Management Resources	Description
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 1 (2006)
Court Decision	City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court, (1972) 7 Cal.3d 861
Court Decision	Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425
Court Decision	Konica Business Machines v. Regents of the University of California, (1988) 206 Cal.App.3d 449
Court Decision	Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739
Court Decision	Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241
Website	California Department of General Services
Website	CSBA
Website	California Department of Education
Website	California Association of School Business Officials

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
1340	Access To District Records
1340	Access To District Records
3000	Concepts And Roles
3230	Federal Grant Funds
3230	Federal Grant Funds
3312	Contracts
3314	Payment For Goods And Services
3510	Green School Operations
3512	Equipment
3512	Equipment
3540	Transportation
3551	Food Service Operations/Cafeteria Fund
3580	District Records
3580	District Records
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6163.1	Library Media Centers

Code	Description
6163.1	Library Media Centers
9270	Conflict Of Interest
9270-E(1)	Conflict Of Interest
9320-E(1)	Meetings And Notices
9323.2	Actions By The Board

~~Legal Reference:~~

~~EDUCATION CODE~~

~~17070.10-17079.30 Leroy F. Greene School Facilities Act~~

~~17250.10-17250.55 Design-build contracts~~

~~17406 Lease-leaseback contracts~~

~~17595 Purchase of supplies through Department of General Services~~

~~17602 Purchase of surplus property from federal agencies~~

~~38083 Purchase of perishable foodstuffs and seasonable commodities~~

~~38110-38120 Apparatus and supplies~~

~~39802 Transportation services~~

~~BUSINESS AND PROFESSIONS CODE~~

~~7056 General engineering contractor~~

~~7057 General building contractor~~

~~CODE OF CIVIL PROCEDURE~~

~~446 Verification of pleadings~~

~~GOVERNMENT CODE~~

~~4217.10-4217.18 Energy conservation contracts~~

~~4330-4334 Preference for California-made materials~~

~~6252 Definition of public record~~

~~53060 Special services and advice~~

~~54201-54205 Purchase of supplies and equipment by local agencies~~

~~PUBLIC CONTRACT CODE~~

~~1102 Emergencies~~

~~1103 Definition, responsible bidder~~

~~2000-2002 Responsive bidders~~

~~3000-3010 Roofing projects~~

~~3400 Bids, specifications by brand or trade name not permitted~~

~~3410 United States produce and processed foods~~

~~4113 Prime contractor; subcontractor~~

~~6610 Bid visits~~

~~12200 Definitions, recycled goods, materials and supplies~~

~~20101-20103.7 Public construction projects, requirements for bidding~~

~~20103.8 Award of contracts~~

~~20110-20118.4 Local Agency Public Construction Act; school districts~~

~~20189 Bidder's security, earthquake relief~~

~~22000-22045 Alternative procedures for public projects (UPCCAA)~~

~~22152 Recycled product procurement~~

~~COURT DECISIONS~~

~~Los Angeles Unified School District v. Great American Insurance Co., (2010) 49 Cal.4th 739~~

~~Great West Contractors Inc. v. Irvine Unified School District, (2010) 187 Cal.App.4th 1425~~

~~Marshall v. Pasadena Unified School District, (2004) 119 Cal.App.4th 1241~~

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-10

MEETING DATE: 05/24/2022

SUBJECT: New Board Policy 3311.1 Uniform Public Construction Cost Accounting Procedures

DEPARTMENT: Fiscal Services / Business Support Services

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the newly proposed Board Policy 3311.1 - Uniform Public Construction Cost Accounting Procedures.

RATIONALE/BACKGROUND:
The attached newly proposed board policy reflects the current procurement and contract laws, which align with California School Boards Association's sample policy.

ATTACHMENT(S):
A: Board Policy 3311.1 – Uniform Public Construction Cost Accounting Procedures

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: 05/10/2022

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

San Juan Unified USD | BP 3311.1 Business and Noninstructional Operations

Uniform Public Construction Cost Accounting Procedures

In awarding contracts for public works projects involving district facilities, the Board of Trustees desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The bBoard has, by resolution, adopted the procedures set forth in the California Uniform Public Construction Cost Accounting Act ("CUPCCAA") pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

(cf. 3311 - Bids)

(cf. 7110 - Facilities Master Plan)

The bBoard delegates to the sSuperintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Projects awarded through the CUPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

(cf. 9323.2 - Actions by the Board)

Legal Reference:
PUBLIC CONTRACT CODE
1102 Definition of emergency
20110-20118.4 Local Agency Public Construction Act; school districts
22000-22020 California Uniform Construction Cost Accounting Commission
22030-22045 Alternative procedures for public projects (UPCCAA), especially:
22032 Applicability of procedures based on amount of project
22034 Informal bidding procedure
22035 Emergency need for repairs or replacement
22037-22038 Formal bidding procedures for projects exceeding $175,000
22050 Alternative emergency procedures

Management Resources:
CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION PUBLICATIONS
Cost Accounting Policies and Procedures Manual
Frequently Asked Questions

WEB SITES
CSBA: http://www.csba.org
California Association of School Business Officials: http://www.casbo.org
California Uniform Construction Cost Accounting Commission: http://www.sco.ca.gov/ard_cuccac.html

Policy SAN JUAN UNIFIED SCHOOL DISTRICT
adopted:

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-11

MEETING DATE: 05/24/2022

SUBJECT: Proposed Revisions to Board Policy 3312 Contracts

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

DEPARTMENT: Fiscal Services / Business Support Services

ACTION REQUESTED:
The superintendent is recommending that the board approve the proposed revisions to Board Policy 3312 - Contracts.

RATIONALE/BACKGROUND:
The attached board policy has been updated to reflect the current procurement and contract laws, which align with California School Boards Association's sample policy.

ATTACHMENT(S):
A: Board Policy 3312 – Contracts

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: 05/10/2022

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

San Juan USD BP3312 Business and Noninstructional Operations

Contracts

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, materials, apparatus, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board shall ensure that the district's interest is protected and that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

~~Whenever state law invests the Board of Education with the power to enter into contracts on behalf of the district, the~~ The Board may, by a majority vote, delegate to the Superintendent or designee ~~the authority to enter into contracts on behalf of the district. this power to the Superintendent or designee. All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Board.~~

(cf. 3311 – Bids)

~~(cf. 9124 - Attorney)~~

~~All contracts where appropriate, or changes in standardized, previously approved contracts shall be submitted to the district's legal counsel for review and approval.~~

~~The Superintendent or designee may enter into contracts on behalf of the district. All contracts must be approved or ratified by the Board.~~

All contracts where appropriate, or changes in standardized, previously approved contracts shall be submitted to the district's legal counsel for review and approval.

The Board may, by majority vote, delegate to the superintendent or designee the authority to enter into contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3314 - Payment for Goods and Services)

~~(cf. 3400 - Management of District Assets/Accounts)~~

All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.

~~The district upholds state nondiscrimination laws.~~ When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

~~The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, sex, religion, ancestry, national origin, age, sexual orientation, sexual preference, ethnicity, gender, physical or mental disability or non-job-related handicap or disability, either in employment practices or in the provision of benefits of services to students or employees.~~

Before the district or a district school enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages or non-nutritious food as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of this contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include but not be limited to the following:

1. Control p~~P~~rocedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources and integrity of every employee responsible for handling money or property. Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.

~~(cf. 3100 - Budget)~~

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Periodic Financial Reports and Accountability)

2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.

In addition, the contract may specify whether contractor logos are permitted on district facilities, including but not limited to scoreboards and other equipment. If such logos are permitted, the contractor shall present the equipment to the Board as a gift. The gift may be accepted by the Board in accordance with Board policy and administrative regulation.

(cf. 3290 - Gifts, Grants and Bequest)

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may involve ~~form a committee invite consisting of~~ parents/guardians, students, staff and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

(cf. 1220 - Citizen Advisory Committees)

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.

(cf. 0000 - Concepts and Roles)

(cf. 0100 - Philosophy/Mission)

(cf. 0200 - Goals for the School District)

3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee, the number of food items or beverages sold within the district and the amount of money raised by the sales. ~~The Superintendent or designee shall report these amounts to the Board on a regular basis~~.

4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fund-raising activities.

(cf. 1230 - School-Connected Organizations)

(cf. 1321 - Solicitation of Funds from and by Students)

~~(cf. 3554 - Other Food Sales)~~

~~The contract shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal.~~

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(cf. 3311 - Bids)

The Board shall not enter into or renew a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages or non-nutritious food until parents/guardians, students and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting.(Education Code 35182.5)

(cf. 9322 - Agendas/Meeting Materials)

(cf. 9323 - Meeting Conduct)

~~The Board may satisfy the public hearing requirement by either:~~

~~1. Reviewing the contract at a public hearing of the Child Nutrition and Physical Activity Advisory Committee established pursuant to Education Code 49433, or~~

~~2. Holding an annual public hearing to review and discuss existing and potential contracts for food and beverage sales on campuses, including food and beverages sold as a full meal, through competitive sales and through vending machines.~~

The public hearing shall include but not be limited to a discussion of the nutritional value of food and beverages sold within the district; the availability of fresh fruit, vegetables and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar and additives in the food and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

(cf. 5030 – Student Wellness)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

~~(cf. 1340 - Access to District Records)~~

Contracts for Electronic Products or Services

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

1. Enters into the contract at a noticed, public hearing of the Board.

(cf. 9320 - Meetings and Notices)

2. Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(cf. 0440 – District Technology Plan

3. Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

(cf. 1325 - Advertising and Promotion)

4. As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

(cf. 5145.6 – Parental Notifications)

5. Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. Any request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

Contracts for Public Construction Projects

In addition to contracts for public construction projects pursuant to CUPCCAA, the superintendent or designee may enter into contracts for public construction projects that do not require competitive bidding to the extent permitted by the Public Contract Code.

The superintendent or designee may approve change orders related to construction projects previously approved or ratified by the board to the extent permitted by law and according to board policy, as long as the change orders do not cause the cost of the project to exceed the overall budget for the construction project.

(cf. 3312.2 – Change Orders for Construction Contracts)

Contracts for Digital Storage and Maintenance of Student Records

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

(cf. 5125 - Student Records)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district

2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account

3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract

4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information

5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records

6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records

7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content

8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g

9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

14505 Provisions required in contracts for audits

17595-17606 Contracts

35182.5 Contract prohibitions

45103.1 Personal services contracts

45103.5 Contracts for management consulting service related to food service

49073.1 Contract requirements for digital storage, maintenance and retrieval of student records

49431-49431.7 Nutritional standards

CODE OF CIVIL PROCEDURE

685.010 Rate of interest

GOVERNMENT CODE

12990 Nondiscrimination and compliance employment programs

53260 Contract provision re maximum cash settlement

53262 Ratification of contracts with administrative officers

LABOR CODE

1775 Penalties for violations

1810-1813 Working hours

PUBLIC CONTRACT CODE

4100-4114 Subletting and subcontracting fair practices

7104 Contracts for excavations; discovery of hazardous waste

7106 Noncollusion affidavit

20111 Contracts over $50,000; contracts for construction; award to lowest responsible bidder

20104.50 Construction Progress Payments

22300 Performance retentions

CODE OF REGULATIONS, TITLE 5

15500 Food sales by student organizations

15501 Sales in high schools and junior high schools

15575-15578 Food and beverage requirements outside of the federal school meal programs

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

~~Healthy Food Policy Resource Guide, 2003 rev. 2005~~

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2005

WEB SITES

CSBA: http://www.csba.org

CASBO: http://www.casbo.org

Policy SAN JUAN UNIFIED SCHOOL DISTRICT

Adopted: November 24, 1992 Carmichael, California

Revised: April 27, 1999

Revised: September 27, 2005

Revised: TBD ~~2020~~

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-12

MEETING DATE: 05/24/2022

SUBJECT: A-G Completion Improvement Grant 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 approve the A-G Completion Improvement Grant Plan, which assures the allocated funding to the district and schools for supplement programs and services to student parent/ guardian and staff.

RATIONALE/BACKGROUND:
The A-G Completion Improvement Grant is state funding provided to local educational agencies (LEAs) for additional supports to help increase the number of California high school pupils, particularly low-income, English learner, and foster youth students, who graduate from high school with A-G eligibility for admission into University of California and California State Universities.

California law does not require LEAs to apply for funding under the A-G Completion Improvement Grant Program, as Education Code 41590 prescribes an allocation formula that determines the amount of grant funds each qualifying LEA will receive. San Juan Unified School District received $2,042,797.

Education Code 41590 requires development of the plan, no later than April 1, 2022, describing how the LEA plans to utilize their grant funds to improve A-G eligibility and completion rates, and for the plans to be discussed at a regularly scheduled board meeting. LEAs are not required to submit their plans to their county offices of education, nor are they required to submit them to the California Department of Education (CDE).

LEAs will be required to report to the CDE how they are measuring the effectiveness of their grant investments, pursuant to the plans they developed and adopted, and their outcomes based on those measurements. This report is due on or before December 31, 2023.

ATTACHMENT(S):
A: A-G Completion Improvement Grant Plan

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/02/2022 , 05/16/2022
Board of Education: 05/10/2022

FISCAL IMPACT:
Current Budget: $2,042,797.00
Additional Budget: $ N/A
Funding Source: A-G Grant
Current Year Only ☐ On-going ☒

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

PREPARED BY: Brett Wolfe, Director CTE, K-12 Counseling & College/Career Readiness

APPROVED BY: Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs KS
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
San Juan Unified School District	$2,042,797

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility.

Funding received for the A-G Completion Improvement Grant, which comprises both the A-G Access Grant and the A-G Learning Loss Mitigation Grant, will be used for the following: training for high school counselors on entrance requirements to University of California and California State University universities; pay testing fees for unduplicated students taking Advanced Placement (AP) and International Baccalaureate (IB) tests; pay for registration for teachers to attend Advanced Placement course training; increase credit recovery sections (during the school day and outside of the school day); provide additional days for counselors to work with students who are credit deficient; increase dual enrollment sections at each high school; purchase college textbooks for Dual Enrollment classes; provide administrator support at the high schools to assist with A-G completion, professional development, advising plans, social emotional learning support, and increasing enrollment; marketing materials in multiple languages explaining A-G and college admissions;

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

Beginning with the class of 2023, all students in San Juan Unified School District must meet stricter graduation requirements. These requirements, although aligned to UC's A-G requirements, are not a mirror to the admission requirements for the University of California and the California State Universities. All SJUSD students are required to have a four-year plan aimed at attaining a Prepared status on the College Career Indicator (CCI) for graduation. A-G readiness is one way for students to graduate prepared on the CCI. Courses required for graduation - English, History, Science, World Language, Mathematics, and Visual and Performing Arts are all A-G approved.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-2021 school year and a description of the method used to offer the opportunity retake courses.

Attachment A

During the 2020-2021 school year, there were a total of 43,855 high school courses that either received no credit (F or fail) or were not eligible to be included for UC A-G credit. The 43,855 courses amounted to 24.12% of all grades issued by SJUSD high schools in 2020-2021. Students have the opportunity to retake classes in the traditional format, enroll in a credit recovery class, participate in credit recovery summer school, or move to an alternative education setting where students can remediate courses in a different format.

A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

San Juan Unified School District's Local Control and Accountability Plan (LCAP) is focused on unduplicated students, students who are credit deficient, students who are the first in their family to attend college, college/career readiness curriculum, math supports, strategies to recruit students into AP/IB classes, and provides additional counseling to serve high school students. The A-G Completion Improvement Grant is being used to supplement the LCAP in areas not currently covered.

Plan Expenditures

Programs and services to increase or improve A-G completion	**Planned Expenditures**
Counselor training including University of California Counseling Conference ($40 x 25)	$1,000
Advanced Placement teacher training ($285 x 18)	$5,130
Credit Recovery Sections at each high school (in school and asynchronous, 18)	$450,000
College/Career Technicians (Encina & Mesa Verde)	$553,371
Additional Days for High School Counselors (5 days, 34 counselors)	$103,296
Dual Enrollment Textbooks	$180,000
Test Fees for unduplicated students (AP/IB)	$75,000

Dual Enrollment (sections, one per HS)	$225,000
Administrator Support	$400,000
Marketing, Parent Education	$50,000
Total Amount	$2,042,797

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-13

MEETING DATE: 05/24/2022

SUBJECT: Resolution No. 4017 to Commit Fund Balance

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

DEPARTMENT: Fiscal Services

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4017 to Commit Fund Balance.

RATIONALE/BACKGROUND:
The objective of GASB 54 is to enhance the usefulness of fund balance information by providing clearer fund balance classification that can be more consistently applied and by clarifying existing governmental fund type definitions. The district has identified expenditures to support various programs and initiatives that can be met with current fund balance commitments.

ATTACHMENT(S):
A: Resolution No. 4017

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Jennifer Stahlheber, Chief Financial Officer

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4017

RESOLUTION OF THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT TO COMMIT FUND BALANCE

WHEREAS, the Governmental Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the committed fund balance classification reflects amounts subject to specific internal constraints self-imposed by the Board; and

WHEREAS, once the committed fund-balance constraints are imposed, it requires the constraint to be revised, removed or redirected for other purposes by the Board in the same manner as the Board originally approved the commitment; and

WHEREAS, the Board has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

NOW, THEREFORE, BE IT RESOLVED, that the San Juan Unified School District Board of Education, hereby commits to utilizing portions of its general fund ending balance, as indicated by the committed fund classification in its financial statements, for the following purposes:

Purpose	Justification	Estimated Amount
Bus Replacement Plan	9 Year Bus Replacement Plan	$10,000,000
Technology Device Refresh and Enhancements	Technology Plan	$10,000,000
Carryover of unspent 2021-22 Supplemental Grants	Supplemental grant carryover calculations, LCAP 2021-22, Ed Code 42238.07	$3,958,784
Textbook Adoptions	Textbook Adoptions 2022-23 through 2024-25	$5,000,000

AND BE IT FURTHER RESOLVED, that such funds cannot be used for any purposes other than directed above, unless the Board adopts a successor resolution to revise or remove the constraint, or otherwise redirect the funds for other purposes.

Approved, passed and adopted by the Board of Education of the San Juan Unified School District on the 24th day of May, 2022:

AYES: _____

NOES: _____

ABSTENTIONS: _____

_____

Michael McKibbin, Ed.D., President of the Governing Board of the San Juan Unified School District

Attested to:

_____

Pam Costa, Clerk of the Governing Board of the San Juan Unified School District

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-14

MEETING DATE: 05/24/2022

SUBJECT: Head Start (HS) and Early Head Start (EHS) Grant Resolution Fiscal Year 2022-23

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

DEPARTMENT: Early Childhood Education

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 4020 approving the Head Start and Early Head Start grant resolution with Sacramento Employment and Training Agency (SETA).

RATIONALE/BACKGROUND:
The annual HS and EHS grant resolution is an agreement to implement the HS and EHS funding for fiscal year 2022-23. HS and EHS are comprehensive programs designed to meet the needs of pregnant women and children from infancy through five years of age, including infant, toddler, and preschool programs.

ATTACHMENT(S):
A: Resolution No. 4020

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

FISCAL IMPACT:
Current Budget: Head Start $8,963,043
Early Head Start $2,024,595
Total Current Budget: $10,987,638
Funding Source: Federal-Health & Human Services/Office of Head Start

Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 1,2 Focus: N/A
Action: N/A
Strategic Plan: 1,2

PREPARED BY: Lisa Teal, Program Manager, Early Childhood Education

APPROVED BY: Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education and Programs AT
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

RESOLUTION NO. 4020

RESOLUTION AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT

FROM THE SACRAMENTO EMPLOYMENT AND TRAINING AGENCY

(GOVERNMENTAL ENTITY)

WHEREAS, San Juan Unified School District,
(Legal Name of Entity)
a California local governmental entity (hereinafter referred to as "DELEGATE"), desires to enter into an AGREEMENT with the SACRAMENTO EMPLOYMENT AND TRAINING AGENCY, a Joint Powers Agency and Head Start Grantee (hereinafter referred to as "SETA"), for the operation of a Head Start Program under the Head Start Act, 42 U.S.C. Section 9801, et seq., as amended;

THEREFORE, BE IT RESOLVED THAT the Governing Body of DELEGATE hereby authorizes the execution of AGREEMENT # 23C6651S0 by and between DELEGATE and SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the position(s) of:

Title

1. Amberlee Townsend-Snider, Assistant Superintendent, Elementary Education & Programs
2. Lisa Teal, Program Manager, Early Childhood Education
3. _____

is/are hereby authorized on behalf of and in the name of DELEGATE and as its official act and deed to sign and otherwise enter into AGREEMENT # 23C6651S0 with SETA; and

BE IT FURTHER RESOLVED THAT any individual employed by DELEGATE in the position(s) of:

Title

1. Stacey Shorey, Administrator, Early Childhood Education
2. Meghan Jorgensen, Administrator, Early Childhood Education
3. _____

shall be authorized to act on behalf of DELEGATE with respect to this AGREEMENT # 23C6651S0 by and between DELEGATE and SETA and that SETA may rely upon any communication or act, including telephone communication, made by the individuals authorized to act on behalf of DELEGATE pursuant to this resolution; and

BE IT FURTHER RESOLVED THAT the following individuals comprise the entire Governing Body of DELEGATE***:

Name	Address	City, Zip Code
1. Michael McKibbin, Ed.D., President	3738 Walnut Avenue	Carmichael, 95608
2. Zima Creason, Vice President	3738 Walnut Avenue	Carmichael, 95608
3. Pam Costa, Clerk	3738 Walnut Avenue	Carmichael, 95608
4. Saul Hernandez, Member	3738 Walnut Avenue	Carmichael, 95608
5. Paula Villescaz, Member	3738 Walnut Avenue	Carmichael, 95608
6.		
7.		
8.		
9.		

*** Add additional pages if necessary

AND BE IT FURTHER RESOLVED THAT the authority conferred pursuant to this resolution and the representations contained herein shall remain in full force and effect until written notice of the revocation thereof shall have been received by SETA.

I, Pam Costa, Clerk,
(Name/Title)
of San Juan Unified School District, a California
(Legal Name of Entity)
local governmental entity, do hereby certify and declare that the foregoing is a full, true and complete copy of a resolution duly passed and adopted by the Governing Body of said entity at a meeting of said Body duly and regularly called, noticed and held, at

3738 Walnut Avenue, Carmichael, California 95608, on the 24 day of May, 2022, at which meeting a quorum of the Governing Body was present and a majority of which quorum voted in favor of said resolution, and that said resolution is now in full force and effect.

I have executed this Resolution on this 24 day of May, 2022.

San Juan Unified School District
(Name of Entity)

BY: _____
(Signature)

Pam Costa
(Typed Name)

Clerk, Board of Education
(Title)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-15

MEETING DATE: 05/24/2022

SUBJECT: 2022 High School Scholarship Awards

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 approve the 2022 High School Scholarship Awards.

RATIONALE/BACKGROUND:
Pursuant to Education Code section 44015 and Administrative Regulation 1150, expenses per individual award shall not exceed $200 unless expressly approved by the Governing Board.

Bella Vista High School: Dave and Maggie Cox Scholarship – Ekaterina Mikhailova, Abbigale Stachniuk, Max Diab, and David Barrera; **Nicholas Sparks Award** – Sidnee Boyd; **Ose Family Community Award** – Chelsea Reimche.
Encina Preparatory High School: Ose Family Community Award – Joy Adeyemo.
Rio Americano High School: CIVITAS Senior Awards – Jae Yeon Lee; **CIVITAS Senior Project** – Metzil Lemus, Sophia Steubing; **CIVITAS Greatest in CIVITAS** – McKenna Hubbard; **Theresa Marelich Memorial Scholarship** – Naomi Piper Pell.

ATTACHMENT(S):
A: Dave and Maggie Cox Scholarship Selection Criteria – Bella Vista
B: Nicholas Sparks Award Selection Criteria – Bella Vista
C: Ose Family Community Award Selection Criteria – Bella Vista and Encina
D: CIVITAS Award Selection Criteria – Rio Americano

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

FISCAL IMPACT:
Current Budget: $ N/A
Additional Budget: $ N/A
Funding Source: $ N/A
Current Year Only ☒ Ongoing ☐

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

PREPARED BY: Kristan Schnepp, Assistant Superintendent, Secondary Education and Programs KS

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

Bella Vista High School - Dave and Maggie Cox Scholarship

- **Dave and Maggie Cox Scholarship Selection criteria:**

Based on financial need and not receiving any other awards, committee will select 4 students, 2 male and 2 female, each student will receive a $3,000 award.

- Selection Committee Members
  Elyna Cespedes (Counselor)
  Christina Schlatter (Senior AVID/Drama Teacher)
  Zara Budenbender (Student Activities Director)
  Vanessa Sosa (Spanish Department Chair)
  Charles Saylor (Science Department Co-Chair)
  Lauren Trainor (Counselor)
  Vicki Orton (Science Department Co-Chair).

- Name(s) of the awardee(s), dollar amount, and reason

  *Ekaterina Mikhailova - $3000
  Many accomplishments in AVID and at BV. Weighted GPA 4.17. Honors Sash, Gold State Seal Merit Diploma, NHS and Interact.

  *Abbigale Stachniuk - $3000
  Abby has contributed many hours of community service and has a 4.19 weighted GPA. Golden State Seal Merit Diploma, Honors Sash

  *Max Diab - $3000
  Max is in the top 10 students of his graduating class and has a 4.54 weighted GPA. He has also served as a volunteer tutor and participated in Bella Vista Clubs and has volunteered for school events.

  *David Barrera - $3000

  David is an exceptionally gifted AVID student and given the opportunity will go far. Weighted GPA 3.48

Bella Vista High School – Nicholas Sparks Award

- Selection criteria:
  This award goes to an outstanding student who shows promising English Literature/writing skills.

- Selection Committee Members:
  Elyna Cespedes (Counselor)
  Christina Schlatter (Senior AVID/Drama Teacher)
  Zara Budenbender (Student Activities Director)
  Vanessa Sosa (Spanish Department Chair)
  Charles Saylor (Science Department Co-Chair)
  Lauren Trainor (Counselor)
  Vicki Orton (Science Department Co-Chair).

- Name(s) of the awardee(s), dollar amount, and reason:

  Sidnee Boyd - $500

  This selection is made by the English Department. Sidnee is found to be an outstanding student in AP Literature who has outstanding writing skills.

Ose Family Community Service Award – Bella Vista High School

- Selection criteria:
  $1,000 per student, one student can be selected. Student will have demonstrated outstanding and sustained community service by volunteering at one or more local non-profit organizations in the Sacramento region during their sophomore, junior, and senior year. Student will exemplify good character and citizenship.

- Selection Committee Members
  Elyna Cespedes (Counselor)
  Christina Schlatter (Senior AVID/Drama Teacher)
  Zara Budenbender (Student Activities Director)
  Vanessa Sosa (Spanish Department Chair)
  Charles Saylor (Science Department Co-Chair)
  Lauren Trainor (Counselor)
  Vicki Orton (Science Department Co-Chair).

- Name(s) of the awardee(s), dollar amount, and reason

  Chelsea Reimche - $1000

  Chelsea plans to attend UC Santa Barbara in the fall of 2022 and has demonstrated excellence in academics and sports, while volunteering over 80 hours for the California State Parks.

Encina High School

Ose Community Service Award Recipient

Selection criteria

- Must be a senior in the San Juan USD
- Demonstrate outstanding and sustained commitment to community service to one or more local non-profit organizations in the Sacrament region during their 10th, 11th, and 12th grades of high school.
- Be accepted and plan to attend an accredited 2 or 4 year college in the year following graduation
- Have a minimum cumulative 2.5 GPA
- Demonstrate good character and citizenship
- Complete and submit the application form including all requested materials

List of selection committee members

- Lori Sato
- Eliseo Millan
- Beth Hein Sanchez
- Bai Zhen
- Holli Reich

Name of the awardee, dollar amount, and reason

- Ose award winner: Joy Adeyemo
- $1,000
- Joy is involved in many clubs and organizations including being the Vice President of the Interact Club, a Link Crew leader, Pro mentoring leader, and the San Juan Youth Voice Advocate program, to name a few. Joy plans on attending UC Davis in the fall.

Rio Americano – CIVITAS Senior Awards

CIVITAS Sr. Award of Excellence - $1,000, Best Senior Project - $500 and Greatest Growth in CIVITAS - $500

- Selection Committee
    - Kyle Wirtz
    - Meredith Montgomery
    - Sierra Reed
    - Lars Larson
    - Emma Ellis
    - Logan Swain
    - Alexander Nedich
    - Jessica Gonzales
    - Annika Erickson
    - Hunter Howell

Selection Criteria:

- CIVITAS Sr. Award of Excellence – Student's determine the winner ($1,000) – Jae Yeon Lee
    - CIVITAS Seniors nominate a male and female senior that they feel best typifies the CIVITAS experience.
- CIVITAS Sr. Project Award – CIVITAS Staff determines winner (two $500) – Metzil Lemus and Sophia Steubing
    - Student created an outstanding Senior Advocacy Project, project has impacts within the community and student' have a sincere and personal connection to issue behind the project.
- CIVITAS Greatest in CIVITAS – CIVITAS Staff determines the winner ($500) – McKenna Hubbard
    - Student who demonstrated the greatest growth as a scholar, activist and engaged community member.
- Theresa Marelich Memorial Scholarship – CIVITAS Parent and Non-CIVITAS Staff determine winner ($1,000) – Naomi Piper Pell
    - Application process

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM G-16

MEETING DATE: 05/24/2022

SUBJECT: CEQA Notice of Exemption for Earl LeGette Elementary School New Construction and Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Earl LeGette Elementary School New Construction and Modernization Project.

RATIONALE/BACKGROUND:
The project shall include the construction of a new six-classroom Humming Bird Modular Building for kindergarten and first grade. The modular building shall include six classrooms, four restrooms and one electrical/fire-riser room (7,800 SF); one transitional kindergarten/kindergarten 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 (DSA). Additionally, the four existing portables will be removed from the site; therefore, the site will have a net gain of two new classrooms.

The project will be broken up into four increments as follows:

- Increment 1 – Site work (Construction June 2022- October 2022)
- Increment 2 – New Multipurpose Building (Construction August 2022-June 2023)
- Increment 3 – Modernization of existing campus (Construction January 2023- December 2023)
- Increment 4 – New Modular Classroom Building (Construction October 2022- March 2023)

ATTACHMENT(S):
A: CEQA Notice of Exemption
B: Categorical Exemption Narrative

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Nicholas Arps, Director, Facilities, Construction & Modernization NA

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

Attachment A

Print Form

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
8239 E Stockton Blvd
Sacramento, CA 95828

From: (Public Agency): San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(Address)

Project Title: Earl LeGette Elementary School Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:
Earl LeGette Elementary School
4623 Kenneth Ave

Project Location - City: Fair Oaks, CA 95628 Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

New construction of a multipurpose building/Exterior site improvements
New construction of a kindergarten and 1st-grade classroom building/modernization of old kinder classrooms
Full renovation/modernization of all remaining classrooms, administration, and multipurpose buildings.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: **(check one):**

- ☐ Ministerial (Sec. 21080(b)(1); 15268);
- ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
- ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- ☒ Categorical Exemption. State type and section number: 15301Class1,15302Class 2,15314Class14
- ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:
See Attached Narrative:
15301 Class 1, 15302 Class 2, 15314, Class 14 addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less

Lead Agency Contact Person: Frank Camarda Area Code/Telephone/Extension: 916.971.5780

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? ☐ Yes ☐ No

Signature: _____ Date: _____ Title: Chief Operations Officer

☐ Signed by Lead Agency ☐ Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

San Juan Unified School District
Earl LeGette Modernization Project
May 2, 2022

CATEGORICAL EXEMPTION



Project Scope:

The Project shall include the construction of a new 6 classroom Humming Bird Modular Building for Kindergarten and First Grade. The modular building shall include six classrooms, four restrooms, and one electrical / fire riser room. (7,800 SF), 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 ("DSA").

Additionally, we will be removing 4 existing portables from the site and the new classroom wing will have 6 new classrooms. Therefore, the site will have a net gain of 2 new classrooms.

The project will be broken up into 4 increments as follows:

- Increment 1 – Site work (Construction June 2022- October 2022)
- Increment 2 – New Multipurpose Building (Construction August 2022-June 2023)
- Increment 3 – Modernization of existing campus (Construction January 2023- December 2023)
- Increment 4 – New Modular Classroom Building (Construction October 2022- March 2023)

The District may choose to file a Notice of Exemption (NOE) for this Project, pursuant to CEQA Guidelines Section 15301 for Existing Facilities, Section 15302 for Replacement or Reconstruction, and Section 15314 for Minor Additions to Schools.

- Section 15301/Class 1 consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment or topographical features, involving negligible or no expansion beyond that existing at the time of the lead agency's determination.

- Section 15302/Class 2 consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced, including but not limited to replacement or reconstruction of existing utility systems and/or facilities involving negligible or no expansion of capacity.

- Section 15314/Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.

To support the categorical exemption on the Project, the District has made the following findings:

1. To address Exception a): The Earl LeGette Elementary School is an existing, operating public school located at 4623 Kenneth Avenue in Carmichael, California. The school is not located in the Coastal Zone or in a biologically sensitive environment; and
2. To address Exception b): The Project does not create an increase of classrooms or classroom capacity of more than 10 or 25% of the masterplan capacity at the school site, and therefore does not contribute toward a cumulative impact of increased capacity; and
3. To address Exception c): There is no reasonable possibility that the Project will have a significant effect on the environment due to unusual circumstances; including but not limited to aesthetics, air quality, noise and traffic; and
4. To address Exception d): The Project is not located on or near a scenic highway; and
5. To address Exception e): The Project is not located on a hazardous waste site; and
6. To address Exception f): The project site is not listed on the National Register of Historic Places or designated as California Historical Landmarks.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM **G-17**

MEETING DATE: **05/24/2022**

SUBJECT: CEQA Notice of Exemption for Rio Americano High School Career Technical Education (CTE) Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) Notice of Exemption for the Rio Americano High School CTE Modernization Project.

RATIONALE/BACKGROUND:
A three-building cluster of classrooms are located at the southeast edge of Rio Americano High School. The project entails the modernization of building J to support career technical education programs. This modernization does not add any additional square footage. Existing and new utilities will be provided and/or altered to support the specific needs of the program and its new and relocated equipment. The three-building cluster will gain a sprinkler system feed from a new fire line.

Two refurbished Division of the State Architect (DSA) certified portables will be added to the campus to provide temporary housing. Other programs will be moved into these classrooms once they are vacant to help relieve the overcrowding in some of the undersized classrooms.

ATTACHMENT(S):
A: CEQA Notice of Exemption
B: Categorical Exemption Narrative

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Nicholas Arps, Director, Facilities, Construction & Modernization NA

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

Print Form

Notice of Exemption

Appendix E

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County Clerk
County of: Sacramento
8239 E Stockton Blvd
Sacramento, CA 95828

From: (Public Agency): San Juan Unified School District
3738 Walnut Avenue
Carmichael, CA 95608
(Address)

Project Title: Rio Americano CTE Modernization Project

Project Applicant: San Juan Unified School District

Project Location - Specific:

4540 American River Drive, Sacramento, CA 95864

Project Location - City: Sacramento, 95864 Project Location - County: Sacramento

Description of Nature, Purpose and Beneficiaries of Project:

The project entails the modernization of building J to support career tech programs. This modernization does not add any additional square footage. Existing and new utilities will be provided and or altered to support the program.

Name of Public Agency Approving Project: San Juan Unified School District

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Exempt Status: **(check one):**

- ☐ Ministerial (Sec. 21080(b)(1); 15268);
- ☐ Declared Emergency (Sec. 21080(b)(3); 15269(a));
- ☐ Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- ☒ Categorical Exemption. State type and section number: 15301Class1,15302Class 2,15314Class14
- ☐ Statutory Exemptions. State code number: _____

Reasons why project is exempt:
See Attached Narrative:
15301 Class 1, 15302 Class 2, 15314, Class 14 addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less

Lead Agency Contact Person: Frank Camarda Area Code/Telephone/Extension: 916.971.5780

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? ☐ Yes ☐ No

Signature: _____ Date: _____ Title: Chief Operations Officer

☐ Signed by Lead Agency ☐ Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Reference: Sections 21108, 21152, and 21152.1, Public Resources Code.

Date Received for filing at OPR: _____

Rio Americano High School
San Juan Unified School District
Career Tech Modernization Project
May 4, 2022

CATEGORICAL EXEMPTION

Rio Americano High School CTE Modernization
School Site Solutions, Inc.

DESCRIPTION OF OVERALL SCOPE OF WORK

A three-building cluster of classrooms are located at the Southeast edge of the Rio Americano High School. The project entails the modernization of building J to support career tech programs. This modernization does not add any additional square footage. Existing and new utilities will be provided and or altered to support the specific needs of the program and its new and relocated equipment. The three-building cluster will gain a sprinkler system feed from a new fire line.

Two refurbished DSA certified portables will be added to the campus to provide temporary housing, which will remain in place. Other programs will be moved into these classrooms once they are vacant to help relieve the overcrowding in some of our undersized classrooms.

The District may choose to file a Notice of Exemption (NOE) for this Project, pursuant to CEQA Guidelines Section 15301 for Existing Facilities, Section 15302 for Replacement or Reconstruction, and Section 15314 for Minor Additions to Schools.

- Section 15301/Class 1 consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment or topographical features, involving negligible or no expansion beyond that existing at the time of the lead agency's determination.

- Section 15302/Class 2 consists of replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced, including but not limited to replacement or reconstruction of existing utility systems and/or facilities involving negligible or no expansion of capacity.

- Section 15314/Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.

To support the categorical exemption on the Project, the District has made the following findings:

1. To address Exception a): Rio Americano High School is an existing, operating public school located at 4540 American River Dr. in Sacramento, California. The school is not located in the Coastal Zone or in a biologically sensitive environment; and
2. To address Exception b): The Project does not create an increase of classrooms or classroom capacity of more than 10 or 25% of the masterplan capacity at the school site, and therefore does not contribute toward a cumulative impact of increased capacity; and
3. To address Exception c): There is no reasonable possibility that the Project will have a significant effect on the environment due to unusual circumstances; including but not limited to aesthetics, air quality, noise and traffic; and
4. To address Exception d): The Project is not located on or near a scenic highway; and
5. To address Exception e): The Project is not located on a hazardous waste site; and
6. To address Exception f): The project site is not listed on the National Register of Historic Places or designated as California Historical Landmarks.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-18

MEETING DATE: 05/24/2022

SUBJECT: Fifth Amendment of Facility Lease Agreement Between San Juan Unified School District and Aim Higher Inc.

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending the board approve the 2022-23 lease amendment for Aim Higher Inc., for their programs at the Orange Grove campus.

RATIONALE/BACKGROUND:
The lease for Aim Higher Inc., a California Non-Profit Adult Day Program was approved on or about July 1, 2014. The fifth amendment, attached hereto as Attachment A, revises the original agreement by the term and the rent provisions under the lease.

ATTACHMENT(S):
A: Aim Higher Lease Amendment No. 5

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Frank Camarda, Chief Operations Officer

APPROVED BY: Kent Kern, Superintendent of Schools

AMENDMENT TO LEASE AGREEMENT
BETWEEN SAN JUAN UNIFIED SCHOOL DISTRICT
AND AIM HIGHER, INC.

THIS FIFTH AMENDMENT TO THE LEASE AGREEMENT ("Fifth Amendment") is made and entered into this ____day of _____ 2022 ("Effective Date"), by and between the San Juan Unified School District, a California public school district, ("District"); and Aim Higher, Inc., a California nonprofit corporation ("Tenant") (collectively, the "Parties") as follows:

RECITALS

WHEREAS, District is the owner of real property generally known as the Orange Grove School site, located at 4640 Orange Grove, Sacramento, California 95841 (the "School Site");

WHEREAS, on July 1, 2014, District and Tenant entered into a Lease Agreement ("Lease"), attached hereto as **Exhibit A**, under which the District agreed to lease D-1, D-2, D-3, and D-4 ("Premises") of the School Site to Tenant;

WHEREAS, on or about April 24, 2018, the District and Tenant entered into the First Amendment to the Lease ("First Amendment"), attached hereto as **Exhibit B**, under which the District agreed to add Rooms E-1 and E-2 to the leased Premises of the School Site in exchange for payment of increased annual rent;

WHEREAS, on May 28, 2019, District and Tenant entered into the Second Amendment of the Lease Agreement ("Second Amendment") attached hereto as **Exhibit C,** under which the Term of the Lease, among other things, was extended for one (1) year, commencing on July 1, 2019 with an option to renew for four (4) additional one (1) year terms;

WHEREAS, on June 30, 2020, the District and Tenant entered into the Third Amendment of the Lease Agreement ("Third Amendment") attached hereto as **Exhibit D,** under which the Term of the Lease, among other things, was extended for one (1) year, commencing on July 1, 2020, with an option to renew for four (4) additional one (1) year terms;

WHEREAS, on June 30, 2021, the District and Tenant entered into the Fourth Amendment of the Lease Agreement ("Fourth Amendment") attached hereto as **Exhibit E,** under which the Term of the Lease, among other things, was extended for one (1) year, commencing on July 1, 2021, with an option to renew for four (4) additional one (1) year terms;

NOW THEREFORE, the Parties agree as follows:

AGREEMENT

1. **Recitals.** The recitals set forth above are true and correct and incorporated herein to this Fifth Amendment.

2. **Term**. Section 2.1 of the Lease, "Initial Term", shall be deleted and replaced in its entirety with the following: "The Term of the Lease shall commence on July 1, 2022, and

shall be for one year, with an option to renew as provided for in Section 2.2. ("Renewal Term")."

Section 2.2 of the Lease, "Renewal Terms", shall be amended to state: "At District's absolute and sole discretion, the Initial Term of this Lease may be extended on mutually agreed upon terms and conditions beyond the term described in section 2.1 for four (4) additional one (1) year terms ("Renewal Terms," together with the Initial Term, the "Term"). Tenant shall give the District at least ninety (90) days' advance written notice of its intent to renew."

Section 2.3 of the Lease, "Termination for District Use", shall be amended to state that District shall give the Tenant at least ninety (90) days' advance written notice of termination.

3. **Use of School Site**. Section 3.2 of the Lease, "Compliance with the Law", shall be amended to replace the term "Charter School" with "Adult Day Program."

4. **Rent**. Section 4.1, "Rent", shall be amended to state that Tenant shall pay total base rent in the amount of $84,918.14 annually, which shall be payable in twelve (12) equal monthly installments of $7,706.51 per month.

   Section 4.4, "Rent Adjustment to Market Rate", shall be deleted in its entirety.

5. **Ratification.** District and Tenant hereby agree that, except as modified in this Fifth Amendment, the Fourth Amendment, the Third Amendment, the Second Amendment, and the First Amendment, the Lease and all exhibits thereto are ratified, affirmed and remain in full force and effect and are incorporated herein by this reference. In the event of any conflict between the terms of this Fifth Amendment and the terms of the Fourth Amendment, Third Amendment, Second Amendment or First Amendment, the Lease and the exhibits thereto, the terms of this Fifth Amendment shall control.

6. **Counterparts**. This Fifth Amendment may be executed in multiple counterparts and by facsimile, each of which shall be deemed an original, and counterpart signature pages may be assembled to form a single original document.

7. **Warranty of Authority**. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Fifth Amendment on behalf of the party on whose behalf he or she is signing.

IN WITNESS WHEREOF, this Fifth Amendment to Lease Agreement has been duly executed by the above-named parties on the day and year first above-written.

LESSOR:
San Juan Unified School District

By: _____
Frank Camarda
Title: Chief Operations Officer

Date: _____

TENANT:
Aim Higher, Inc.

By: _____
Max Woodford
Title: Executive Director

Date: 4/29/2022

APPROVED AS TO FORM
05/2/2022
Linda C.T. Simlick Date
General Counsel, SJUSD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-19

MEETING DATE: 05/24/2022

SUBJECT: Short Term, Temporary 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 addition of an AV (Audio-Visual) Technician rate to the short term salary schedule.

RATIONALE/BACKGROUND:
Human Resources is recommending the addition of an AV (Audio - Visual) Technician rate to accommodate facilities use of the performing arts centers throughout the district. The intent is to compensate personnel working with outside organizations. The rate ($54/hour) will reside on the Short Term, Temporary Salary Schedule and will go into effect immediately upon board approval.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Diana Marshall, Program Manager, Human Resources

APPROVED BY: Paul Oropallo, Assistant Superintendent, Human Resources
Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
Short Term, Temporary Salary
Schedule 2021 - 2022 School Year

CLASSIFICATION	SALARY RATE
GENERAL	
Accompanist/Conductor/Clinician*****	$25.30/hr
Administrator (hourly extra assignment) (1)	$35.00/hr
Administrator (full day, substitute administrator; retirees and nonemployees only) (2)	400 - 550/ day
Bilingual Student Teacher	4000.00/semester
Classified Substitutes	Step 1 of Appropriate Range
Counselor Intern I	***15.00/hr
Counselor Intern II	****20.00/hr
Instructor	***15.00/hr
Intramural Official Intermediate	21.00/game
Project Parent Liaison	***15.00/hr to maximum of1015.00/semester
School Psychologist Intern I	***15.00/hr
School Psychologist Intern II	***15.00/hr
School Psychologist Intern III	16.75/hr
Senior Instructor	15.00/hr
Special Events Leader I	***15.00/hr
Special Events Leader II	25.30/hr****
STRS Counselor	24.20/hr
Student	***15.00/hr
Work Experience Intern	***15.00/hr
Audio – Visual (AV) Technician for Performing Arts Center	$54.00/hr
OUTDOOR EDUCATION	
Camp Winthers Program Coordinator	$240.00/day
Program Leader	400.00/wk
Resource Counselor	175.00/wk
Resource Instructor	300.00/wk
Resource Instructor - Water Sports	225.00/wk
Tent Counselor	125.00/wk
COACHING AND EXTRACURRICULAR ASSIGNMENTS 1/	
Varsity Coach *	$2,693/season****
Assistant Coach *	2,154/season****
Drill Team *	2,072/yr****
Cheer Leaders *	2,072/yr****
Other Athletic or Extra-curricular stipend-based assignments*	Per Stipend Schedule
Announcer, Scorekeeper, Timekeeper, Ticket Taker	***15.00/hr
Ticket Seller	****15.00/hr
1/ Per Board Policy 4127: Can only hire noncertificated individual after annual search fails to identify certificated staff member to perform coaching duties.	

(1) Extra assignment for work not part of regular work assignment (i.e. serving on an interview panel);

(2) VP $400/day; Principal $450/day; long term 40+ days or 30+ days when opening/closing school-add'l $50/day.

For current employees serving in an acting capacity, see Management Special Assignment Salary Schedule.

* Compensation rate tied to certificated special additional assignment/stipend rates and subject to change based on those rates.

*** Minimum wage change to $15.00/hr effective January 1, 2022

****Rate effective January 1, 2022;

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-1**

MEETING DATE: **05/24/2022**

SUBJECT: Expanded Learning Opportunities Program (ELO-P) 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 receive an update from the Division of Teaching and Learning regarding new state funding and district planning for the Expanded Learning Opportunities Program (ELO-P) Plan.

RATIONALE/BACKGROUND:
The purpose of this report is to update the board on new state funding for the Expanded Learning Opportunities Program (ELO-P) and our district's proposed ELO-P plan to the California Department of Education (CDE). Expanded Learning programs provide academic support and enrichment, as well as social emotional learning and growth to thousands of San Juan Unified students outside of traditional school hours. Expanded Learning programs, historically funded by the After School Education and Safety program and the 21st Century grant, are currently available at 27 elementary, K-8 and middle schools plus two high schools (29 sites total). Additional state funding through ELO-P will allow San Juan Unified to expand the number sites offering an Expanded Learning program and increase the number of students supported at every site.

ATTACHMENT(S):
A: ELO-P PowerPoint
B: District ELO-P Plan
C: Extended Day Planning by Site

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 3/28/2022, 05/16/2022

FISCAL IMPACT:
Current Budget: $4.96 million (grant funded)

Additional Budget: $7.1 million
Funding Source: CDE ELO-P
Current Year Only ☐ On-going ☒

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 2, 3, 4
Goal: 2 Focus: 1, 2, 3, 4

Strategic Plan: 1, 2, 3

PREPARED BY: Dominic Covello, Director, Student Support Services
Debbie Middleton, Manager, After School and Prevention Programs

APPROVED BY: Debra Calvin, Ed.D., Assistant Superintendent, Educational Services DC
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

Expanded Learning Opportunities Program (ELO-P) Plan

Debra Calvin, Ed.D., Assistant Superintendent, Educational Services

Dominic Covello, Director, Student Support Services

Debbie Middleton, Manager, After School and Prevention Programs

Presented to Board of Education
May 24, 2022

1

Agenda

- What is ELO-P
- Program Requirements and Recommendations
- ELO-P Planning and Timeline
- 2022-23 ELO-P Plan
- Next Steps
- Q & A

2

What is ELO-P?

AB130/AB167: $750 million in state funding for district expanded learning programs (outside traditional school hours for enrichment)

Districts with the highest percentage of students on free/reduced lunch (over 80%) receive the largest proportion of state funding

San Juan Unified (48.3% free/reduced in 2020-21): allocated $7.1 million/annually in ELO-P funding (on-going)

3

California Department of Education (CDE) Program Requirements for ELO-P

Provide access to 50%+ unduplicated (Foster Youth, McKinney-Vento/homeless, Free/Reduced lunch, EL) TK-6th grade students

Provide enrichment and educational opportunities = After School Education and Safety (ASES) Grant, (SJUSD Bridges) program

Additional 30-Days (Intersession)

Prioritize schools with highest number unduplicated students

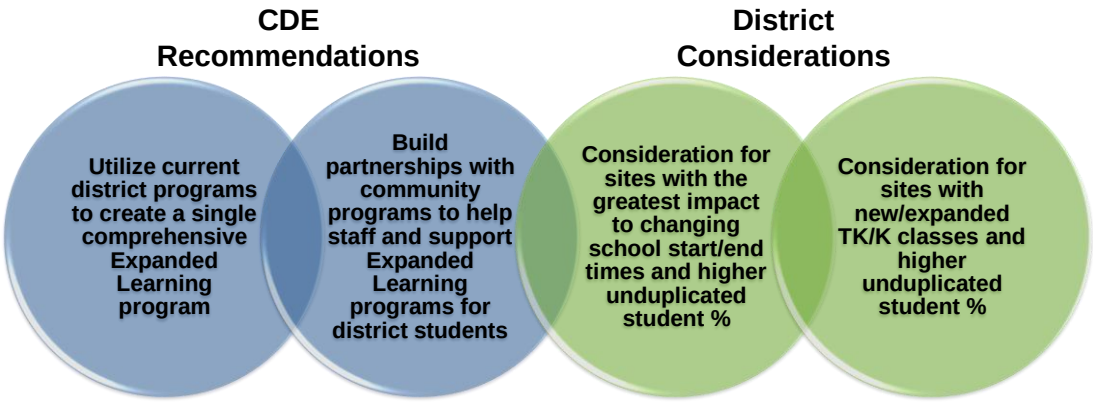
Staffing Ratios
20:1 (1st-6th)
10:1 (TK/K)

9-Hour Day (School Hours + Expanded Learning)

Board Approved ELO-P Plan

4

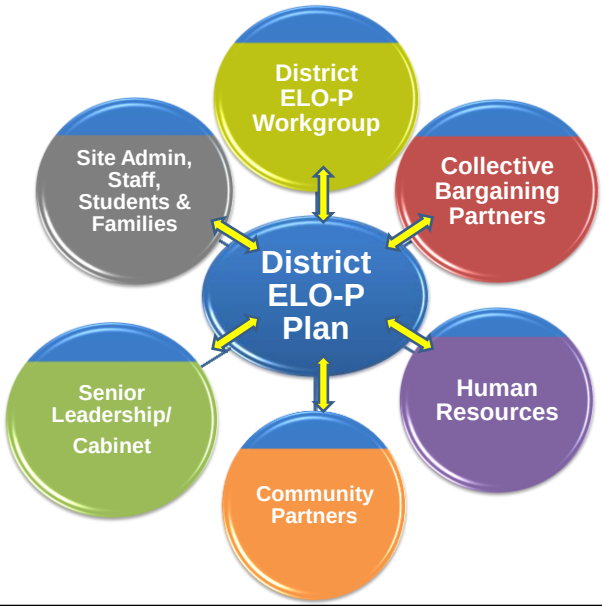
Additional Planning Recommendations and Considerations



5

San Juan Unified School District

SJUSD 2021-22 ELO-P Planning



6

San Juan Unified School District

2021-22 Planning Timeline



7

San Juan Unified School District

SJUSD ELO-P Plan (2022-23)

STAFF	EXPAND	ADD
Reclassifications • Manager, Expanded Learning and Prevention Programs • Expanded Learning Supervisor • Expanded Learning Programs Specialist • Expanded Learning Site Facilitator Additions • Expanded Learning Programs Assistant	**Expand Seats in Bridges After School Programs at 27 Elementary, K-8, and Middle School sites*** • Example: Current sites with 84 Bridges seats to expand to 120+ seats (based on staffing and facility space)	**Add 8 New Sites for Expanded Learning Programs** • Mid and High Density Elementary, K-8 and Middle Schools with highest percentages of students free/reduced lunch

* See attachment B
* No expansion plans for the 2 high schools

8

San Juan Unified School District

SJUSD ELO-P Plan (2022-23)

PILOT	ESTABLISH	MAXIMIZE
Pilot 3 Sites for 2.0+ Hour Before School Expanded Learning Programs • YMCA pilot program beginning 2+ hours prior to school start time at mid/high density late start elementary schools	**Establish and Grow the CA Teaching Fellows Foundation (CTFF) Partnership** • Build capacity for part-time staffing from local junior colleges and 4-year universities • Provides pathways to future careers in education and within the district	**Maximize additional Collaborative Program Opportunities between District, Partner and Site Enrichment Programs** • Extend potential ELO-P funding opportunities for seats/additional staffing in Discovery Club and site clubs meeting ELO-P program requirements for unduplicated students

* See attachment B

2022-23: Sites with Extended Day Options

Expanded Learning Elementary and K-8

Arlington Heights*
Cameron Ranch
Carmichael
Carriage
Charles Peck
Cottage
Cowan**
Coyle
Del Paso Manor**
Deterding
Dyer-Kelly
Grand Oaks
Greer
Howe
Kingswood K-8
Lichen K-8
Mariposa
Northridge
Oakview**
Ottoman
Pasadena
Schweitzer*
Sierra Oaks K-8*
Skycrest
Starr King K-8
Thomas Edison K-8
Thomas Kelly
Trajan*
Whitney
Woodside*

Expanded Learning middle and high schools

Arcade M.S.*
Churchill M.S.
Encina H.S.
Katherine Johnson M.S.
San Juan H.S.
Sylvan M.S.
Will Rogers M.S.

Unduplicated Student %
High Density 61%+
Mid Density 40-60%
Lower Density 26-39%
Lowest Density <26%

*New Expanded Learning Bridges Site
**New Expanded Learning Pilot YMCA Site (Before and After School)

Discovery Club Child Care

Arlington Heights
Cambridge Heights
Carmichael
Coyle
Cowan
Del Dayo
Deterding
Dewey
Gold River
Green Oaks
Howe
Legette
Mariemont
Mariposa
Mission
Northridge
Oakview
Orangevale Open
Pershing
Schweitzer
Sierra Oaks
Thomas Kelly
Twin Lakes
Trajan
Woodside

* See attachment C

Next Steps

- Continue to add/expand capacity in Expanded Learning Programs districtwide (staffing, facilities, partnerships)
- Monitor and assess registration and participation numbers in before school pilot programs (YMCA)
- Begin to explore creative, collaborative opportunities to potentially fund ELO-P site-coordinated clubs and/or enrichments
- Continue collaborative discussions to fund supervision for elementary sites impacted by start/end time changes
- Begin planning for an expected funding increase to ELO-P in 2022-23

Q & A

San Juan Unified School District

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN

Prepared by:
Debbie Middleton, Manager, After School and Prevention Programs
Dominic Covello, Director, Student Support Services

3738 Walnut Ave.
Carmichael, CA 95608

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: San Juan Unified School District
Contact Name: Debra Middleton
Contact Email: dmiddleton@sanjuan.edu
Contact Phone: (916) 971-5933

Expanded Learning Program Schools	
School Sites	**Percentage Unduplicated Student Population**
Dyer-Kelly Elementary	95
Howe Avenue Elementary	94
Katherine Johnson MS	92
Starr King K-8	91
Cottage Elementary	90
Greer Elementary	88
Whitney Avenue Elementary	87
Charles Peck Elementary	83
Kingswood Elementary	82
Cameron Ranch Elementary	81
Coyle Avenue Elementary	79
Carmichael Elementary	78
Skycrest Elementary	78
Pasadena Ave Elementary	77
Grand Oaks Elementary	76
Thomas Edison K-8	75

Mariposa Avenue Elementary	73
Lichen K-8	72
Del Paso Manor Elementary	70
Will Rogers Middle	69
Arcade MS*	67
Sylvan Middle	67
Northridge Elementary	66
Arlington Elementary*	64
Thomas Kelly Elementary	62
Carriage Drive	60
Schweitzer Elementary*	56
Ottomon Way Elementary	55
Woodside K-8*	52
Cowan Elementary*	49
Oakview Elementary*	46
Mary Deterding Elementary	45
Sierra Oaks K-8*	42.5
Winston Churchill Middle	42
Trajan Elementary*	40.7

*Newly Added Sites for 2022-23

Selection of school sites is based on maximizing access to Expanded Learning Opportunity programs for students in the unduplicated target populations: Foster Youth, McKinney-Vento/Homeless Youth, and Low Income (students qualified for the Free/Reduced Meal Program). These student groups are given priority for enrollment in the Expanded Learning Opportunity programs.

Expanded Learning Opportunities
Program Plan Guide

1: Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Safety Procedures

The Expanded Learning Opportunities program (ELO-P) has the necessary systems and procedures in place to ensure students are safe at all times. The district's Safe Schools Department provides each program site a safety folder that includes written safety procedures for evacuation drills and emergency contact information. To supplement this information, the Expanded Learning Opportunities program develops annual site safety plans that are aligned to each school site's design. These plans include detailed information on staffing emergency operations, critical incident management and lockdown/evacuation procedures and are shared with the school office as well as the after-school regional office. Evacuation routes are posted in all classrooms. The ELO-P program staff conduct monthly practice drills with all students for evacuation/fire, school lockdown and shelter-in-place. A monthly log of all drills is maintained and submitted to the regional office. School leadership staff observe the drills to ensure safety procedures are being followed and provide feedback. The safety of each school site is also supported by the district's Safe Schools Office which can dispatch a Safe Schools Officer when needed.

In the event of a critical incident, student injury or emergency during the Expanded Learning program, staff will respond immediately and follow district procedures, which include proper detailed documentation of incident on district forms as well as appropriate notification to parents/guardians, after-school leadership staff, school site administrators, central office administrator, Safe Schools Office, Child Protective Services, and law enforcement, as appropriate.

Program staff have an integral role in keeping students safe. Upon hire, all program staff are issued a logoed, maroon work shirt that clearly identifies they are staff with the after-school program as well as a district identification badge with their picture and name. Staff are required to wear both their work shirt and district badge at all times during their shift, which makes them easily identifiable to students, parents, and others. Prior to the beginning of the school year, staff participate in a comprehensive professional development training, which includes site safety protocols, emergency procedures, practice drills, first aid and CPR. Each Site Facilitator also receives in depth training on district safety/emergency policies. The Site Facilitators train their individual site staff on this important information.

To help ensure the safety of students at all times, there are strict procedures related to entering and exiting the program. Students must report to the program immediately after the school release

bell. Students are supervised at all times including during transitions from one activity to another. The program utilizes headcount sheets where staff members count students at regular intervals to ensure that students are where they are supposed to be and are accounted for at all times during the program. Program staff use two-way radios to communicate when students are picked up and as needed throughout the program. Before a student is released to a parent or guardian, program staff cross check the adult's picture identification with the student's emergency card to verify that the person intending to pick up the student has the correct authorization to do so. Parents/guardians must sign students out of the program. Student walkers must have a walking permission form signed by a parent/guardian on file.

Safe and Supportive Environment

Expanded Learning Opportunities program staff receive training and ongoing support to ensure that the after-school services meet the developmental, social-emotional and physical needs of the students. Special attention is given to selecting caring and supportive individuals who reflect the community when staffing after-school programs. Staff attend orientation and quarterly trainings on a variety of topics related to creating safe and supportive environments such as: Mandated Reporting, Suicide Prevention, COVID-19 Information/District Safety Plan, CPR, First Aid, STEAM activities, Understanding Trauma, Wellness and Well-being, Positive Behavior Intervention Systems, Facilitation 101, Youth Development, Restorative Practices, and Inclusion.

There is intentionality around creating and nurturing a safe and supportive environment. Nurturing and supportive relationships are modeled by staff in their interactions with each other as a team as well as their interactions with students. Staff facilitate community building activities in the fall and throughout the year that encourage connections between students as well as between students and staff. This sense of connectedness provides a learning environment that is comfortable and safe for all. An important element of creating a supportive environment is student buy-in and shared decision making. Opportunities for youth voice are built into the program schedule through class meetings, suggestion boards, focus groups and student surveys. Data from these sources is used to inform and drive program activities and rules/agreements.

Staff model and teach positive character traits such as respect, kindness, perseverance, honesty, helpfulness, and caring.

Program staff consistently follow district policies and procedures regarding safety to ensure students are in a safe, healthy environment. Emergency cards for each student are kept in the program and are easily accessible to staff. These cards contain pertinent information regarding emergency contacts as well as any medical conditions or special needs. Having this information accessible helps ensure the staff will be fully informed of the medical needs of students. Site Facilitators also have access to the district's online school information system, Q. Additionally, program staff also carry emergency backpacks which contain emergency procedures, gloves, band aids, paper towels, antibacterial wipes, and other related items.

To ensure alignment with the regular school day, a classroom teacher serves as the academic coach and program liaison to Expanded Learning; this teacher provides site specific information including implementation of the school's behavior program, school rules, positive behavior incentive programs, and general site safety information. Program staff use this information to align after-school program practices to the school day practices.

All of the San Juan Unified School District (SJUSD) Expanded Learning Opportunities programs will take place on school campuses. However, during the summer supplemental program, there will be transportation to selected program sites. Possible summer construction projects and the best interest of students and program delivery, are determining factors in the physical site selection.

2: Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

In an effort to ensure that activities in the Expanded Learning Opportunities Program truly complement and enhance the instructional day, the program has a teacher from the regular school day that acts as a liaison between the regular day program and the expanded learning program at each site. They work with the Site Facilitator to link instructional day curriculum, lessons and concepts to after school enrichment and academic support activities. After school activities are designed to support and enhance regular day instruction rather than to teach new skills. Daily program plans are aligned with California Academic Content Standards.

Students receive daily homework assistance and participate in skill building and mastery activities designed to help them meet Common Core standards. Students are divided into grade level appropriate peer groups. Strategies are implemented to increase reading and math proficiency, reinforce classroom learning and meet individual student needs. These strategies may include: practice of high frequency words, read alouds, fluency practice, math fact practice, use of educational software and games, and homework assistance.

Enrichment activities provided to students focus on a holistic approach to learning through the use of learning centers, exposure to technology tools, pro-social development, and recreation opportunities.

Learning Centers: Elementary students participate in a broad array of daily learning centers that reinforce and complement the instructional day. Learning centers are planned and coordinated by the Site Facilitator and facilitated by team leaders. Learning centers are designed to be "disguised learning" and allow students the opportunity to take on instructional concepts taught during the traditional day and practice it with hands-on application. Activities for learning centers are aligned to CA content standards and may include English language arts and math components as well as art, science, nutrition, music, and history lessons that are fun and engaging and help support and enhance material taught during the instructional day.

Technology Center: To meet the needs of 21st century learning, access to technology is an important component of the program's educational and literacy element as well as enrichment programming. Each site has 20-30+ laptop computers and 10-30 iPads available for student use to access multiple subject learning games as well as wireless access to the internet.

In addition to enrichment activities, students participate in activities that support pro-social development. The after-school program provides an opportunity to ensure that students are supported in all aspects of their personal growth. To address this development, the after-school program will implement CASEL aligned practices and lessons that promote social emotional learning (SEL) such as: class check in/check out, empathy, gratitude and self-regulation activities, and youth development strategies, such as student voice and community awareness and involvement. Social Emotional Learning (SEL) and specifically, Character Education, is another area where Expanded Learning links back to the regular school day by aligning activities with the SEL /Character Education program that the school sites have adopted. The Expanded Learning Opportunities program reinforces the understanding and practice of positive character traits through awareness and recognition of the traits during the program. One way this is done is by "catching" students demonstrating one of the positive character traits and allowing them to earn a card that has the name of the trait on it. The card provides recognition of the students for their actions and names the character trait. This creates familiarity with the names of the positive traits and a deeper understanding of the definitions of the traits. Examples of curriculums or programs that may be used for Character Education and social emotional development include *Second Step for Out-of-School Time, Kid Grit, and Sami's Circuit SEL On Demand.*

Students enrolled in the program will also experience positive interaction in a safe and enriching environment through pro-social and physical fitness activities facilitated by trained program staff. Program staff receive training in program policies and procedures, positive behavior systems, group and individual supervision strategies, recreation plan development, as well as recreation/sports activity facilitation.

In the ELO-P, students can participate in a variety of project-based learning activities. Service learning activities include engaging students in meaningful and personally relevant service activities, creating challenging reflection opportunities that promote deep thinking and analysis, incorporating strong youth voice in planning, implementing and monitoring projects, developing an understanding of diversity and mutual respect of others, and creating partnerships that are collaborative to address community needs. Service learning projects are identified each semester and typically last 6 – 8 weeks. Some examples are school beautification projects, Bezo's Foundation student rebuild challenges, canned food drives for local food closets, making hygiene kits for local homeless shelters, making cards for local seniors, military service people and the local police and sheriff departments, and making no-sew blankets to provide personal comfort for children at the Children's Receiving Home. These projects lead to culminating products or events, which provide students a tangible way to see the results and impact of their efforts.

3: Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The academic support component of Expanded Learning focuses on homework assistance, which is offered daily in the program. The program staff supports students with both content knowledge and problem-solving skills to build their capacity in becoming more effective and confident in their ability to successfully complete their homework. Staff utilize strategies that are focused on increasing reading and math proficiency as well as reinforcing classroom learning to meet the needs of individual students. English language development strategies are also incorporated as needed and include providing students with collaboration opportunities to broaden vocabulary and support the increased use of academic language. Student reading logs and student planners are checked regularly by program staff to ensure students are meeting their goals and staying organized. Program staff work under the guidance of a credentialed academic coach who is responsible for coordinating services with the regular classroom teacher to ensure the academic enrichment activities reinforce the instructional day and promote academic achievement. Focus group data shows that overwhelmingly the majority of students and parents believe the Expanded Learning Opportunities program helps students do better on their homework, read and write better, and get better grades. Many students reported that being in Expanded Learning helped them like being at school more.

Additional enrichment activities focused on social-emotional learning, physical activity, health education, service learning, art and technology, further contribute to overall success of the students by fostering important life skills for a well-rounded and healthy life.

The program design for the Expanded Learning Opportunities Program is based on several factors: site level needs, Quality Standards for Expanded Learning in California, and research-based best practices. It is undeniable that students at these elementary and middle schools need someplace safe to go outside of traditional school hours to receive assistance with homework. Focus groups conducted in the fall of 2021 with current Expanded Learning students clearly demonstrated the need for an Expanded Learning program. When asked why it was important to have a program like Expanded Learning in the community, students shared that they needed a safe place to go while their parents were still at work as well as a place to do homework where they could also receive assistance if needed. Students also shared the importance of having a place to go where there was supervision and that the alternative was being alone with no one to watch them. Many students shared that their parent could not help them with homework. If Expanded Learning was not a viable option, many students would be left to walk home alone (often in unsafe areas) or sit on a bench at school for hours waiting for their parent to get off work or for school to begin. When asked why they joined Expanded Learning, students frequently shared that their parent needed a safe place for them to go while they were at work.

Based on the focus group data, the most important program components to parents are homework help and having a safe place for their child to go outside school hours. Many parents shared that they were not able to assist their child with homework due to language barriers or a lack of knowing how to do the homework. Parents who have students currently enrolled in the Bridges Expanded Learning program had positive comments about the program and shared that their children really enjoy attending the program, as the activities are interesting and program staff are engaging and connected to the students. Overwhelmingly, parents reported that their child was doing better in school since attending Expanded Learning. Positive outcomes included the following: an increase in completion and accuracy of homework, improved social skills, increased self-esteem, more interest in attending school, improved school attendance, better

emotional self-regulation and improved relationships at home and school. Details of how stakeholder feedback, including perception of student needs, is part of the CQI process and is detailed later in this plan.

Program activities are designed to be fun, hands-on, and build on what students learn during the school day. Additionally, they support individual student interests, provide opportunities for meaningful participation, build collaboration and increase critical thinking and problem-solving skills. Learning centers provide students with the opportunity to take on instructional concepts from the school day and put them into practice through hands-on application. When students have completed their homework, they participate in game-based skill building activities that actively support math, language development, and reading. The enrichment component of the program is a variety of hands-on and project-based activities which include technology, science, literacy, engineering, art, math, cooking/nutrition, community building, leadership, and mindfulness. Technology, through the use of iPads and Chromebooks, is incorporated into the program as a tool for engaged learning. Students use iPads for grade level appropriate reading games and math practice, as well as coding lessons and digital storytelling. Expanded Learning students can also participate in service learning projects that provide an opportunity to engage with their communities, which supports career exploration and develops self and social awareness. Middle school students can also participate in student clubs that are based around student interest, such as Lego Creations, STEAM Club, Sports, Culinary, and DIY Makers Club. All clubs are designed to support contextual learning experiences and development of 21st century skills through critical thinking and problem-solving activities.

4: Youth Voice and Leadership
Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The Expanded Learning Opportunities program uses the Continuous Quality Improvement (CQI) process to identify areas for improvement to better meet the needs and interests of students. The CQI process collects student feedback (via focus groups, surveys and regular program activities that promote youth voice), parent feedback (via surveys, focus groups and informal means), program staff (via surveys and informal means), instructional day teacher feedback (via regular communication with Expanded Learning program staff and surveys), and a variety of data from other internal and external stakeholders. All of the data collected as part of the CQI process is used to inform and drive program planning, including curricula, projects, and staff training. It is essential that student feedback is an integral part of the after-school program as students won't attend if they feel the program is not interesting or engaging. In addition to the more formalized data collection methods utilized, the after-school program is also rich with student voice activities; students are provided frequent and varied opportunities to have voice in the program, including development of program activities and project topics. For example, student clubs are developed based on student interest. There is a high level of choice in the program so that all students can find something that appeals to them. The after-school program staff, along with stakeholders including collaborative partners and school day staff, use the data to set goals for program enhancement and develop an action plan that includes specific steps needed to implement the plan. Strategies include identification of necessary training, refinement of curriculum and development of new projects, all with student input. Implementation of action plans are monitored

by staff with adjustments being made as needed throughout the school year.

SJUSD has built its Expanded Learning programs on positive youth development principles, including connection and youth voice. As an overall philosophy, the Expanded Learning Programs incorporate youth engagement so that students feel a sense of shared ownership and are empowered to provide meaningful contributions that help drive program planning. Providing opportunities for student voice facilitates the development of critical leadership skills that can benefit students in all aspects of life. To effectively implement a robust youth development program that prioritizes youth voice and engagement, program staff receive training on youth engagement and youth development so that they have the foundational knowledge and skills to successfully implement the Expanded Learning Opportunities program. All program elements are specifically designed to be student centered. This structure promotes youth voice, student engagement and provides leadership opportunities for program students. The Expanded Learning staff facilitate regular “class” meetings with their student groups. These meetings are important in providing opportunities for student voice that cultivate student ownership of the program. Expanded Learning students have opportunities to participate in meaningful discussions about the program structure and identify incentives to support attendance, pro-social behavior and responsibility. Students provide input on what incentives will be used in the program, such as additional computer time, use of the iPads, and the ability to switch classrooms in order to interact with other students. Also, during these meetings and other student voice activities such as class voting, post-it voice boards, and suggestion boxes, students are given the opportunity to identify enrichment and recreation activities they would like to have included in the program.

An important strategy used by the program to ensure youth voice is to conduct annual focus groups with students and administer exit surveys to all students at the end of the program year. Focus group questions solicit feedback on overall satisfaction with the ELO-P program, including identification of favorite parts of the program, most important part of the program, level of interest in the program activities, as well as suggestions to improve the program. The focus group also asks questions to help determine if the program is successful in meeting its goals. Student exit surveys also give students an opportunity to have a voice and provide valuable input into the program. Specifically, these surveys help assess if students feel that they have opportunities to share their ideas for program activities and are able to make choices on what they want to do in programs. The surveys also provide data on student satisfaction, feelings of connectedness, benefits of participating in the program, and other measures. Data from both the surveys and focus groups is used to inform program planning and program activities. This helps ensure that program activities are relevant and appealing to students in the Expanded Learning l program. Additionally, this data is used by staff to assist in selecting books and other materials that reflect students and their interests. Student voice directly impacts program design and program activities.

An important element of the Expanded Learning Opportunities program is student choice. Students can suggest and vote for program activities during regular meetings with program staff, by using the Expanded Learning suggestion box and voice boards. Multiple program activities are offered so that not all students have to participate in the same activity; these activities typically include recreation, enrichment, and other homework skill building activities. There are usually three recreation activities offered to meet the interests of all students. This program

structure gives students freedom of choice and allows them to explore what is interesting to them.

Participation in the ELO-P program helps elementary and middle school students cultivate and develop critical leadership skills that will assist them in their current school, high school, college and the workforce. One way in which students can develop these skills is to participate in the Junior Leadership program. Expanded Learning students who are Junior Leaders have additional responsibilities in supporting program activities. They often assist the program staff with project set-up and also serve as peer mentors. These students also have an important role in providing valuable input into program rules, incentives, and ongoing service learning projects.

Service learning is a fundamental aspect of the Expanded Learning Opportunities program. The program service learning projects occur throughout the year and provide tangible opportunities for elementary and middle school students to address real problems by identifying a project on their campus or in the community they would like to address. Once they have identified an idea for a project, they must work with other students to develop a plan to implement the project. Examples of past service learning projects include nearby creek clean-ups and clothing and coat drives for local shelters. Additionally, there are projects such as food drives where students collect shelf stable food donations for community food closets by advertising the project throughout the program and school and making no-sew blankets that are donated to the Children's Receiving Home for distribution to children as they enter the facility.

5: Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

San Juan Unified School District's Board Policy 5030, Student Wellness, serves as the district's wellness plan. The Expanded Learning Opportunities program design and activities are aligned with the goals of the wellness plan through daily physical activity, nutrition and health education, and emotionally and physically safe learning environments. As outlined in the district's Student Wellness policy, Expanded Learning program staff are eligible to participate on the district's advisory health committee, the Whole Community Whole Child Council, which was established in 2006, and meets several times during the school year.

There are many Expanded Learning program healthy practices activities that are aligned to the district's student wellness policy. One component of the district's wellness policy is nutrition education that is to be included, not just during the regular school day, but also during Expanded Learning programs, as appropriate. The Expanded Learning program incorporates nutrition education weekly using a variety of evidence-based curriculum (i.e., CDPH's Harvest of the Month, CANFIT, and USDA's Ag in the Classroom). Food demonstrations and health cooking projects are also incorporated as a hands-on learning element to nutrition education. The Expanded Learning program is also in alignment with the physical activity component of the district's wellness policy. The policy specifically references that after-school programs should provide opportunities for students to be physically active on a regular basis. There are daily recreation activities, including organized sports, games, dance, and other physical activities, in the Expanded Learning program. The district wellness policy also includes a provision on the

importance of providing a safe, positive school environment due to its positive connection to student's physical and mental health. Many of the Expanded Learning program activities are designed to foster a sense of connectedness among the students while also creating a safe and nurturing after-school environment. Finally, SJUSD's wellness policy includes a provision that all school staff should be encouraged to serve as positive role models as it relates to physical fitness and healthy eating.

SJUSD's Nutrition Services department provides nutritious super snacks for all students in the Expanded Learning Opportunities program based on the guidelines outlined for after-school meals in the federal Child Adult Care Food Program (CACFP). A reimbursement grant from CACFP supports the cost for these nutritional super snacks for all qualifying program sites. The program also incorporates a nutrition component in which nutrition education is included in the daily activities every Thursday using evidence-based curriculum from the California Department of Public Health (Harvest of the Month program), CANFIT, the USDA, Ag in the Classroom, and other nutrition education resources. Students participate in cooking projects and food demonstrations, which exposes them to basic food preparation and cooking skills using healthy and fresh ingredients. Water breaks are incorporated throughout the program activities so that students have access to clean water and remain hydrated at all times.

The Expanded Learning Opportunities program actively supports and promotes student well-being with daily, developmentally appropriate physical activity as part of the regular schedule. The program is built on the principle that students need to be physically active every day and that this positively supports academic achievement as well as contributes to social-emotional wellness. The program model uses physical activity and organized sports to develop youth leadership, as well as youth engagement in positive, pro-social activities with peers. Examples of recreational physical activities include dance, yoga, Zumba, organized games, and sports. Additionally, age appropriate and research-based resources such as SPARK and PlayWorks Play Book are available as part of the Expanded Learning program.

All snacks or meals provided in the Expanded Learning Opportunities program follow the California Nutritional Guidelines. The following are examples of the served "super snack" taken off the most recent Expanded Learning menu:

1) String cheese (2), milk (1% plain), milk (nonfat chocolate), muffin variety (large), juice (Paradise Punch), and fresh bananas
2) Milk (1% plain), milk (nonfat chocolate), Tortilla chips & cheese, broccoli, fresh fruit
3) Yogurt (4 oz.), string cheese (1), milk (1% plain), milk (nonfat chocolate), muffin variety (large), baby carrot sticks package (2), and fresh bananas
4) Milk (1% plain), milk (nonfat chocolate), Turkey ham sandwich, juice, vegetable mix, fresh fruit

6—Diversity, Access, and Equity
Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity.
Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Expanded Learning Opportunities program is intentionally designed to foster a welcoming environment that promotes diversity. This starts with ensuring that the Expanded Learning

program staff are well trained in diversity issues and understand the importance of creating and maintaining a safe and welcoming environment for students of all backgrounds. During the August start-up training, as well as during the professional development sessions offered during the program year, the Expanded Learning program staff attend a variety of workshops on equity, access and diversity. Examples of topics and workshops that may be provided include: Teaching Tolerance (SCOE), LGBTQ student panel (SJUSD's Equity Department), Gender101 (Gender Health Center), De-Escalation and Inclusive Environments (SJUSD's Special Education Department), and Behavior Support Plans (SJUSD's Special Education Department). Staff are also able to attend Culturally Responsive Practices and other workshops that are made available to district staff during the year. Another strategy that SJUSD uses to create a culture of inclusion in the Expanded Learning Opportunities program is to hire program staff that reflect the students and community. This includes hiring staff who speak languages besides English most often spoken by our district students, such as Spanish, Russian, Ukrainian, Pashto, Dari, Farsi and Arabic, whenever possible.

Many of the activities described throughout this plan support linkages between students and their communities. This connection helps students to develop a deeper understanding of each other's cultures and builds a sense of community that celebrates diversity. Additionally, social emotional learning activities, restorative practices, youth development activities and service learning projects all require that students effectively listen and collaborate with each other.

The Expanded Learning Opportunities program provides an inclusive environment that is welcoming of students of varied backgrounds as evidenced in program materials and activities such as tutoring provided by Instructional Assistants, or other program staff, who speak the native languages of many immigrant students, (i.e., Farsi, Arabic, Dari and Pashto), and the placement of posters or stickers in the rooms used by the Expanded Learning program identifying the room as 'A Safe Space' for LGBTQ students. Additionally, students in the Expanded Learning program are provided opportunities to share information about their culture and traditions informally during group meetings and school events such as friendship and multicultural days.

Examples of program activities include:

- *'Showcase Your Culture':* Students are encouraged to bring in their favorite dish from their own family or culture. Students have the opportunity to present it to the other students, explaining what the dish is, how it is prepared and its cultural or familial significance.
- *'Cinderella around the World':* Students read, discuss and participate in related activities based on the Cinderella story from 15 different cultures.
- '*Reading to China': S*tudents read their way to China, logging pages read, with each page representing one mile. As the students make their way to China, they learn about other countries.
- *Immigration stories*: If students or anyone in their family has immigrated to the US, they are invited to share their immigration story, complete with family pictures. Staff may also participate in this activity to build a community of inclusion.
- *Multi-Cultural Fair:* The Expanded Learning students at Greer Elementary participate in a Multi-Cultural Fair planned by the Encina ASSETs students; the fair promotes inclusivity and includes student-led activities, music, and food.

Accessibility for all students to the Expanded Learning program is an important foundational

component of the program. Part of accessibility is ensuring that all students are aware of the program and its offerings. Marketing materials are translated by district translators or sent out for translation services. Materials are distributed to all parents via parent newsletters and other community publications. The program webpage is also hosted on the district's website and equipped to provide on-demand translation to all languages through Google translator; the school sites that host the program also include information on their site webpage. Marketing calls are also made to all parents/guardians at the school site using the district's automated system in English and other translated languages; information is shared via phone call, email or text message depending on the parent/guardian preference. Additionally, information about the Expanded Learning program is shared during Back to School Night in the fall, Open House in the spring, as well as presented to district parent advisory groups. Another critical part of accessibility is making sure that the necessary accommodations and/or adaptations are made to provide access to the program and its activities to all students. SJUSD has the necessary supports in place to accommodate access for English learners, students with disabilities, and students who may have other barriers to participation, including foster youth and students experiencing homelessness.

The ELO-P staff work closely with the district Special Education, English Learner, and Multicultural Education departments to provide program staff with specialized training including understanding terms such as IEP and 504 that are commonly used in special education, English language development strategies to support English learners, facilitating positive relationships with all students, restorative practices, importance of communication and collaboration between parents, teachers and after school staff, promising practices that support successful inclusion, and strategies for modifications and accommodations to ensure a universal design for accessibility. Additionally, Expanded Learning program staff participates in district wide professional development on techniques to handle the behaviors that are associated with a variety of special education diagnoses and trainings on strategies to support English Learners. Special Education teachers also provide Expanded Learning staff with differentiated, appropriate level activities for special needs students; this is one example of an accommodation to support inclusion of all types of students in the Expanded Learning program. English Learner (EL) teachers provide program staff appropriate skill building activities for EL students who need additional language development practice. To be responsive to students' needs, the Expanded Learning program allows students additional time with their homework when needed. Expanded Learning programs are an important resource for many students to be successful, and SJUSD staff work diligently to increase awareness of the value that the Expanded Learning program can offer both English Learners and students with special needs.

The Expanded Learning staff also work closely with the district McKinney-Vento (homeless) liaisons and foster youth program staff to ensure that students in those programs are aware of and have access to Expanded Learning programs. Foster youth and students experiencing homelessness are two of the groups given priority enrollment into the program. These program support staff have extensive knowledge of each student's needs and living circumstances and are able to provide effective outreach to students, as well as insight for the Expanded Learning staff to effectively meet those needs including homework completion and social-emotional learning. Additionally, the district's foster youth resource teacher works with the Expanded Learning staff to coordinate teacher tutor supports for students 2-4 hours per week, during the homework assistance component of the program. The teachers focus on foster youth enrolled in

the program and will assist other students as time permits. This push-in and inclusive model is used to ensure students do not feel singled out from their peers.

Finally, the Expanded Learning staff collaborates with the district's Family and Community Engagement (FACE) department to ensure that students and their families are aware of district and community resources and have access to additional supports they may need. Expanded Learning families are kept informed of all services offered by the FACE department such as family information workshops, resources for supporting student learning at home, and Family Leadership Academy.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All Expanded Learning staff that directly supervise students must meet the minimum requirements of a district instructional aide. These minimum requirements include the following: high school diploma or equivalent; previous experience working with groups of children; and competency in basic academic skills (competency can be demonstrated through on of the following: passing score on the district proficiency test, 48 college units, passing score on the CBEST, or possession of an AA/AS degree or higher).

SJUSD uses a variety of recruitment strategies to identify interested and qualified staff; emphasis is placed on recruiting staff that reflect the student community and who have a passion for working with youth. Recruitment of staff occurs at the district and site level. Additionally, recruitment seeks to reach beyond traditional avenues and includes outreach to local community colleges and universities targeting college students in recreational, child development and teacher training programs. This ensures that employees are interested and engaged in this work and that they have an educational background that helps them understand best practices in working with youth, including the importance of developing relationships. Former program students are also a great source of eligible employees as they have a strong understanding of the program and are representative of the community we serve. SJUSD also utilizes more traditional recruitment methods, including, but not limited to: participating in local job fairs and advertising on local job boards, Indeed.com and other online employment websites.

The hiring process for Expanded Learning program staff is the same as it is for any other district employee. Prospective candidates must meet the minimum qualifications for an Instructional Aide and must participate in an interview with program staff. The interview process helps to identify potential staff with skills to lead technology, recreation, art, science and sports activities for youth. If a candidate is offered a position, she/he must pass a TB screening, DOJ and FBI fingerprint clearance.

New partnerships with California Teaching Fellows Foundation and YMCA increase the district's ability to maximize access to expanded learning programs for students as required by ELO-P

funding.

SJUSD directly manages all Bridges After-School expanded learning programs and will partner with the California Teaching Fellows Foundation (CTFF) to provide staff for specific program sites, direct supervision of students and implement daily program components including, but not limited to homework help, recreational and enrichment activities, snack/meal, set-up, clean-up and maintaining a safe environment. These staff are part of the required 20:1 (10:1 TK/K) student-staff ratio at specific program sites. CTFF program staff attend professional development provided through the CTFF Teaching Fellows Academy, as well as Bridges After-School districtwide trainings, site meetings and local trainings.

SJUSD will also partner with YMCA to provide expanded learning programs to provide a program lead and staff to work at specific sites to provide site-based leadership of the program, direct supervision of students and implement daily program components including, but not limited to: homework help, recreational and enrichment activities, snack/meal, set-up, clean-up and maintaining a safe environment. The YMCA will maintain the required 20:1 (10:1 TK/K) student-staff ratio at specific program sites. YMCA staff attend professional development provided through the YMCA and attend Bridges After-School program districtwide trainings, as well as on-site meetings and trainings.

The Expanded Learning Opportunities program provides comprehensive training and ongoing professional development to all staff working in the program. This ensures that staff are fully equipped to provide the highest quality program to students. Prior to the start of the school year, Expanded Learning staff participate in “August Startup”, a four-day professional development training series that covers the following topics including, but not limited to: first aid, teaching tolerance, bullying prevention, classroom management, policies and procedures, mandated reporting, COVID-19 district safety plan and behavior guidance. All staff are trained in the Quality Standards with a special focus on the six Point of Service standards and the Continuous Quality Improvement (CQI) process.

There is a set schedule for professional development for all the Expanded Learning program staff. All site facilitators attend August start-up and quarterly professional development trainings during the following months: October, January, March, and June. Program staff attend professional development in August, November, and March. Additional onsite trainings and coaching is provided to the program staff as needed by the site facilitators, specialist, and supervisor.

Site-specific and regional staff members receive training in the program model, youth development practices, enrichment component planning and facilitation, pro-social development, parent communication and first aid/CPR as well as other topics related to quality after school program implementation. Program staff also attend professional development trainings, workshops and conferences sponsored by SCOE and CDE.

Additional professional development is a core element of the regular staff meetings that are part of the Expanded Learning program. Site Facilitators attend mandatory regional meetings the first and third Friday of each month. Examples of the training topics include: behavior management, recreation facilitation, safe schools, and cultural proficiency. In addition to Site Facilitators, these

meetings are also attended by Expanded Learning Program Specialists and their regional supervisor and provide important professional development opportunities, training, and collaboration. Site Facilitators also lead team meetings with the Expanded Learning program staff. Senior Expanded Learning program staff also participate in after-school conferences and other out of district professional development trainings.

CTFF and YMCA staff also attend professional development provided through these partner organizations. CTFF staff participate in at least 24 hours of professional & personal development and training, including the Teaching Fellow Academy (a series of monthly trainings, in partnership with State, Private and Community Colleges). Workshops are facilitated by experts in the field of education and include hands-on training in classroom management, assets-based youth development, lesson planning and activity design, leadership development, and more. Teaching Fellows also receive required training such as mandated reporting (child abuse), anti-harassment training, blood borne pathogens training, and other optional online training such as working with diverse populations. Additionally, CTFF provides individual and small group coaching, and life skills workshops to increase the well-being, satisfaction, and retention of Teaching Fellows.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Program needs and design is determined using a variety of indicators including district demographic and assessment data from the California Basic Educational Data System (CBEDS), the California School Dashboard Report, district level assessments, survey and focus group data, attendance data, suspension data and social indicators including data from the California Healthy Kids Survey (CHKS), and District Survey. The opportunity gap has been evident historically in San Juan Unified School District, and data on student underperformance in significant subgroups is accessible from academic assessments and from other non-academic indicators (graduation rates, drop-outs, enrollment in special programs, attendance, suspension, and behavioral referrals). All students are supported with homework assistance, skill building, and mastery activities designed to help them achieve academic success.

Practices identified to address recognized needs include the development of a physically and psychologically safe environment, well prepared staff, supportive relationships with peers and caring adults, positive social norms that identify rules of behavior and expectations, support of efficacy and mattering through youth empowerment practices, and integration of family, school, and community efforts.

One of the cornerstones of the Expanded Learning Opportunities program is to provide homework assistance and academic enrichment, with the goal of helping to mitigate the opportunity gap for low income and other under-represented student groups. In order to attend Expanded Learning, a student must attend the regular school day. An expected outcome of the program is that students will be motivated to attend the regular school day because they won't want to miss Expanded Learning time. As a result, chronic absenteeism and truancy at schools offering the Expanded Learning program will decrease. Data from the student focus groups support these outcomes. Additionally, during the focus groups, students shared that the things they most enjoyed about Expanded Learning were getting to complete their homework, being

able to receive assistance (if needed) and participating in fun activities. Students shared that having access to help and dedicated time to do homework helped them complete all their homework and understand it better. Additionally, by providing additional homework assistance and academic enrichment, it is expected that these students will be more invested in their regular school day/academic work, will feel a great sense of self-efficacy and perform better in school; as a result, students will be more motivated to stay in school and will have a higher chance of completing elementary or middle school, ready for their next level of schooling.

Another important need identified in these students is a lack of feeling connected to their school. The ELO-P program is designed intentionally to create a safe and welcoming environment for all students. August 2021 focus group data from the Bridges After-School Expanded Learning students supports this. Students reported feeling safer at school as a result of Expanded Learning. In the program, the students also develop strong attachments to the staff, which facilitates feelings of connectedness. Many of the students shared that the Expanded Learning program allowed them to make friends with students they wouldn't normally socialize with. Additionally, because the program provided opportunities for students to socialize outside of the school day, many students felt that they had more friends as a result of being in Expanded Learning.

The Expanded Learning after-school program addresses the needs of working families by providing students a safe place to be while their parents are at work; students are also able to receive homework assistance and participate in a variety of fun, enrichment activities. Data from focus groups with Bridges Expanded Learning students also supports this. When asked if they believed it was important to have a program like Bridges, many students shared that it was important because it provided a safe and supervised place to go while their parents were still at work and prevented students from having to walk home or wait for hours at a time on campus during non-school hours.

The Expanded Learning Opportunities Program has the following program-wide goals that were developed as a result of multiple sources of data:

- Support student achievement to meet state standards
- Provide a safe and enriching environment
- Increase self-esteem and improve life skills
- Prepare student for 21st century success through integration of technology
- Involve parents and guardians in developing positive family interactions

Individual site goals are also developed each year as part of the Continuous Quality Improvement process and are based on the twelve quality standards for Expanded Learning Programs.

Data is collected to determine whether program goals are met through site activity plan review, program purchases/inventory, attendance tracking, on-site observation, interviews, and surveys. The data is analyzed, and data trends are identified which identifies program strengths as well as areas for improvement. This data analysis results in the development of program improvement goals with detailed strategies on how to achieve these goals.

Prior to the initial design of the Bridges Expanded Learning program, input was solicited from school administrators, collaborative partners, students, parents and staff. Through this process,

the program's mission, *Building Bridges to Student Success,* was developed, and is printed on all staff shirts as a continuous reminder of the program's purpose. The program aims to accomplish this mission by supporting student achievement and development of life skills, providing a safe, enriching environment, involving parents/guardians and increasing student self-esteem, life skills, and preparing students for 21st Century success. The program's mission and goals are aligned to the mission and goals of the district.

The ELO-P program uses a continuous feedback loop to ensure stakeholders are engaged in program development and implementation. In doing this, the program regularly monitors its progress towards fulfillment of program goals and expected outcomes. Progress and program success are measured by tracking attendance of program participants, program observations and team members (partners, principals, teachers and other school day staff, program staff, students, and parents) feedback through regular meetings, focus groups, and surveys.

Regular communication during the program year via email, phone and in-person meetings provides ongoing opportunity for team members' input. Program managers, supervisors and Expanded Learning program specialists communicate with partners and academic coach groups regularly through email and phone. During the program year, the Site Facilitators meet with the academic coaches monthly to review and align program activity plans based on the needs of specific students or groups of students. Administrator and Academic Coach input is collected in January and May of each year through program feedback forms; this data is used to assess progress toward meeting program goals. Also, Academic Coaches and Site Facilitators work collaboratively to submit an annual report which identifies the measurable actions of the Academic Coach to support the Expanded Learning program. Additionally, formal meetings are scheduled with partners and academic coaches annually to review district survey evaluation data and stakeholder input.

Focus groups are conducted with program students to determine their reasons for joining Expanded Learning, opinions of the program, comfort in talking to program staff, relevancy of Expanded Learning activities to regular day, and ideas to improve the program. These focus groups provide valuable information that is used to determine future year's program activities and goals. Expanded Learning program students also complete exit surveys at the end of the school year. Additionally, parents of participating students and after-school program site staff complete a perception survey at the end of the year. These evaluation tools yield important data from three stakeholder groups—students, parents, and site staff.

At the end of the program year, all data is reviewed and analyzed so that any needed program updates (to goals or outcomes) can be made as part of the program planning. Part of this process is also making any needed adjustments to program activities at specific school sites to better support the program goals and expected outcomes.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Collaborative partners are involved in program planning and implementation, as well as updating

of the Expanded Learning program plan. These partners include district teachers, Academic Coaches, school site administrators, parents, students, site, regional and district after school staff. Community partners include, but are not limited to, the California Teaching Fellows Foundation, YMCA of Superior California and People Reaching Out Family Services.

The following are a sampling of the collaborative partners and their roles with the Expanded Learning Opportunities program:

- California Teaching Fellows Foundation - community partner that recruit, hires, trains and supports staffing for expanded learning programs at specific sites through partnerships with local colleges and universities.
- YMCA of Superior California - community partner that provides expanded learning programs and staff at limited sites.
- People Reaching Out – community partner that provides services through a high school to elementary mentoring program at specific sites.
- Sylvan Library – community partner that provides supplemental supports to students in Expanded Learning, such as English Language Learner resources and reading campaigns.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

In SJUSD's Expanded Learning programs, the continuous quality improvement (CQI) process involves a continuous cycle of planning, assessment, and improvement based on the Quality Standards for Expanded Learning in California. Evaluation tools help the program in assessing the Quality Standards for safe and supportive environment, active and engaged learning, skill building, youth voice and leadership, healthy choices and behaviors, and diversity, access and equity. The main tools used for assessment are perception surveys from students, parents/guardians, and school site teachers and staff; the CQI site observation tool; and attendance tracking through the Cityspan database. Data from these tools is used to drive program planning and results in a formalized program improvement plan (CQI plan). Internal and external stakeholder input is gathered throughout the program year.

To help ensure an effective and successful evaluation process, all program staff are trained on the CQI process. The Expanded Learning program manager, supervisors, and specialists attend workshops provided by CDE and the California After-School Network on the CQI process for ASES and 21st Century funded Expanded Learning Programs. This training is then provided to Site Facilitators and program staff during the program start-up professional development training series on policies and procedures in August. The training includes an overview of the CQI process as well as guidance on how to use the CQI planning tool and the CQI site observation tool. Site Facilitators also receive ongoing support in understanding and implementing the CQI process from their regional supervisor during bi-weekly meetings; the regional supervisor also provides support in development of the Program Improvement Plan.

The ELO-P Manager, district leadership team and Site Facilitators track and monitor program attendance using Cityspan, a web-based database, which facilitates accurate monitoring of daily attendance and progress towards meeting daily, semi-annual and annual program attendance

goals. Attendance data is reviewed as a leadership team during bi-weekly districtwide leadership meetings and with Site Facilitators bi-weekly during regional Site Facilitator meetings.

Focus groups with students are another assessment tool used by the program. These focus groups are conducted at least once in the program year and provide valuable information regarding student satisfaction in the program, favorite activities in the program, suggestions for improvement, comfort in talking with program staff, connection of program activities to school day, as well as other indicators.

Another tool as part of the CQI process is the CQI Observation Tool, which is administered at least twice during the program year by program and leadership staff at each program site. This locally developed evaluation tool assesses whether or not programs are providing all six of the Point-of-Service Quality Standards based on observed practices in the program. Additionally, the tool allows for suggestions to better meet the six indicators and any noted areas of needed support.

At the end of each program year, students, parents, and program staff are surveyed to solicit important program feedback. All program students complete an exit survey at the end of the year. This is an important way for students to share their experiences in a comfortable and anonymous format. In addition to a few demographic questions, the exit survey also asks students to identify how often they do a number of activities (i.e., art activities, get homework help, learn, and talk about college or take part in a project to help the community) in a normal week in the program. The survey also asks students how much the program has helped with a list of nearly 20 items (such as feel safer at school, make new friends, get better grades, etc.). Further, the survey questions gather information on student's satisfaction with the program, feelings of safety in the program, their feelings of connectedness to staff and ability to have input into the program (student voice). In the staff survey, program staff are asked to rate, using a Likert scale, the program's success on a variety of measures, including, but not limited to: helping students complete better quality homework assignments, improving student's school attendance, improving student's connectedness to school, offering positive social interaction for students in a safe and enriching environment, increasing students' ability to better handle their emotions, and success of recreation activities, enrichment activities, parent/staff communication and academic support/homework. The parent survey questions are the same as the staff questions, except they focus on the parent/guardian's child in the program.

The district's Assessment, Evaluation and Planning department provides the student, parent and staff perception survey data, summarized by site and districtwide results, to the Expanded Learning program during the summer, which enables the information to be shared with program staff prior to school starting so that the data can be used to drive program planning. Regional supervisors assist site facilitators in sharing the perception, attendance, and site observation data with site stakeholders and facilitate discussions on identifying trends, program strengths, and which areas require improvement. For the areas needing improvement, both short-term and long-term solutions are developed as appropriate.

In the fall, each site uses the assessment data to develop a Program Improvement Plan that is shared with all site staff. For the plan, one to three high priority needs are identified. Action plans with specific objectives are developed to meet these needs. The plan also clearly details out who is responsible for what part of the action plan, target completion dates, and identifies any outside

support that is needed. Regional supervisors provide technical assistance to site facilitators in the analysis of assessment data and development of a Program Improvement Plan during bi-weekly Site Facilitator meetings and quarterly 1:1 meetings. The site facilitator shares the Program Improvement Plan with all site program staff. Throughout the year, the site facilitator and supervisor monitor progress on goals through observations, focus groups, perception surveys, and follow up discussions during bi-weekly staff meetings and quarterly 1:1 meetings. Depending on progress, additional actions to meet goals may be identified and implemented. Site facilitators, supervisors and specialists conduct observations and provide coaching as needed to ensure progress towards program improvement goals are met within the designated timelines.

11—Program Management

Describe the plan for program management.

Funding will be utilized at each site to provide quality after-school programing that aligns to the Expanded Learning Opportunities Program's vision, mission and goals to support student success by providing a safe and enriching environment, increasing students' self-esteem and life skills, offering activities that prepare students for 21st Century success, and involving parents/guardians through family engagement opportunities. The majority of the funds will be used for personnel and associated employee benefits costs so that the program has the appropriate staff in place for program oversight and implementation of daily program activities. Funds will also be used for the necessary materials and supplies to support the instructional program, such as pencils and paper, recreational supplies, and enrichment materials. The program manager will review all expenditures to ensure they meet district fiscal policies and procedures and align with the vision, mission and purpose of the program.

The budget will be managed using established district fiscal and administrative practices. The Expanded Learning program manager and budget technician meet monthly to review program expenditures. The regional supervisor reviews all supply orders to ensure the purchases are reasonable and aligned with the program plans and goals. Program expenditures are tracked by site and each site facilitator is kept informed of their site budget so they can make appropriate programming decisions.

The Expanded Learning program staffing structure includes employees from San Juan Unified School District, volunteers, contracted collaborative partnership staff and college students. Specific district staff include an Expanding Learning Program Manager, Expanded Learning Regional Program Supervisors, Intermediate Clerk Typists (ICT), Expanded Learning Program Specialists, Expanded Learning Site Facilitators, Expanded Learning Program Assistants, Recreation Aides, and Academic Coaches (credentialed teachers). Each school site has a similar staffing structure and is designed to ensure a student-to-staff ratio of 20:1 (10:1 for Tk/K).

The Program Manager oversees all aspects of the Expanded Learning program including program development, guidance and oversight of supervisors, budget oversight, professional development planning, analysis of attendance data, coordination of program evaluation, analysis of evaluation data, facilitation of district wide Academic Coach and collaborative partner meetings, and facilitation of the CQI process. The Program Manager reports to the Director of Student Support Services. Additional leadership duties of the Program Manager: attends

monthly one to one meetings with the director; participates in expanded cabinet meetings with the superintendent and all other district managers, directors and assistant superintendents every other month; attends district leadership meetings with all district management, directors, site principals, vice principals, and cabinet members four times each year; facilitates districtwide after-school program academic coach meetings twice a year; and facilitates after-school program leadership meetings twice a month where district and programs information is discussed including program activities, compliance guidance and updates, the CQI process, staffing, promising practices, evaluation implementation, program evaluation data, budget planning and program updates.

The Regional Program Supervisor reports to the Program Manager and oversees site level staff for expanded learning program sites within an assigned region, conducts program observations, reviews attendance paperwork, ensures ratios are met, provides professional development and new employee orientations, monitors program site budgets, communicates with site administrators, teachers and parents. The Regional Program Supervisor meets with site facilitators twice a month to discuss and disseminate program information including goals, compliance updates/guidance, staffing, promising practices, evaluation, program data, budget, and provide training on various topics. The supervisor meets with site program staff as needed to support Site Facilitator in disseminating important program information. She also meets with site administrators and academic coaches as needed to support program planning and problem resolution. Additionally, the supervisor communicates with the site administrator throughout the year by phone and through email regarding program operations, staffing, facilities and other topics to support program meeting student needs and program success.

Expanded Learning Program Specialists are site specific staff who provide professional development, conduct new staff orientations along with the supervisor, and communicate with the academic coach and site teachers to ensure alignment of the program with the regular school day. The specialists provide onsite coaching for recreation aides and site facilitators, and site-specific trainings in behavior guidance, transitions, CACFP snack processes, required documentation, and attendance tracking. The Specialists are supervised by the regional supervisor and attend monthly one to one meetings with the supervisor, program leadership meetings twice a month with the program manager, and regional supervisors and site facilitator meetings twice a month. Additionally, specialists attend parent meetings annually (parent orientation) and as needed for individual students.

Site facilitators are responsible for the day-to-day operations and implementation of the Expanded Learning program at each school site, including the CQI process, site level expenditures and the site budget, supply maintenance, snack ordering and distribution following the CACFP guidelines, lead parent orientation, develop and maintain positive behavior management plan, monitor and document student enrollment and daily attendance, practice safety drills, complete site safety plan, and regular parent communication. They play a critical role in the program as liaison between the school site administrators and the program staff; in this role they may attend weekly school staff meetings. The site facilitators facilitate student advisory meetings and meetings with the after-school program staff. Additionally, they facilitate learning center and enrichment activities, communicate with collaborative partners and identify new partners. Site Facilitators also oversee support and provide technical assistance to the Recreation Aides, community partner staff, volunteers and interns. Additionally, the Site

Facilitators are responsible for a sizeable portion of the communication about the after-school program to the school site and with parents/guardians. The Site Facilitators report to the Regional Program Supervisor and attend one to two monthly meetings with the supervisor and regional Site Facilitator meetings twice a month.

Expanded Learning Program Assistants, Teaching Fellows, Recreation Aides lead groups of students in homework assistance and enrichment activities, implement the recreation portion of the program, attend staff orientations, trainings and meetings, and attend and participate in parent orientation and Family Nights.

The Academic Coach is a fully credentialed teacher who works as a classroom teacher during the day and supports the alignment of the Expanded Learning program with the regular school day. The Coach attends district Academic Coaches' meetings, advises program staff on curriculum for learning centers, regularly updates program staff on current school day events, assists in program staff and school staff communication, attends weekly meetings with program Site Facilitator, assists with referral and marketing process, and assists with the identification and advancement of skill building activities and games to support mathematics and reading development. The Academic Coach provides assistance during the ELO-P program for an average of two hours per week.

The Intermediate Clerk Typist is supervised by the regional supervisor and supports the Expanded Learning program by performing various clerical duties related to supply orders, meeting setup, purchase orders, service agreements, and provides program information to parents and other community members that contact the regional office.

The program plan is monitored through the year by the program manager and updated at least every 3 years using information obtained through input from partners and stakeholders using multiple methods including surveys, semi-annual feedback forms, district, regional, and site level meetings. Additional information regarding inclusion of collaborative partners and other external stakeholders is detailed in the prior section.

The San Juan USD Accounting department manages the accounting and fiscal reporting for the program in accordance with district fiscal management systems. Accounting staff responsible for Expanded Learning Opportunities Program fiscal accounting and reporting include a district level budget technician. The district level program manager ensures expenditures comply with the requirements of the funding and that all reports are submitted according to the timeline determined by the California Department of Education After School Programs Office.

Regular participation in the program, although not a requirement, is strongly recommended, and attendance is monitored daily by Expanded Learning Opportunities program staff. Students are checked into the Expanded Learning Program by a program staff member each day and are signed in or out each day, as appropriate, by a parent/guardian or parent/guardian appointed designee who is at least 16 years of age and listed on the student's emergency card. Student walkers may sign themselves in or out, as appropriate, with written parent permission. Site Facilitators enter daily attendance data into the Expanded Learning web-based attendance database, *Cityspan*. Attendance can be monitored by accessing the *Cityspan* database at the site, regional or district level. If a student is absent, parents are expected to communicate, verbally or in writing, to the Expanded Learning program staff in addition to the traditional school

day staff. An accumulation of ten unexcused absences can be considered excessive. A student may not attend the Expanded Learning Program if they are absent or suspended during the traditional school day.

San Juan Unified School District has an early release policy for the Expanded Learning program that is consistent with the regular school day. Students may be picked up from the program early for the following reasons: parallel program (i.e., sports, dance, tutoring), behavior/discipline issues, parental choice, transportation, safety for walkers (written parent permission required for student walkers), health appointment (medical, dental, counseling), illness and injury. If a student must be picked up prior to the end of the program, the reason or reason code for the early pick up must be listed in the comments section on the sign out sheet. If there is a need for an ongoing early release, a Special Activities form must be completed and submitted to the program site facilitator for program approval. Approved forms are kept on file at the program site. Special Activity forms are available through the Expanded Learning Program site facilitator.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all of these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The district's ASES grant and ELO-P state funding, are being utilized to create a single, comprehensive Expanded Learning Program for students. District staff and collaborative partners supporting the Expanded Learning program will be aligned with the same mission and goals, regardless of funding source. Prioritizing student participation in the program will also be synthesized to target unduplicated students most in need of the Expanded Learning Program (McKinney-Vento Homeless, Foster Youth, low income and English Learners). Selection of sites running Expanded Learning programs have been determined based on offering the greatest access to the largest number of students in the target populations. The district is also working closely with our Discovery Club Before and After School programs to ensure their programming meets Expanded Learning requirements [(***EC* Section 46120(b)(2)]** to allow for further alignment within our model of a singular, comprehensive program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

District Expanded Learning Program leadership are working collaboratively with district Early Childhood Education and Elementary Division leadership to create opportunities for transitional kindergarten and kindergarten students. These efforts include meeting regularly to align our Expanded Learning Program plan with the district's Universal Pre-K Program Plan. District leaders work collaboratively in identifying school sites offering transitional kindergarten and how

those sites/hours may impact student participation in Expanded Learning. The district is pursuing flexible staff workdays to provide Expanded Learning Opportunities to both half-day and full-day transitional kindergarten and kindergarten students, as facility space and staffing allow.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or Intersession day.

TK/K Schedule - **SAMPLE**					
8:15-6:00	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-1:30	Instructional Day	Instructional Day	Instructional Day	Instructional Day	Instructional Day
1:30-2:50	Instructional Day	Instructional Day	Instructional Day		Instructional Day
1:30-2:00				Check-in / Snack	
2:00-2:50				Outdoor Recreation	
2:50-3:15	Check-in/Snack	Check-in/Snack	Check-in/Snack	SEL Activity	Check-in/Snack
3:15-4:00	Outdoor Recreation	Outdoor Recreation	Outdoor Recreation	Homework/Skills Practice	Outdoor Recreation
4:00-5:00	Homework/Skills Practice/Read Aloud	Homework/Skills Practice/Read Aloud	Homework/Skills Practice/Read Aloud	Enrichment/ Technology/ Recreation Rotations	Homework/Skills Practice/Read Aloud
5:00-5:45	Enrichment Activity	Enrichment Activity	Enrichment Activity		Enrichment Activity
5:45-6:00	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out

Summer Schedule - **SAMPLE**					
8:00-6:00	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-12:00	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program	Camp Invention/ Title 1 Program
12:00-1:00	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch	Check-in/Lunch
1:00-2:00	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/Rec Game	Outdoor/RecGame
2:00-4:00	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations	Enrichment/Tech Rotations

4:00-4:45	Break/Snack	Break/Snack	Break/Snack	Break/Snack	Break/Snack
4:45-5:15	Reading Challenge	SEL Activity	Reading Challenge	SEL Activity	Reading Challenge
5:15-5:45	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity	Inside Rec/Choice Activity
5:45-6:00	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out	Cleanup/Check-out

Attachment C: Extended Day Planning at Elementary, K-8 and MS Sites

Site	% Unduplicated	Late Start	Diff from 20/21 (mins)	Current and Future Bridges Programs	Current Discovery Club Programs	Current and future TK sites
HIGH DENSITY SITES						
Dyer-Kelly 7:45-2:10	95			✓		
Howe 7:45-2:20	94			✓	✓	✓
Katherine Johnson 8:00-2:50	92			✓		
Starr King 8:00-2:25	91			✓		✓
Cottage 8:55-3:20	90	✓	10	✓		✓
Greer 7:45-2:10	88			✓		
Whitney 7:45-2:15	87			✓		
Charles Peck 8:55-3:30	83	✓	20	✓		
Kingswood 8:00-2:30	82			✓		
Cameron Ranch 8:55-3:30	81	✓	15	✓		✓
Coyle 7:45-2:15	79			✓	✓	✓

Carmichael 8:55-3:35	78	✓	15	✓	✓	
Skycrest 8:55-3:20	78	✓	10	✓		✓
Pasadena 7:45-2:20	77			✓		✓
Grand Oaks 8:55-3:30	76	✓	15	✓		✓
Thomas Edison 8:00-2:30	75			✓		✓
Mariposa 7:45-2:10	73			✓	✓	
Lichen 8:00-2:30	72			✓		✓
Del Paso Manor 8:55-3:20	70	✓	40	✓ (YMCA)		
Will Rogers 8:00-2:45	69			✓		
Arcade 8:00-2:38	67			✓		
Sylvan 8:00-2:41	67			✓		
Northridge 8:55-3:30	66	✓	10	✓	✓	
Arlington 7:45-2:10	64			✓	✓	✓
Thomas Kelly 8:55-3:25	62	✓	15	✓	✓	✓
MID DENSITY SITES						
Carriage 7:45-2:20	60	✓		✓		

Schweitzer 8:55-3:20	56	✓	10	✓	✓	
Ottomon 7:45-2:15	55			✓		✓
Woodside 8:00-2:30	52			✓	✓	✓
Cowan 8:55-3:00 9:25-3:30 Early/Late K-2	49	✓	30	✓ (YMCA)	✓	
Oakview 8:55-3:30	46	✓	30	✓ (YMCA)	✓	✓
Deterding 7:45-2:20	45			✓	✓	
Sierra Oaks 8:00-2:30	42.5			✓	✓	✓
Churchill 8:00-2:45	42			✓		
Trajan 7:45-2:15	40.7			✓	✓	
LOW DENSITY SITES						
Cambridge Heights 7:45-1:30	35.5				✓	
Mission 8:55-3:25 Open Enrollment	35	✓	35		✓	
Pershing 8:55-3:25	34	✓	40		✓	
Dewey 8:55-3:30 Open Enrollment	31	✓	15		✓	

VERY LOW DENSITY SITES						
Green Oaks 8:55-3:20 Open Enrollment	25	✓	35		✓	
Twin Lakes 8:55-3:25	25	✓	20		✓	✓
Gold River 8:00-2:30	24.7				✓	✓
OVO 8:00-2:30	23.5				✓	
Legette 8:55-3:25	22	✓	10		✓	✓
Mariemont 8:55-3:25	22	✓	10		✓	
Del Dayo 8:55-3:30	18	✓	40		✓	✓

High density (>60%); Mid density (>40%); Low density (>25% ⩽40%); Very low density (⩽25%)

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 05/24/2022

SUBJECT: Adoption of the 2022 Level I Developer Fee Justification Study

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. 4021, accepting the 2022 Level I Developer Fee Justification Study.

RATIONALE/BACKGROUND:
At the June 9, 2020, Board of Education meeting, the board adopted new fee rates of $4.08 per square foot of residential, and $0.66 per square foot of commercial/industrial development.

At its meeting on February 23, 2022, the State Allocation Board (SAB) increased the statutory Level 1 fees by 17.45 percent, to $4.79 per square foot for residential construction and $0.78 per square foot for commercial construction. As per AB 602, newly added section 66016.5, school districts must adopt the study prior to adopting any associated development fee. Previously, the school district could adopt the impact fee nexus study simultaneously with the adopted fee amounts. School districts may adopt both the study and any corresponding fee adjustment at the same meeting, but the two items must be agendized separately.

Education Code section 17620 (AB 2926, Chapter 887/Statutes 1986) provides that "the Governing Board of any school district is authorized to levy a fee, charge, dedication, or other forms of requirement against any development project for the construction or reconstruction of school facilities." To levy and collect developer fees, a school district must show the correlation (or "nexus") between new residential, commercial and industrial development and the need for new or reconstructed school facilities.

Developer fees were originally established in 1987 with a maximum fee of $1.50 per square foot of new residential construction and $0.25 per square foot of new commercial/industrial construction. This maximum amount is reviewed and adjusted every two years by the SAB. Developer fees may be used to finance new schools and equipment and to reconstruct existing facilities in order to maintain adequate school facilities for district students. Other appropriate uses of developer fees include, but are not limited to interim housing, site acquisition, replacement of aged or inadequate portable classrooms and housing for class-size reduction. Up to three percent of the fees collected may be used to defray the administrative costs incurred by the district in collecting these fees. Uses of the fees that are specifically prohibited by law include: regular or routine maintenance of facilities, asbestos abatement incidental to construction or reconstruction and deferred maintenance programs.

ATTACHMENT(S):
A: 2022 Developer Fee Justification Study
B: Resolution No. 4021 Adoption of Fee Justification Study
C: 2022 Developer Fee Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Frank Camarda, Chief Operations Officer

APPROVED BY: Kent Kern, Superintendent of Schools

MARCH 2022



2022 DEVELOPER FEE JUSTIFICATION STUDY
SAN JUAN UNIFIED SCHOOL DISTRICT

KENT KERN,
SUPERINTENDENT

SCHOOLWORKS, INC.
8700 Auburn Folsom Rd., #200
Granite Bay, CA 95746

PHONE: 916-733-0402
WWW.SCHOOLWORKSGIS.COM

TABLE OF CONTENTS

Executive Summary 1

Background 2

Purpose and Intent 3

Burden Nexus 3
Cost Nexus 3
Benefit Nexus 3

Enrollment and Impacts 4

Student Generation Factor 5
New Residential Development Projections 6

Existing Facility Capacity 7

Classroom Loading Standards 7
Existing Facility Capacity 8
Unhoused Students by State Housing Standards 9

Calculation of Development's Fiscal Impact on Schools 11

School Facility Construction Costs 11
Reconstruction/Modernization Costs 12
Impact of Residential Development 14
Impact of Other Residential Development 15
Impact of Commercial/Industrial Development 16
Employees per Square Foot of Commercial Development 17
Students per Employee 17
School Facilities Cost per Student 17
Residential Offset 18
Impact of Replacement/Reconstruction Projects 19
Net Cost per Square Foot 21
Verifying the Sufficiency of the Development Impact 21

District Map 22

Conclusion 23

Burden Nexus 23
Cost Nexus 23
Benefit Nexus 23

Appendices

- **SAB 50-01 - High Schools Enrollment Certification/Projection**
- **Census Data**
- **Use of Developer Fees**
- **Site Development Costs**
- **Index Adjustment on the Assessment for Development – State Allocation Board Meeting of February 23, 2022**
- **Annual Adjustment to School Facility Program Grants**
- **Impacts of the Sunrise Tomorrow Specific Plan**

Executive Summary

This Developer Fee Justification Study demonstrates that the San Juan Unified School District requires the full statutory impact fee to accommodate impacts from development activity.

A fee of $4.08 per square foot for residential construction and a fee of $0.66 per square foot for commercial/industrial construction is currently assessed on applicable permits pulled in the District. The new fee amounts are **$4.79** per square foot for residential construction and **$0.78*** per square foot for commercial/industrial construction. This proposed increase represents $0.71 per square foot and $0.12 per square foot for residential and commercial/ industrial construction, respectively.

The following table shows the impacts of the new fee amounts:

Table 1

San Juan Unified
Developer Fee Collection Rates

Totals	Previous	New	Change
Residential	$4.08	$4.79	$0.71
Commercial/Ind.	$0.66	$0.78	$0.12

*except for Rental Self Storage facilities in which a fee of $0.05 per square foot is justified.

The total projected number of housing units to be built over the next five years is 1,150. The average square feet per unit is 1,911. This Study demonstrates a need of $5.24 per square foot for residential construction.

Background

Education Code Section 17620 allows school districts to assess fees on new and replacement residential and new and replacement commercial construction within their respective boundaries. These fees can be collected without special city or county approval, to fund the construction of new school facilities necessitated by the impact of residential and commercial development activity. In addition, these fees can also be used to fund the reconstruction of school facilities to accommodate students generated from new development projects. Fees are collected immediately prior to the time of the issuance of a building permit by the City or the County.

The impact of new developments result in the need for either additional or modernization of school facilities to house the students generated. Because of the high cost associated with school facility projects and the District's limited budget, outside funding sources are required for school projects. State and local funding sources for the construction and/or reconstruction of school facilities are limited.

The authority sited in Education Code Section 17620 states in part "… the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities." The legislation originally established the maximum fee rates at $1.50 per square foot for residential construction and $0.25 per square foot for commercial/industrial construction. Government Code Section 65995 provides for an inflationary increase in the fees every two years based on the changes in the Class B construction index. As a result of these adjustments, the fees authorized by Education Code 17620 are currently **$4.79** per square foot of residential construction and **$0.78** per square foot of commercial or industrial construction.

Purpose and Intent

Prior to levying developer fees, a district must demonstrate and document that a reasonable relationship exists between the need for new or reconstructed school facilities and residential, commercial and industrial development. The justification for levying fees is required to address three basic links between the need for facilities and new development. These links or nexus are:

Burden Nexus: A district must identify the number of students anticipated to be generated by residential, commercial and industrial development. In addition, the district shall identify the school facility and cost impact of these students.

Cost Nexus: A district must demonstrate that the fees to be collected from residential, commercial and industrial development will not exceed the cost of providing school facilities for the students to be generated from the development.

Benefit Nexus: A district must show that the construction or reconstruction of school facilities to be funded by the collection of developer fees will benefit the students generated by residential, commercial and industrial development.

The purpose of this Study is to document if a reasonable relationship exists between residential, commercial and industrial development and the need for new and/or modernized facilities in the San Juan Unified School District.

Following in this Study will be figures indicating the current enrollment and the projected development occurring within the attendance boundaries of the San Juan Unified School District. The projected students will then be loaded into existing facilities to the extent of available space. Thereafter, the needed facilities will be determined and an estimated cost will be assigned. The cost of the facilities will then be compared to the area of residential, commercial and industrial development to determine the amount of developer fees justified.

Enrollment Projections

In 2021/2022 the District's total enrollment (CBEDS) was 38,197 students. The enrollment by grade level is shown here in Table 2.

Table 2

San Juan Unified
CURRENT ENROLLMENT

Grade	2021/2022
TK/K	2,898
1	2,787
2	2,793
3	2,789
4	2,754
5	2,794
6	2,865
TK-6 Total	19,680
7	2,752
8	2,963
7-8 Total	5,715
9	3,166
10	3,320
11	3,113
12	3,203
9-12 Total	12,802
TK-12 Total	38,197

This data will be the basis for the enrollment impacts which will be presented later after a review of the development projections and the student generation factors.

Student Generation Factor

In determining the impact of new development, the District is required to show how many students will be generated from the new developments. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation factor is applied to the number of new housing units to determine development-related impacts.

The same analysis and student generation rate applicable to new development is applicable to replacement residential and commercial development. In determining the impact of replacement development, the District is required to show how many students will be generated from the replacement developments. In order to ensure that replacement development is paying only for the impact of those students that are being generated by homes and businesses replacing other previously existing homes and businesses, the student generation factor is applied to the number of replacement housing units to determine development-related impacts.

The student generation factor identifies the number of students per housing unit and provides a link between residential construction projects and projections of enrollment. The State-wide factor used by the Office of Public School Construction is 0.70 for grades TK-12. For the purposes of this Study we will use the local factors to determine the students generated from new housing developments. This was done by comparing the number of housing units in the school district to the number of students in the school district as of the 2020 Census. Table 3 shows the student generation factors for the various grade groupings.

Table 3

San Juan Unified
STUDENT GENERATION FACTORS

Grades	Students per Household
TK-6	0.152
7-8	0.0452
9-12	0.0927
Total	**0.2900**

When using the Census data to determine the average district student yield rate, it is not possible to determine which students were living in multi-family units versus single family units. Therefore, only the total average yield rate is shown. The Census data does indicate that 54.8% of the total housing units within the district boundaries are single family units. It is reasonable to assume that the construction of new housing units would be similar to the current housing stock, which was confirmed by the various planning departments within the school district boundaries, and therefore the overall student generation rate will be used to determine student yields from the projected developments.

New Residential Development Projections

The San Juan Unified School District has experienced an average new residential construction rate of approximately 230 units per year over the past four years. This was determined by reviewing the residential permits pulled and school development impact fees paid to the District. After contacting the Sacramento County Planning Department and the City of Citrus Heights Planning Division, which cover a majority of the school district boundaries, it was verified that using the same average residential construction rate over the past few years for the next five years is a reasonable assumption. Projecting the average rate forward, we would expect that 1,150 units of residential housing will be built within the District boundaries over the next five years.

To determine the impact of residential development, a student projection is done. Applying the student generation factor of 0.29 to the projected 1,150 units of residential housing, we expect that 334 students will be generated from the new residential construction over the next five years. This includes 175 elementary school students, 52 middle school students, and 107 high school students.

The following table shows the projected impact of new development. The students generated by development will be utilized to determine the facility cost impacts to the school district.

Table 4

San Juan Unified
FIVE YEAR DEVELOPMENT IMPACT ANALYSIS

Grades	Current Enrollment	Development Projection	Projected Enrollment
TK to 6	19,680	175	19,855
7 to 8	5,715	52	5,767
9 to 12	12,802	107	12,909
Totals	38,197	334	38,531

Existing Facility Capacity

To determine the need for additional school facilities, the capacity of the existing facilities must be identified and compared to current and anticipated enrollments. The District's existing building capacity will be calculated using the State classroom loading standards shown in Table 6. The following types of "support-spaces" necessary for the conduct of the District's comprehensive educational program, are not included as "teaching stations," commonly known as "classrooms" to the public:

Table 5

List of Core and Support Facilities

Library	Resource Specialist
Multipurpose Room	Gymnasium
Office Area	Lunch Room
Staff Workroom	P.E. Facilities

Because the District requires these types of support facilities as part of its existing facility and curriculum standards at its schools, new development's impact must not materially or adversely affect the continuance of these standards. Therefore, new development cannot require that the District house students in these integral support spaces.

Classroom Loading Standards

The following maximum classroom loading-factors are used to determine teaching-station "capacity," in accordance with the State legislation and the State School Building Program. These capacity calculations are also used in preparing and filing the baseline school capacity statement with the Office of Public School Construction.

Table 6

State Classroom Loading Standards

TK/Kindergarten	25 Students/Classroom
1st-3rd Grades	25 Students/Classroom
4th-6th Grades	25 Students/Classroom
7th-8th Grades	27 Students/Classroom
9th-12th Grades	27 Students/Classroom

Existing Facility Capacity

The District has determined the capacity for each school based on the number of classrooms at each campus and the number of students that can be housed in each classroom. Using this method, the District's current capacity is shown in Table 7.

Table 7

San Juan Unified
Summary of Existing Facility Capacity

School Facility	Total District Capacity
Grades TK-6	22,678
Grades 7-8	6,263
Grades 9-12	13,227
Totals	42,168

The District has not participated in the State Building Program for any new construction projects and therefore has not established a State capacity as of this time. The State capacity can sometimes be lower than the District capacity as the State capacity limits the number of portable classrooms that are counted towards the total capacity.

As Table 7 shows, the total District capacity of the District facilities is 42,168 students.

Unhoused Students by State Housing Standards

This next table compares the facility capacity with the space needed to determine if there is available space for new students from the projected developments. The space needed was determined by reviewing the historic enrollments over the past four years along with the projected enrollment in five years to determine the number of seats needed to house the students within the existing homes. The seats needed were determined individually for each grade grouping. The projected enrollment in this analysis did not include the impact of any new housing units.

Table 8

San Juan Unified
Summary of Available District Capacity

School Facility	District Capacity	Space Needed	Available Capacity
Grades TK-6	22,678	20,902	1,776
Grades 7-8	6,263	6,234	29
Grades 9-12	13,227	12,802	425
Totals	42,168	39,938	2,230

The District capacity of 42,168 is more than the space needed of 39,938, assuming the existing facilities remain in sufficient condition to maintain existing levels of service. The difference is 2,230 students.

Calculation of Development's Fiscal Impact on Schools

This section of the Study will demonstrate that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the San Juan Unified School District. To the extent this relationship exists, the District is justified in levying developer fees as authorized by Education Code Section 17620.

School Facility Construction Costs

For the purposes of estimating the cost of building school facilities we have used the State School Building Program funding allowances. These amounts are shown in Table 9. In addition to the basic construction costs, there are site acquisition costs of $250,000 per acre and service-site, utilities, off-site and general site development costs which are also shown in Table 9.

Table 9

NEW CONSTRUCTION COSTS

Grade	Base Grant	Fire Alarms	Fire Sprinklers	Per Student Total
TK-6	$29,246	$34	$490	$29,770
7-8	$30,932	$46	$584	$31,562
9-12	$39,358	$78	$606	$40,042

Site Acreage Needs

Grade	Typical Acres	Average Students	Projected Unhoused Students	Equivalent Sites Needed	Site Acres Needed
TK-6	10	600	0	0.00	0.00
7-8	20	800	23	0.03	0.58
9-12	40	1,500	0	0.00	0.00
				TOTAL	**0.58**

General Site Development Allowance

Grade	Acres	Allowance/ Acre	Base Cost	% Allowance	Added Cost	Total Cost
TK-6	0.00	$47,602	$0	6%	$0	$0
7-8	0.58	$47,602	$27,609	6%	$43,556	$71,165
9-12	0.00	$47,602	$0	3.75%	$0	$0
Totals	**0.58**					**$71,165**

Site Acquisition & Development Summary

Grade	Acres To Be Bought	Land Cost/Acre	Total Land Cost	Site Development Cost/Acre	Site Dev. Cost	General Site Development	Total Site Development
TK-6	0.00	$250,000	$0	$314,657	$0	$0	$0
7-8	0.58	$250,000	$145,000	$296,030	$171,697	$71,165	$242,862
9-12	0.00	$250,000	$0	$345,206	$0	$0	$0
Totals	**0.58**		**$145,000**		**$171,697**	**$71,165**	**$242,862**

Note: The grant amounts used are twice those shown in the appendix to represent the full cost of the facility needs and not just the standard State funding share of 50%.

Reconstruction/Modernization Costs

In addition to any new facilities needed, there is also a need to reconstruct or modernize existing facilities in order to maintain the existing levels of service as students from new development continue to arrive in the District's facilities. In order to generate capacity, it may also be necessary to reopen closed school facilities. Such reopening often requires reconstruction in order to provide the District's existing level of service. For purposes of this report, the analysis of modernization/reconstruction includes the possible reopening and refurbishing of closed or unused school facilities.

California has made a significant investment in school facilities through grants provided to help extend the useful life of public schools. The State's largest funding source for public school modernization projects, the School Facilities Program (SFP), requires a minimum local funding contribution of 40% of SFP-eligible costs. The State may provide up to 60% of the eligible costs at those times that State funding is available. However, SFP modernization grants frequently, if not usually, fall short of providing 60% of the actual costs for major modernizations. In the best cases, developer fees can help meet the District's required 40% local share. In many cases, developer fees may be necessary to supplement both the State's and the school district's contribution to a project.

Buildings generate eligibility for State reconstruction/modernization funding once they reach an age of 25 years old for permanent buildings and 20 years old for portables.

The usable life of school facilities is an important consideration in determining district facility needs into the future. The specific time when the projected residential developments will be built cannot be precisely predicted. Some new homes may be immediately occupied by families with school aged children, while others may be immediately occupied who will have school-aged children in five to ten years. As a result of these variables, for each new home, the District must be prepared to house the students residing there for an extended period of time. Students generated by the next five years of development will need to be accommodated in District schools for a significant amount of time that could exceed twenty years. Thus, the District will need to ensure that it has facilities in place for future decades.

As evidenced by the State Building program's use of the criteria that buildings older than twenty-five years (and portables older than twenty years) are eligible for modernization funds, school buildings require reconstruction/modernization to remain in use for students beyond the initial twenty to twenty-five years of life of those buildings. To the extent that the

District has buildings older than twenty to twenty-five years old, the point will be reached without reconstruction/modernization that those buildings will no longer be able to provide the existing level of service to students, and may, in some circumstances, need to be closed entirely for health and safety reasons. However, because of the new development, reconstruction/modernization must occur in order to have available school housing for the new students from development.

The following table shows the District's eligibility for modernization/reconstruction funding in the State Building Program.

Table 10

Modernization Project Needs

	Eligible Modernization Grants				State	District	Project
School	Elem	Middle	High	Spec Ed	Funding	Share	Total
Carriage Drive	455	0	0	0	$2,691,798	$1,794,532	$4,486,330
Grand Oaks	100	0	0	0	$658,420	$438,947	$1,097,367
Kenneth	383	0	0	0	$2,265,843	$1,510,563	$3,776,406
Leggette	50	0	0	0	$329,210	$219,473	$548,683
Mariposa	150	0	0	0	$920,814	$613,876	$1,534,690
Northridge	111	0	0	0	$681,402	$454,269	$1,135,671
Ottoman	388	0	0	0	$2,295,424	$1,530,282	$3,825,706
Sierra Oaks	100	0	0	0	$658,420	$438,947	$1,097,367
Sunrise	100	0	0	0	$658,420	$438,947	$1,097,367
Andrew Carnegie Middle	0	103	0	0	$667,559	$445,040	$1,112,599
Arden Middle	0	689	0	0	$4,303,246	$2,868,831	$7,172,077
Sylvan Middle	0	398	0	0	$2,485,765	$1,657,176	$4,142,941
Winston Churchill Middle	0	100	0	0	$695,220	$463,480	$1,158,700
Bella Vista High	0	0	213	0	$1,730,050	$1,153,367	$2,883,417
El Camino Fundamental H	0	0	1197	0	$9,722,393	$6,481,596	$16,203,989
Mira Loma High	0	0	1664	0	$13,515,507	$9,010,338	$22,525,845
San Juan High	0	0	428	0	$3,476,344	$2,317,563	$5,793,907
TOTALS	**1837**	**1290**	**3502**	**0**	**$47,755,836**	**$31,837,226**	**$79,593,062**

The District prepared a Facility Master Plan in 2014 that identified $554,508,067 in "Facility Condition Improvement Projects" plus an additional $837,574,311 in "Master Plan Improvement Projects". The grand total facility needs identified were in excess of $2.4 billion. The identified facility needs exceed the eligibility for modernization projects in the State Building Program.

Table 11

New Development Share of Modernization Costs

Grade	Eligible Modernization Grants	New Development Students	$/Student	Amount
TK-6	1,837	175	$29,770	$5,209,750
7-8	1,290	29	$31,562	$915,298
9-12	3,502	107	$40,042	$4,284,494
Totals	**6,629**	**311**		**$10,409,542**

Includes students from new developments not housed in new facilities.
Amounts based on State OPSC allowances for new construction projects.

This data is used to show that there are significant needs within the school District to invest in its existing facilities. Without modernizing its schools, the District could be forced to begin closing some of its buildings and schools.

To accurately account for the amount of the modernization projects attributed to the impact of new developments, only the students from new developments that were not already housed in new facilities are included in the net needs for modernization projects. As can be seen in the charts, the net modernization needs due to new development impacts are much less than the total District modernization needs.

Impact of New Residential Development

This next table compares the development-related enrollment to the available district capacity for each grade level and then multiplies the unhoused students by the new school construction costs to determine the total school facility costs related to the impact of new residential housing developments.

In addition, the State provides that new construction projects can include the costs for site acquisition and development, including appraisals, surveys and title reports. The District needs to acquire 0.58 acres to meet the needs of the students projected from the new developments. Therefore, the costs for site acquisition and development of the land have been included in the total impacts due to new development.

Finally, the modernization needs are included for the students not housed in new facilities but who would be housed in existing facilities that are eligible for and need to be modernized

to provide adequate housing and to maintain the existing level of service for the students generated by development.

Table 12

San Juan Unified
Summary of Residential Impact

School Facility	Development Projection	Available Space	Net Unhoused	Construction Cost Per Student	Total Facility Costs
Elementary	175	1,776	0	$29,770	$0
Middle	52	29	23	$31,562	$725,926
High & Cont.	107	425	0	$40,042	$0
Site Purchase: 0.58 acres					$145,000
Site Development:					$242,862
			New Construction Needs:		**$1,113,788**
			Modernization Needs:		**$10,409,542**
			TOTAL NEEDS:		**$11,523,330**
			Average cost per student:		**$34,501**
			Total Residential Sq Ft:		**2,197,650**
			Residential Fee Justified:		**$5.24**

The total need for school facilities based solely on the impact of the 1,150 new housing units projected over the next five years totals $11,523,330. To determine the impact per square foot of residential development, this amount is divided by the total square feet of the projected developments. As calculated from the historic Developer Fee Permits, the average size home built has averaged 1,911 square feet. The total area for 1,150 new homes would therefore be 2,197,650 square feet. The total residential fee needed to be able to collect $11,523,330 would be **$5.24** per square foot.

Impact of Other Residential Development

In addition to new residential development projects that typically include new single family homes and new multi-family units, the District can also be impacted by additional types of

new development projects. These include but are not limited to redevelopment projects, additions to existing housing units, and replacement of existing housing units with new housing units.

These development projects are still residential projects and therefore it is reasonable to assume they would have the same monetary impacts per square foot as the new residential development projects. However, the net impact is reduced due to the fact that there was a previous residential building in its place. Therefore, the development impact fees should only be charged for other residential developments if the new building(s) exceed the square footage area of the previous building(s). If the new building is larger than the existing building, then it is reasonable to assume that additional students could be generated by the project. The project would only pay for the development impact fees for the net increase in assessable space generated by the development project. Education Code allows for an exemption from development impacts fees for any additions to existing residential structures that are 500 square feet or less.

Pursuant to the above, in situations where there is no increase in square footage of the replacement development, if student yield rates of the replacement development are equal to or less than the student yield rates of the preexisting development, then there are no additional students and therefore no fee may be charged on the replacement development. In contrast, if one or more of the student yield rates of the replacement development is greater than the student yield rates of the preexisting development, then there are additional students and cost impacts, and therefore a fee may be charged on the replacement development.

Impact of Commercial/Industrial Development

There is a correlation between the growth of commercial/industrial firms/facilities within a community and the generation of school students within most business service areas. Fees for commercial/industrial can only be imposed if the residential fees will not fully mitigate the cost of providing school facilities to students from new development.

The approach utilized in this section is to apply statutory standards, U.S. Census employment statistics, and local statistics to determine the impact of future commercial/industrial development projects on the District. Many of the factors used in this analysis were taken from the U.S. Census, which remains the most complete and authoritative source of information on the community in addition to the “1990 SanDAG Traffic Generators Report”.

Employees per Square Foot of Commercial Development

Results from a survey published by the San Diego Association of Governments "1990 San DAG Traffic Generators" are used to establish numbers of employees per square foot of building area to be anticipated in new commercial or industrial development projects. The average number of workers per 1,000 square feet of area ranges from 0.06 for Rental Self Storage to 4.79 for Standard Commercial Offices. The generation factors from that report are shown in the following table.

Table 13

Commercial/Industrial Category	Average Square Foot Per Employee	Employees Per Average Square Foot
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Commercial Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report

Students per Employee

The number of students per employee is determined by using the 2015-2019 American Community Survey 5-Year Estimates and the 2020 Census data for the District. There were 156,543 employees and 136,037 homes in the District. This represents a ratio of 1.1507 employees per home.

There were 39,445 school age children attending the District in 2019. This is a ratio of 0.252 students per employee. This ratio, however, must be reduced by including only the percentage of employees that worked in their community of residence (35.1%), because only those employees living in the District will impact the District's school facilities with their children. The net ratio of students per employee in the District is 0.0884.

School Facilities Cost per Student

Facility costs for housing commercially generated students are the same as those used for residential construction. The cost factors used to assess the impact from commercial

development projects are contained in Table 12.

Residential Offset

When additional employees are generated in the District as a result of new or replacement commercial/ industrial development, fees will also be charged on the residential units necessary to provide housing for the employees living in the District. To prevent a commercial or industrial development from paying for the portion of the impact that will be covered by the residential fee, this amount has been calculated and deducted from each category. The residential offset amount is calculated by multiplying the following factors together and dividing by 1,000 (to convert from cost per 1,000 square feet to cost per square foot).

- Employees per 1,000 square feet (varies from a low of 0.06 for rental self storage to a high of 4.79 for office building).
- Percentage of employees that worked in their community of residence (35.1 percent).
- Housing units per employee (0.869). This was derived from the 2015-2019 American Community Survey 5-Year Estimates data for the District, which indicates there were 156,543 employees, and the 2020 Census data for the District, which indicates there were 136,037 housing units.
- Percentage of employees that will occupy new housing units (75 percent).
- Average square feet per dwelling unit (1,911).
- Residential fee charged by the District ($4.79 per square foot).
- Average cost per student was determined in Table 12.

The following table shows the calculation of the school facility costs generated by a square foot of new commercial/industrial development for each category of development.

Table 14

San Juan Unified
Summary of Commercial and Industrial Uses

Type	Employees per 1,000 Sq. Ft.	Students per Employee	Students per 1,000 Sq. Ft.	Average Cost per Student	Cost per Sq. Ft.	Residential offset per Sq. Ft.	Net Cost per Sq. Ft.
Banks	2.83	0.0884	0.250	$34,501	$8.64	$5.93	$2.71
Community Shopping Centers	1.53	0.0884	0.135	$34,501	$4.67	$3.20	$1.47
Neighborhood Shopping Centers	2.71	0.0884	0.240	$34,501	$8.27	$5.67	$2.60
Industrial Business Parks	3.52	0.0884	0.311	$34,501	$10.74	$7.37	$3.37
Industrial Parks	1.35	0.0884	0.119	$34,501	$4.12	$2.83	$1.29
Rental Self Storage	0.06	0.0884	0.005	$34,501	$0.18	$0.13	$0.05
Scientific Research & Development	3.04	0.0884	0.269	$34,501	$9.28	$6.37	$2.91
Lodging	1.13	0.0884	0.100	$34,501	$3.45	$2.37	$1.08
Standard Commercial Office	4.79	0.0884	0.424	$34,501	$14.62	$10.03	$4.59
Large High Rise Commercial Office	4.31	0.0884	0.381	$34,501	$13.15	$9.03	$4.12
Corporate Offices	2.69	0.0884	0.238	$34,501	$8.21	$5.63	$2.58
Medical Offices	4.27	0.0884	0.378	$34,501	$13.03	$8.94	$4.09

*Based on 1990 SanDAG Traffic Generator Report

Net Cost per Square Foot

Since the State Maximum Fee is now $0.78 for commercial/industrial construction, the District is justified in collecting the maximum fee for all categories with the exception of Rental Self Storage. The District can only justify collection of $0.05 per square foot of Rental Self Storage construction.

Impact of Replacement/Reconstruction Projects

This section provides clarification for the process of charging fees for projects that consist of replacement of existing structures with new buildings.

Residential to Residential: When a residential building is replaced with a residential building, the regulations state that the school impact fees will only be charged for the net increase in area if the net increase is greater than 500 square feet.

Commercial to Commercial: When a commercial building is replaced with a commercial building, the impact fees charged will be for the net increase in building area and when such increase is linked to an increase in students generated by the replacement development compared to the preexisting development. Fees may also be charged when there is no net increase in building area but there is an increase in the students to be generated by the replacement development when compared to the preexisting development. In order for the

new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued.

Table 14 illustrates the students generated per 1,000 square feet by the various types of commercial developments. When one type of development is being replaced by a type that generates more students, then there is an increase in students generated that results in the justification of development fees for the projects impact on schools. By comparing the net cost impacts between the two types of construction as shown in the table, then the difference between the two rates is the net increase in impact. That amount would be the fee that would be charged for commercial replacement projects with a not to exceed amount of $0.78 which is the current maximum commercial rate.

Commercial to Residential: When a commercial building is replaced with residential construction, the school impact fees should be an amount equal to the difference between the current residential and current commercial rates for up to the total area of the existing commercial building(s). Any construction area that exceeds the area of the existing buildings will be subject to the standard residential fees. This process gives a credit for the school impacts of the commercial buildings. The net school impact fees paid will address the increased impact of residential construction as compared to commercial construction. The net charge for conversion of commercial space to residential space is $4.79 (residential) - $0.78 (commercial) = **$4.01** per square foot. This same impact fee process is charged when senior housing complexes (which are charged commercial rates) are converted to standard residential units.

Residential to Commercial: When a residential building is replaced with a commercial building, no impact fees may be charged unless the students generated by the replacement development is shown to be greater than the preexisting development. In order for the new building to get credit for the area of the existing building to be demolished, it needs to be in existence when the building permit for the replacement building is issued

Each of these specific situations result in the collection of development impact fees in order to address the net increase in impacts on school district facilities as a result of the development project. The methodology the District would use to justify the imposition of fees on replacement developments is illustrated in Appendix G to this Study. Where replacement projects do not fall into any of the categories identified in this Study, those projects will be evaluated on a case-by-case basis.

Verifying the Sufficiency of the Development Impact

Education Code Section 17620 requires districts to find that fee revenues will not exceed the cost of providing school facilities to the students generated by the development paying the fees. This section shows that the fee revenues do not exceed the impact of the new development.

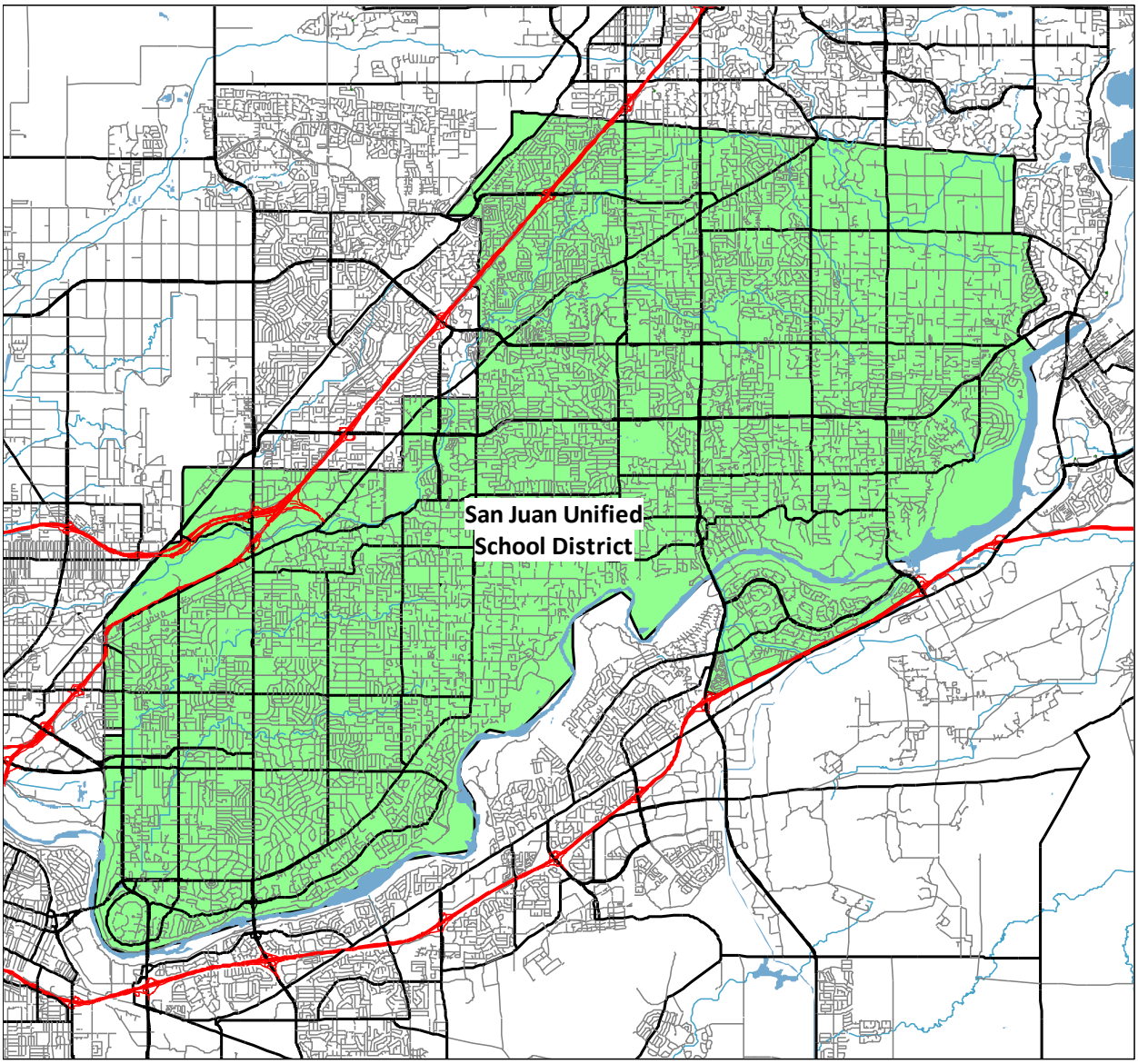
The total need for school facilities resulting from new development totals $11,523,330. The amount the District would collect over the five year period at the maximum rate of $4.79 for residential and $0.78 for commercial/industrial development would be as follows:

$4.79 x 1,150 homes x 1,911 sq ft per home = $10,526,744 for Residential
$0.78 x 135,280 sq ft per year x 5 years = $527,592 for Commercial/Industrial
Total projected 5 year income: $11,054,336

The estimated income is less than the projected facility needs due to the impact of new development projects.

District Map

The following map shows the extent of the areas for which development fees are applicable to the San Juan Unified School District.



Conclusion

Based on the data contained in this Study, it is found that a reasonable relationship exists between residential, commercial/industrial development and the need for school facilities in the San Juan Unified School District. The following three nexus tests required to show justification for levying fees have been met:

Burden Nexus: New and replacement residential development will generate an average of 0.29 TK-12 grade students per unit. Because the District does not have adequate facilities for all the students generated by new or replacement developments, the District will need to build additional facilities and/or modernize/reconstruct the existing facilities in order to maintain the existing level of services in which the new students will be housed.

Cost Nexus: The cost to provide new and reconstructed facilities is an average of $5.24 per square foot of residential development. Each square foot of residential development will generate $4.79 in developer fees resulting in a shortfall of $0.45 per square foot.

Benefit Nexus: The developer fees to be collected by the San Juan Unified School District will be used for the provision of additional and reconstructed or modernized school facilities. This will benefit the students to be generated by new and replacement development by providing them with adequate educational school facilities.

The District's planned use of the fees received from development impacts will include the following types of projects, each of which will benefit students from new developments.

1) New Schools: When there is enough development activity occurring in a single area, the District will build a new school to house the students from new developments.

2) Additions to Existing Schools: When infill development occurs, the District will accommodate students at existing schools by building needed classrooms and/or support facilities such as cafeterias, restrooms, gyms and libraries as needed to increase the school capacity. Schools may also need upgrades of the technology and tele-communication systems to be able to increase their capacity.

3) Portable Replacement Projects: Some of the District's capacity is in temporary portables and therefore may not be included in the State's capacity calculations. These portables can be replaced with new permanent or modular classrooms to provide adequate space for students from new developments. These projects result in an increase to the facility capacity according to State standards. In addition, old portables that have reached the end of their life expectancy, will need to be replaced to maintain the existing level of service. These types of projects are considered modernization projects in the State Building Program. If development impacts did not exist, the old portables could be removed.

4) Modernization/Upgrade Projects: In many cases, students from new developments are not located in areas where new schools are planned to be built. The District plans to modernize or upgrade older schools to be equivalent to new schools so students will be housed in equitable facilities to those students housed in new schools. These projects may include updates to the building structures to meet current building standards, along with upgrades to the current fire and safety standards and any access compliance standards.

The District plans to use the developer fees on the projects in their Facility Master Plan that in 2014 identified $554,508,067 in "Facility Condition Improvement Projects" plus an additional $837,574,311 in "Master Plan Improvement Projects". The grand total facility needs identified were in excess of $2.4 billion.

The reasonable relationship identified by these findings provides the required justification for the San Juan Unified School District to levy the maximum fees of **$4.79** per square foot for residential construction and **$0.78** per square foot for commercial/industrial construction, except for Rental Self Storage facilities in which a fee of **$0.05** per square foot is justified as authorized by Education Code Section 17620.

Appendices

2022 Developer Fee Justification Study

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 4021

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING THE ADOPTION OF THE 2022 DEVELOPER FEE JUSTIFICATION STUDY

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, the governing board ("Board") of the San Juan Unified School District ("District") has caused a study to be prepared by SchoolWorks, Inc. entitled 2022 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the "Study"), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development.

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

1. Prior to the adoption of this resolution ("Resolution"), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board's regularly scheduled May 24, 2022 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published in the Carmichael Times in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.

AND BE IT FURTHER RESOLVED that the Board incorporates herein by reference, approves and adopts the Study entitled 2022 Developer Fee Justification Study, dated March 2022, and prepared by SchoolWorks, Inc. which documents the need for the school facilities fees.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that, in the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.

PASSED AND ADOPTED by the San Juan Unified School District Board of Trustees at its meeting held on May 24, 2022, by the following vote:

AYES: ____
NOES: _____
ABSTAIN: ____
ABSENT: ____

_____
Michael McKibbin, Ed.D.
President of the Board of Trustees

ATTESTED TO:

_____
Pam Costa
Clerk of the Board of Trustees



PURPOSE OF DEVELOPER FEES

To pay for the construction or reconstruction of school facilities necessitated by student population increases resulting from development.

(See, Cresta Bella, L.P. v. Poway Unified School District (2013) 218 Cal.App.4th 438; Ed. Code, § 17620(a)(1).)

2

FEBRUARY 23, 2022
SAB RAISES LEVEL 1 DEVELOPER FEES 17.45%

At the February 23rd meeting of the State Allocation Board, the Board approved the agenda item as presented to increase the maximum Level 1 assessment for development in the amount of 17.45%, using the RS Means Index to be effective immediately.

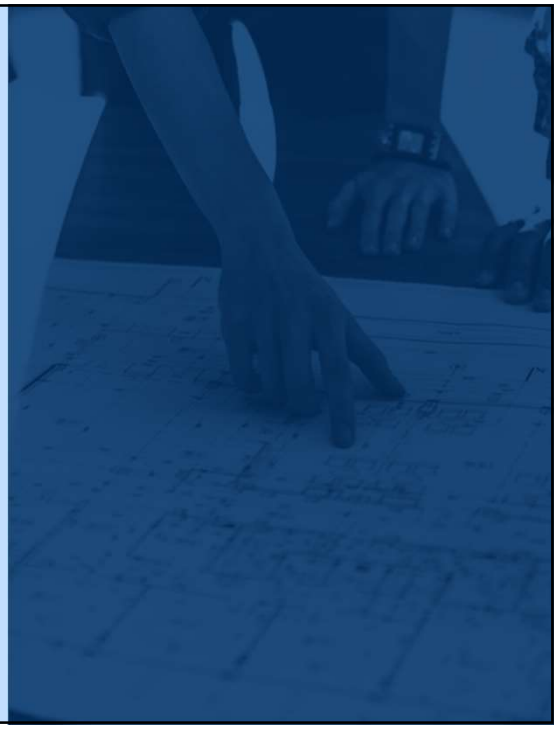
The new approved rates are:
$4.79 per square foot for residential development (an increase of $0.71)
$0.78 per square foot for commercial/industrial development (an increase of $0.12)

3

RATIONALE

REASONS FOR NEW STUDY

- Ed code section 17620
- Assess impacts to accommodate students generated new development projects
- High cost of construction
- Standard to update fees every two years as inflation adjustments are approved by the State Allocation Board



4

2022 DEVELOPER FEE STUDY

- Requires justification study establishing:
- Purpose of the fee;
- Use to which the fee is to be put;
- Reasonable relationship between the fee's use and the type of development project; and
- Reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed

(Gov. Code, § 66001)



5

CURRENT STATUS OF SJUSD LEVEL 1 FEES

Residential Projects

- Current Statutory Fee = $4.08
- Increased Statutory Fee = $4.79
- Net Increase in Fee = $0.71

Commercial Projects

- Current Statutory Fee = $0.66
- Increased Statutory Fee = $0.78
- Net Increase in Fee = $0.12
- Increased Rental Self Storage = $0.05 from $0.04



6

HISTORICAL PERSPECTIVE - FEE RATES



7

HISTORICAL PERSPECTIVE - INCOME



8

SAN JUAN USD STUDENT FORECAST 2021-2028
PLANNED RESIDENTIAL DEVELOPMENT LISTING

Map ID#	Project	Developer	Study Area	Total Units	Unit Type	*Units Remaining	Status	Estimate First Occupancies	Estimate Full Occupancy
Carmichael ES									
6	Carmichael Promenade	Towne Development of Sac	406	45	SFD	45	Planned	2024	2025
18	Weatherstone	N/A	406	22	SFD	22	Active	2022	2023
Carriage Drive ES									
3	Bearpaw Village Apartments	Bearpaw Equities	137	42	APT	42	Planned	2023	2024
Edison K8									
11	Hurley Apts	Rowin Acaso	577	18	APT	18	Planned	2026	2026
Greer ES									
13	Portofino Housing	Pacific Housing Inc	599	28	MFA	10	Active	Currently occupying	2022
Howe ES									
14	Summer Trace Apts	Mogavero Architects	508	47	APT	47	Planned	2025	2025
15	Summer Trace II Apts	Mogavero Architects	509	49	APT	49	Planned	2024	2024
Kelly ES									
17	Verde Cruz Townhomes	MP Brothers LLC	288	17	MFA	17	Planned	2023	2024
Kingswood K8									
4	Canyon at Mitchell Village	KB Homes	162	46	SFD	41	Active	Currently occupying	2024
10	Heritage at Mitchell Village	KB Homes	162	72	SFD	55	Active	Currently occupying	2023
12	Oaks at Mitchell Village	KB Homes	162	74	SFD	74	Active	Currently occupying	2024
20	Wyatt Ranch	CEC Homes	150	23	SFD	23	Active	Currently occupying	2024
Mariemont ES									
1	1220 Arden Hills	JTS Engineering	545	33	SFD	33	Planned	2025	2025
Northridge ES									
7	Eastcliff Estates	Eastcliff 2015 LP	341	6	SFD	4	Active	Currently occupying	2022
7	Eastcliff Estates	Eastcliff 2015 LP	342	6	SFD	4	Active	Currently occupying	2022
9	Heritage at Gum Ranch	Elliott Homes	240	340	SFD	240	Active	Currently occupying	2027
Ottomon ES									
5	Canyon Terrace Apts Expansion	Canyon Terrace Folsom, LLC	93	96	APT	96	Planned	2023	2024
Pasadena ES									
8	Engle Rd Apts	Wang Bros LLC	421	20	APT	20	Planned	2023	2023
Skycrest ES									
2	Abbeys Gate at Northridge	Black Pine Communities	150	46	SFD	41	Active	Currently occupying	2023
Whitney ES									
19	Whitney Place	CNA Engineering	423	18	SFD	18	Planned	2023	2025
Woodside K8									
16	Sunrise Pointe	Jamboree Housing	163	47	APT	47	Active	2022	2022

9

PERMISSIBLE USES OF DEVELOPER FEES

Developer fees may be used for the following purposes:

- Construction or reconstruction of school facilities. (Ed. Code, § 17620(a).)
- Costs associated with conducting the meeting(s) required for levying a new fee or increasing an existing fee. (Gov. Code, § 66016(c).)
- Costs attributable to the increased demand for public facilities reasonably related to the development in order to: (1) refurbish existing facilities to maintain the existing level of service or (2) achieve an adopted level of service that is consistent with a general plan. (Gov. Code, § 66001(g).)

10


Thank you.
Questions?

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 05/24/2022

SUBJECT: Public Hearing: Increase In District's Statutory Developer Fees

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

DEPARTMENT: Facilities

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing for comment and adopt Resolution No. 4022, updating the district's statutory developer fees pursuant to Education Code section 17620 and declaring the change in fees as exempt from the provisions of California Environmental Quality Act (CEQA).

RATIONALE/BACKGROUND:
Education Code section 17620 (AB 2926, Chapter 887/Statutes 1986) provides that "the Governing Board of any school district is authorized to levy a fee, charge, dedication, or other forms of requirement against any development project for the construction or reconstruction of school facilities." To levy and collect developer fees, a school district must show the correlation (or "nexus") between new residential, commercial and industrial development and the need for new or reconstructed school facilities.

SchoolWorks was retained by the district to prepare a developer fee justification study to identify if the district could meet the nexus tests necessary to levy the current state maximum developer fee rates. Upon completion of the study, SchoolWorks found the district met the nexus tests to collect the maximum fees. A summary of these findings is provided below:

Establishment of a Cost Nexus
The district will collect fees on new residential and commercial/industrial development to fund the construction and/or reconstruction of school facilities to serve students generated by such projects. The district has undertaken significant reconstruction and modernization projects to serve development and improve existing facilities. Additionally, the cost for providing these facilities exceeds the amount of developer fees to be collected. It is clear when educational facilities are provided for students generated by new residential, commercial and industrial development, the cost of new facilities exceeds developer fee generation, thereby establishing a cost nexus. The developer fee justification study found each square foot of residential construction creates a school facilities cost of $4.79 (current state maximum fee is $4.08), each square foot of non-rental self-storage commercial/industrial creates a school facilities cost exceeding the maximum fee of $0.78 per square foot, and rental self-storage creates a school facilities cost of $0.05 per square foot.

Establishment of a Benefit Nexus
Students generated by new residential, commercial and industrial development will be attending the district's schools. Housing district students in new and/or reconstructed facilities will directly benefit those students from the new development projects upon which the fee is imposed; therefore, a benefit nexus exists.

Establishment of a Burden Nexus
The generation of students by new development will create a need for additional and/or reconstructed school facilities. The district must carry the burden of constructing new facilities required by the students generated by future development, and the need for facilities will be, in part, satisfied by the

levying of developer fees; therefore, a burden nexus exists.

California Environmental Quality Act (CEQA)
Education Code section 17621 specifically exempts fees pursuant to Education Code section 17620 (statutory developer fees) from the provisions of the CEQA. Therefore, the district is not required to conduct any environmental review for this action. If the board adopts the proposed fee, staff will file the attached Notice of Exemption (NOE) with the county for a 30-day public posting, which will trigger a 35-day statute of limitations for any litigation under CEQA challenging the fee adoption. If no NOE is filed, the statute of limitations would be 180 days from the date of approval.

ATTACHMENT(S):
A: Resolution No. 4022
B: CEQA Exemption Notice

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022

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: Frank Camarda, Chief Operations Officer

APPROVED BY: Kent Kern, Superintendent of Schools

RESOLUTION NO. 4022

RESOLUTION BEFORE THE SAN JUAN UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION APPROVING THE ADOPTION OF INCREASE IN DISTRICT DEVELOPER FEES

WHEREAS, Education Code section 17620 authorizes school districts to levy a fee, charge or dedication against any new construction within its boundaries for the purpose of funding the construction or reconstruction of school facilities; and

WHEREAS, pursuant to the authority of Government Code section 65995, subdivision (b)(3), the fees authorized by Education Code section 17620 have presently been established by the State Allocation Board ("SAB") in the amount of $4.79 per square foot for residential development and $0.78 per square foot for commercial/industrial development; and

WHEREAS, the governing board ("Board") of the San Juan Unified School District ("District") has caused a study to be prepared by SchoolWorks, Inc. entitled 2022 Developer Fee Justification Study (incorporated herein by reference and hereinafter referred to as the "Study"), which identifies the purpose and use for the fee and sets forth a reasonable relationship between the fee to be imposed, the type of development project on which the fee is to be imposed, and the increased school facilities made necessary by virtue of the burden imposed by the development; and

WHEREAS, pursuant to Resolution No. 4021 adopted by the Board on 24th day of May 2022, the Board adopted the Study documenting the need for School Facilities Fees; and

WHEREAS, Education Code section 17621 specifically exempts the adoption, increase, or imposition of any fee, charge, dedication or other requirement pursuant to Education Code section 17620 from the provisions of the California Environmental Quality Act ("CEQA")(Pub. Resources Code Section 21000 et seq.); and

WHEREAS, upon a determination that the imposition of school facilities fees under Education Code section 17620 is exempt from CEQA, the District is entitled to file a Notice of Exemption with the County Clerk pursuant to California Code of Regulations, title 14, section 15062.

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

1. Prior to the adoption of this resolution ("Resolution"), the Board of the District conducted a public hearing at which oral and/or written presentations were made as part of the Board's regularly scheduled May 24, 2022 meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered has been published in the Carmichael Times in accordance with Government Code sections 66017 and 66018. Additionally, at least 10 days prior to the meeting, the District made all relevant information available to the public indicating the cost, or estimated cost, of the construction or reconstruction of school facilities made necessary by the residential and/or commercial/industrial development to which the fee shall apply.

2. The purpose of the fees is to provide adequate school facilities for the students of the District who will be generated by residential and commercial/industrial development in the District.

3. The fees are to be used to finance the construction and reconstruction of school facilities. If possible, add: The Facilities to be constructed or reconstructed are identified in the District's proposed construction plan, included in the 2022 Developer Fee Justification Study; Identified in the District Facilities Master Plan.

4. There is a reasonable relationship between the need for the imposition of the fee and the types of development projects upon which the fees shall be imposed for the purpose of

the construction or reconstruction of school facilities, in that residential, commercial and industrial development will generate students who will attend District schools. These students cannot be housed by the District without additional school facilities, or the reconstruction of existing school facilities. The fees will be used to fund all, or a portion of, new school facilities, or to reconstruct existing school facilities.

5. There is a reasonable relationship between the amount of the fee and the cost of the additional or reconstructed school facilities attributable to the development upon which the fee shall be imposed, in that the square footage of these developments has a direct relationship to the number of students that will be generated, and thus to the facilities the District must add and/or reconstruct in order to accommodate the additional students.

6. The District maintains a separate capital facilities account, or fund, as required by Government Code section 66006.

7. There are no other adequate sources of funds to meet the District's school facilities needs occasioned by, and resulting from, the construction of new residential and/or commercial/industrial development within the District.

AND BE IT FURTHER RESOLVED that since the Study justifies fees at limits, the District hereby increases fees on residential development to $4.79 per square foot, and fees on commercial/industrial developments to $0.78 per square foot, in accordance with Education Code sections 17620, et seq., and Government Code sections 65995, et seq. except for Rental Self Storage facilities in which a fee of $0.05 per square foot is justified.

AND BE IT FURTHER RESOLVED that the [imposition of] [increase in] fees shall take effect sixty (60) days after the date of this Resolution.

AND BE IT FURTHER RESOLVED that the Superintendent of the District, or his or her designee, shall give notice of the Board's action herein to all cities and counties with jurisdiction over the territory of the District in accordance with the requirements of Education Code section 17620 and 17621, requesting that no building permits (or, for manufactured homes and mobile homes, certificates of occupancy) be issued on or after the date which is sixty (60) days after the date of this Resolution, without certification from the District that the fee specified herein have been paid. Said notice shall specify that collection of the fees is not subject to the restriction set forth in Government Code section 66007, subdivision (a) but, pursuant to subdivision (b) of that statute, the fees are to be collected prior to issuance of building permits.

AND BE IT FURTHER RESOLVED that developers of commercial or industrial development be provided the opportunity for a hearing to appeal the imposition of the fee on their developments.

AND BE IT FURTHER RESOLVED that nothing contained or expressed in this Resolution shall be construed to affect the District's authority to increase fees, enter into agreements with developers, or otherwise adopt or impose, to the extent permitted by law, additional fees, to fully mitigate the impact of residential and/or commercial/industrial development upon the District's school facilities.

AND BE IT FURTHER RESOLVED that, in the event that the Board takes action in the future to adopt an alternative fee pursuant to Government Code section 65995.5 or 65995.7, commonly known as "Level 2" or "Level 3" fees, respectively, in an amount greater than that authorized by this Resolution, this Resolution shall be held in abeyance during the time in which the greater Level 2 or Level 3 fee is authorized. If, for any reason, any future Board action to

adopt a greater Level 2 or Level 3 fee ceases to be effective, this Resolution shall then immediately return into effect unless otherwise specified by the Board.

AND BE IT FURTHER RESOLVED that the District's administration is authorized to make expenditures and to incur obligations of the fees for the purposes authorized by law.

AND BE IT FURTHER RESOLVED that the Board hereby finds that the adoption of fees hereunder is statutorily exempt from the requirements of CEQA pursuant to Education Code section 17621.

AND BE IT FURTHER RESOLVED that this Board hereby adopts this Resolution and directs the Superintendent, or his or her designee, to file a certified copy of this Resolution, together with all relevant supporting documentation and a map clearly indicating the boundaries of the area subject to the fee, to each city and each county in which the District is situated, pursuant to Education Code section 17621.

PASSED AND ADOPTED by the San Juan Unified School District Board of Trustees at its meeting held on May 24, 2022, by the following vote:

AYES: ____
NOES: ____
ABSTAIN: ____
ABSENT: ____

_____
Michael McKibbin, Ed.D.
President of the Board of Trustees

ATTESTED TO:

_____
Pam Costa
Clerk of the Board of Trustees

SAN JUAN UNIFIED SCHOOL DISTRICT
NOTICE OF EXEMPTION, CALIFORNIA ENVIRONMENTAL QUALITY ACT

To: Office of Planning and Research
1400 Tenth Street, Room 100
Sacramento, CA 95814

Sacramento County Clerk/Recorder
600 8th Street
Sacramento, CA 95814

Project Title: 2022 Increase of Statutory Developer Fees

Project Address: 5320 Hemlock Street, Sac CA 95841

Project Location: Sacramento, CA **County of:** Sacramento

Project Description: Increase of a fee on construction within the boundaries of the District for the purpose of funding the construction and reconstruction of school facilities pursuant to Education Code section 17620.

Name of Person or Agency Carrying Out Project: San Juan Unified School District

Name of Public Agency Approving Project: San Juan Unified School District

Exempt Status: (check one)

_____	Ministerial Project (Section 21080[b][1]; 15268)
_____	Categorically Exempt (Section 15314)
_____	Declared Emergency (Section 21080[b][3]; 15269[a])
_____	Emergency Project (Section 21080[b][4]; 15269[b][c])
__X__	Statutory Exemption (Public Resources Code Section 21080.35)
_____	The project clearly will not have a significant effect on the environment (15061[b][3])

Reasons why project is exempt: Education Code section 17621 (a)

Adoption or increase in school facilities fees are exempt from CEQA under applicable statutory law.

Project Applicant:	San Juan Unified School District		
Lead Agency:	San Juan Unified School District		
Contact Person:	Frank Camarda	**Telephone:**	(916) 971-5470

Address:	6135 Sutter Ave., Carmichael, CA 95608
Signature:	Frank Camarda **Date:** 4/26/2022
Title:	Chief Operations Officer

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-4

MEETING DATE: 05/24/2022

SUBJECT: California School Employees Association, Chapter No. 127, Proposal for Successor Contract 2022-2023

DEPARTMENT: Labor Relations

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

ACTION REQUESTED:
The bargaining interests of the California School Employees Association, Chapter No. 127, are presented for discussion pursuant to Government Code section 3540 et seq. and district Board Policy 4143.1.

The public is invited to comment at the board meeting.

RATIONALE/BACKGROUND:
The board and representatives of California School Employees Association, Chapter No. 127, have agreed to engage in an interest based, collaborative approach to negotiations. As part of the model of negotiation, the parties identify their respective interest for public sunshining.

ATTACHMENT(S):
A: Initial Proposal from California School Employees Association and its San Juan Chapter No. 127 to the San Juan Unified School District for the 2022-2023 2nd Year Reopener General and Operations Support Units

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/02/2022, 05/16/2022
Board of Education: 05/10/2022

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: Daniel Thigpen, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

ATTACHMENT A

Initial Proposal

from

California School Employees Association

and its

San Juan Chapter No. 127

to the

San Juan Unified School District

for the

2022 – 2023 2nd year Reopener

General and Operations Support Units

The CSEA and its San Juan Chapter No. 127 ("CSEA") proposes to negotiate the following articles of the current General and Operations Support contract(s) for 2022-2023 second year reopener.

Article 7 Fringe Benefits: CSEA proposes to negotiate fair and equitable benefit increases and other adjustments to this article.

Article 16 Retirement: CSEA proposes to negotiate changes to this article specifically sections 16.2 and 16.21 as it relates to notice provided to employees, language clarification and other increases or incentives.

Article 18 Professional Growth: CSEA proposes to negotiate fair and equitable changes to this article specifically addressing section 18.1 as it relates to provided technology and equipment access and availability to Classified employees. CSEA also proposes to negotiate training for Classified Employees as it relates to new technology, applications and programs utilized by the District.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5

MEETING DATE: 05/24/2022

SUBJECT: Presentation of District's Initial Bargaining Proposal with San Juan Professional Educators Coalition (SJPEC) for Successor Contract 2022-2023

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

DEPARTMENT: Labor Relations

ACTION REQUESTED:
The board is asked to discuss, pursuant to Government Code section 3540 et seq. and district Board Policy (BP) 4243.1, the bargaining interests of the board for negotiations with SJPEC for 2022-2023.

Public Comment: June 14, 2022

RATIONALE/BACKGROUND:
The board and representatives of SJPEC have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: San Juan Unified School District (District) Initial Bargaining Proposal/Interests for Contract Negotiations with the San Juan Professional Educators Coalition (SJPEC) Reopeners for 2022-2023.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: SJPEC presented its bargaining interests on 04/19/2022 and 05/10/2022

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: Daniel Thigpen, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT (District)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS WITH THE
SAN JUAN PROFESSIONAL EDUCATORS COALITION (SJPEC)
REOPENERS FOR 2022-2023

The San Juan Unified School District intends to negotiate the following Articles of the San Juan Professional Educators Coalition contract for the 2022-2023 reopeners.

Article 5 Evaluation of Job Performance

- The District's interest is to review the process and supports needed to benefit members' professional growth.

Article 7 Transfers

- The District's interest is to revisit Article 7.3: Requests for Transfers and explore adjustments to the process to better support the success of experienced professional educators.

Article 13 Fringe Benefits

- The District's interests are to:
    - provide quality benefits and affordable options for all District employees while realizing cost containment for both employees and the District.
    - ensure that employees recognize that benefits are part of an employee's overall compensation program.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6

MEETING DATE: 05/24/2022

SUBJECT: Presentation of District's Initial Bargaining Proposal with San Juan Supervisors Association (SJSA) for Successor Contract 2022-2023

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

DEPARTMENT: Labor Relations

ACTION REQUESTED:
The board is asked to discuss, pursuant to Government Code section 3540 et seq. and district Board Policy (BP) 4243.1, the bargaining interests of the board for negotiations with SJSA for 2022-2023.

Public Comment: June 14, 2022

RATIONALE/BACKGROUND:
The board and representatives of SJSA have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: San Juan Unified School District (District) Initial Bargaining Proposal/Interests for Contract Negotiations with the San Juan Supervisors Association (SJSA) Reopeners for 2022-2023.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: SJSA presented its bargaining interests on 04/19/2022 and 05/10/2022

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: Daniel Thigpen, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT (District)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS WITH THE
SAN JUAN SUPERVISORS ASSOCIATION (SJSA)
REOPENERS FOR 2022-2023

The San Juan Unified School District intends to negotiate the following Articles of the San Juan Supervisors contract for the 2022-2023 reopeners.

Article 6 Fringe Benefits

- The District's interest are to:
  - provide quality benefits and affordable options for all District employees while realizing cost containment for both employees and the District.
  - ensure that employees recognize that benefits are part of an employee's overall compensation program.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-7

MEETING DATE: 05/24/2022

SUBJECT: Presentation of District's Bargaining Proposal with California School Employees Association, Chapter No. 127, (CSEA) for Successor Contract 2022-2023

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

DEPARTMENT: Labor Relations

ACTION REQUESTED:
The board is asked to discuss, pursuant to Government Code section 3540 et seq. and district Board Policy (BP) 4243.1, the bargaining interest of the board for negotiations with CSEA, Chapter No. 127, for 2022-2023.

Public Comment: June 14, 2022

RATIONALE/BACKGROUND:
The board and representatives of CSEA, Chapter 127, have agreed to engage in an interest-based, collaborative approach to negotiations. As part of the model of negotiations, the parties identify their respective interests for public sunshining.

ATTACHMENT(S):
A: San Juan Unified School District (District) Initial Bargaining Proposal/Interests for Contract Negotiations with the California School Employees Association, Chapter 127 (CSEA) Reopeners for 2022-2023.

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 05/16/2022
Board of Education: CSEA presented its bargaining interests on 05/10/2022 and 05/24/2022.

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: Daniel Thigpen, Senior Director, Labor Relations DT

APPROVED BY: Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT (District)
INITIAL BARGAINING PROPOSAL/INTERESTS
FOR CONTRACT NEGOTIATIONS WITH THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, CHAPTER 127 (CSEA)
REOPENERS FOR 2022-2023

The San Juan Unified School District intends to negotiate the following Articles of the California Schools Employees Association, Chapter 127 (CSEA) General and Operating Support contract(s) for the 2022-2023 reopeners.

Article 5 Hours and Overtime

- The District's interest is to revisit Article 5.20 and to explore alternatives to the process for requesting reviews and potential updates to job descriptions.

Article 7 Fringe Benefits

- The District's interests are to:
  - provide quality benefits and affordable options for all District employees while realizing cost containment for both employees and the District.
  - ensure that employees recognize that benefits are part of an employee's overall compensation program.

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

JUNE 14

Public Hearing: LCAP – D	Bassanelli
Public Hearing: LCAP/Choices Charter School – D	Ginter
Universal Prekindergarten Planning and Implementation – D	Townsend-Snider
Public Hearing: Adoption of the 2022-2023 Budget – D	Stahlheber
Temporary Interfund Borrowing of Cash – A	Stahlheber
Teamster's Initial Proposal for Contract Reopeners 2022-2023 – D	Thigpen
District's Initial Bargaining Proposal with SJPEC for Successor Contract 2022-23 – PC/A [Discussed 05/24/22]	Thigpen
District's Initial Bargaining Proposal with SJSA for Successor Contract 2022-23 – PC/A [Discussed 05/24/22]	Thigpen
District's Initial Bargaining Proposal with CSEA for Successor Contract 2022-23 – PC/A [Discussed 05/24/22]	Thigpen
District's Initial Bargaining Proposal with Teamsters for Successor Contract 2022-23 – D	Thigpen
*Expanded Learning Opportunities Program (ELO-P) Plan – A [Discussed 05/24/22]	Calvin
*CIF Superintendent Designation of Representatives 2022-2023 – A	Schnepp
*Special Education Local Plan – A	Calvin
*Charter School MOUs (Options, Choices, Golden Valley) – A	Ginter

JUNE 28

California School Dashboard Local Indicators – R	Bassanelli
LCAP – A [Public Hearing/Discussed 06/14/22]	Bassanelli
Choices California School Dashboard Local Indicators – R	Ginter
LCAP Choices Charter School – A [Public Hearing/Discussed 06/14/22]	Ginter
Adoption of the 2022-2023 Budget – A [Public Hearing/Discussed 06/14/22]	Stahlheber
Teamster's Initial Proposal for Contract Reopeners 2022-2023 – PC [Discussed 06/14/22]	Thigpen
District's Initial Bargaining Proposal with Teamsters for Successor Contract 2022-23 – PC/A [Discussed 06/14/22]	Thigpen
*Consolidated Application, Spring Report 2021-2022 – A	Calvin
*2021-2022 Actuarial Report (OPEB) – A	Oropallo
*2020-2021 Charter School Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stahlheber

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