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

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

COVID-19 PUBLIC PARTICIPATION GUIDELINES

Please be advised the Board of Education meeting will be conducted telephonically only.

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at **6:30 p.m.**, on Tuesday, **September 22, 2020**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's Order that included social-distancing guidelines and avoiding group gatherings, the Order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically. All board members, staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

Given the above-identified orders and the need to ensure the health and safety of the staff and the public as a whole, **physical attendance by the public cannot be accommodated;** however, the district is making significant efforts to ensure public participation during this Board of Education meeting, and has taken the following steps to assist the public in accessing the meeting:

1. Online Submission of Public Comment. Public comments may be submitted using the comment form located on the district website at http://www.sanjuan.edu/boardmeeting. If you wish to submit a public comment on more than one agenda item, please submit a separate form for each item on which you are commenting. Comments received by 6:00 p.m., on September 22, 2020, will be provided to the members of the board in writing prior to the meeting. Comments received after 6:00 p.m., on September 22, 2020, may be read on the record during this meeting.

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

   Under the Ralph M. Brown Act, the board is unable to respond to any individual comments or questions regarding items not on the agenda; however, the board listens carefully to all public comments and appreciates community input and participation.

2. Zoom Video Conferencing. Members of the public can make public comments via the Zoom conferencing platform. Members of the public can access Zoom from a computer, mobile device or tablet at http://www.sanjuan.edu/boardmeeting. All public comments will be limited to two (2) minutes.

3. Translation/Interpretation. Translation and interpretation services will be made available upon request with advance notice. If you wish to utilize these services, please notify the district at (916) 971-7111, or stephanie.cunningham@sanjuan.edu by noon on September 21, 2020. This allows for the scheduling of appropriate translation staff and other resources.

4. Disability Accommodations. 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.

Thank you in advance for your cooperation. Our community's health and safety is our highest priority. The business to be considered at this board meeting is on the following agenda:

A. OPEN SESSION/CALL TO ORDER/PLEDGE OF ALLEGIANCE

B. APPROVAL OF THE MINUTES – September 8, 2020, regular meeting, pages 2268-2271.

C. ORGANIZATIONS/ANNOUNCEMENTS – 6:35 p.m.
1. **High School Student Council Reports**
2. **Staff Reports**
3. **Board-appointed/District Committees**
4. **Employee Organizations**
5. **Other District Organizations**

D. VISITOR COMMENTS – 6:45 p.m.
Board Bylaw 9323 limits visitor comments to two (2) minutes per speaker, with no more than 30 minutes per single topic. Time will be extended for any speaker who uses an interpreter.

E. CONSENT CALENDAR – E-1/E-9 – 7:15 p.m.
Action: The administration recommends that the consent calendar, E-1 through E-9, 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 and change orders.

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

4. Acceptance of the following gifts:
Family and Community Engagement: from About Kidz-First Day – for 12 backpacks and school supplies: $900; from SchoolsFirst Federal Credit Union – for staff development incentives: $2,400; from Lutheran Church of the Ascension and Christ the King Lutheran Church – for bilingual, diverse and social-emotional books for library and classrooms at Trajan Elementary School: $1,197.56.
Greer Elementary School: from Sierra Arden United Church – for supplies to support distance learning: $500.
Rio Americano High School: from Rio Americano Boosters – for 2020 Winter/Spring sports stipends: $29,592.83.

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

6. *Approval of Board Policy 2300 Conflict of Interest Code. (Discussed: 09/08/2020)

7. *Approval of revisions to Board Bylaw 9270 Conflict of Interest. (Discussed: 09/08/2020)

8. *Approval to implement, if funded, the following grant: Special Needs School Transportation Camera Program Grant, 2021-2022.

9. *Approval to implement, if funded, the following grant: Agricultural Career Technical Education Incentive Grant, 2020-2021.

*Material provided.

F. CONSENT CALENDAR (continued, if necessary)
Discussion and action on the items removed from the consent calendar.

G. BUSINESS ITEMS
1. Summary of Professional Learning Opportunities – 7:20 p.m. (Schnepp)
Material provided.

Report: regarding the professional learning opportunities provided during the summer of 2020.

2. Instructional Materials Adoption – 8:00 p.m. (Schnepp)
Material provided.

Discussion/Action: The superintendent is recommending that the board approve the use of supplemental science resources in order to meet the requirements of the Williams Act during distance learning.

3. Public Hearing: Sufficiency of Textbooks and Instructional Materials – 8:05 p.m. (Schnepp)
Material provided.

Public Hearing/Action: The superintendent is recommending that the board hold a public hearing and adopt Resolution No. 3009 stating that each pupil in each school in the district has sufficient textbooks and instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.

4. Learning Continuity and Attendance Plan – 8:10 p.m. (Schnepp)
Material provided. (Public Hearing/Discussed: 09/08/2020)

Action: The superintendent is recommending that the board adopt the district's Learning Continuity and Attendance Plan.

5. Choices Charter School Learning Continuity and Attendance Plan – 8:15 p.m. (Flagler)
Material provided. (Public Hearing/Discussed: 09/08/2020)

Action: The superintendent is recommending that the board adopt the Choices Charter School Learning Continuity and Attendance Plan.

6. California School Boards Association (CSBA) Directors-at-Large Nominations – 8:20 p.m. (Villescaz)
Material provided.

Discussion/Action: The board may wish to discuss and recommend the nomination of candidates to fill director-at-large seats for Asian/Pacific Islander and Hispanic on the CSBA Board of Directors.

H. BOARD REPORTS – 8:25 p.m.

I. FUTURE AGENDA – 8:35 p.m.
The board may wish to identify items to be discussed at future meetings and the reasons therefore.

J. VISITOR COMMENTS – 8:40 p.m.

K. ADJOURNMENT – 8:45 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.

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NOTE: The times indicated are approximate.

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

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

Board of Education Minutes
September 8, 2020

Regular Meeting
Board of Education
6:30 p.m.

Call to Order/Open Session/Pledge of Allegiance (A)
The September 8 regular meeting was called to order by the president, Paula Villescaz. In the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's order that included social-distancing guidelines and avoiding group gatherings, the order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number and all applicable provisions of federal and state law, the September 8 regular meeting was conducted telephonically via the Zoom video conferencing platform and also streamed to YouTube. After the Pledge of Allegiance, Ms. Villescaz explained the two methods (electronically or on Zoom) available to submit public comments for tonight's meeting.

Roll Call
Present (via Zoom from separate locations):
Paula Villescaz, president
Michael McKibbin, Ed.D., vice president
Zima Creason, clerk
Pam Costa, member
Saul Hernandez, member

Minutes Approved (B)
It was moved by Ms. Costa, seconded by Ms. Creason, that the minutes of the August 25 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Recognition: 2021 Teachers of the Year (C-1)
Assistant Superintendent of Human Resources Paul Oropallo introduced Monica Burlando and Vicky Warren as the 2021 Teachers of the Year. San Juan Teachers Association President Bill Simmons also offered congratulatory remarks.

High School Student Council Reports (C-2)
High School Student Council representatives Sophia Butler from Bella Vista High School and Dina Al Jibori from Mira Loma High School updated the board on the goals, activities and achievements at their respective schools.

Staff Reports (C-3)
Superintendent Kern clarified that as long as Sacramento County remains in the widespread (purple) tier category that schools are not permitted to reopen for in-person instruction.

Assistant Superintendent of Educational Services Debra Calvin, Ed.D., spoke about the plans to offer in-person initial and triennial assessments for special education and initial assessments for English language learners.

Visitor Comments (D)
There were no general visitor comments.

Consent Calendar Approved (E-1/E-8)
It was moved by Dr. McKibbin, seconded by Mr. Hernandez, that the consent calendar items E-1 through E-8 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (E-1)
Appointments, leaves of absence, separations, errata and charter school personnel actions — approved as submitted.

Purchasing Report (E-2)
Purchase orders and service agreements and change orders — approved as submitted.

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

Gifts (E-4)
Acceptance of gifts to Encina Preparatory High School, Family and Community Engagement and Mesa Verde High School.

Disposal of Surplus Property (E-5)
Approval to dispose of surplus property pursuant to board policy 3270 and Education Code sections 17545 and 17546.

Resolution No. 3008: Gann Appropriation Limits (E-6)
Adoption of Resolution No. 3008 approving the Gann Appropriation Limits for 2019-2020- and 2020-2021.

Community Advisory Committee (CAC) for Special Education Membership (E-7)
Approval of one member to the CAC for Special Education.

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) Membership (E-8)
Approval of one member to the LCAP PAC.

Issuance of Measure N and Measure P General Obligation Bonds (G-1)
Superintendent Kern introduced Jason List, principal from Isom Advisors, who presented information regarding the proposed issuance and sale of Measure N and Measure P general obligation bonds to fund capital projects previously authorized by voters. Mr. List explained that bond interest rates are at all-time lows and the short-term financing philosophy adopted by the district helps save taxpayer dollars. Board members made comments and asked questions, which Mr. List and Deputy Superintendent Kent Stephens answered. It was moved by Ms. Costa, seconded by Mr. Hernandez, to adopt Resolution No. 3003 authorizing the issuance of up to $30,000,000 Measure N (2012) and $150,000,000 Measure P (2016) general obligation bonds. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Advance Refunding of General Obligation Bonds (G-2)
Mr. List presented information regarding the advance refunding of general obligation bonds, which is a process that will ultimately result in savings to district taxpayers. It was moved by Ms. Creason, seconded by Dr. McKibbin, to adopt Resolution No. 3004 authorizing the taxable advance refunding of various outstanding bonds in an aggregate principal amount not to exceed $130,000,000. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

2019-2020 Unaudited Actuals and 2020-2021 Revised Budget (G-3)
Fiscal Services Manager Barbara Gross presented the 2019-2020 unaudited actuals and 2020-2021 revised budget. Ms. Gross reviewed the significant changes to the 2020-2021 budget since it was adopted last June, explaining that the Cost of Living Adjustment (COLA) was revised to $0, the deferral of state apportionment payments was approved by the California legislature and one-time federal stimulus funds were appropriated. Ms. Gross explained next steps which includes continuing to monitor and revise budgets and proactively planning for deficits by cautiously committing resources to goals and identifying cost-saving measures.

Ms. Costa inquired if the district still has CARES funds that need to be allocated. Ms. Gross stated most of the monies are allocated and Superintendent Kern said other needs may be identified after the state provides more clarity on allowable expenses. Ms. Creason acknowledged that even though the district is currently financially stable that future years will be financially difficult once one-time funds are exhausted. Superintendent Kern explained that the district is trying to make sound decisions now so the impact is less difficult in the future. Dr. McKibbin inquired about one-time funds, which Ms. Gross said needs to be spent by December 2020. Superintendent Kern shared that the district is hopeful that there will be an extension to the spending deadline, which would allow more time for thoughtful decisions. Ms. Villescaz inquired about the challenges of spending such a significant amount of one-time funds in a short period of time. Ms. Gross and

Superintendent Kern explained there may be unknown expenditures going forward and more time would allow for flexibility and added layers of support as the district moves back to in-person learning. Ms. Villescaz hopes that school sites are given the opportunity to voice their needs.

It was moved by Ms. Costa, seconded by Mr. Hernandez, to accept the unaudited actuals for 2019-2020 and approve the revisions to the 2020-2021 budget. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Public Hearing: Learning Continuity and Attendance Plan (G-4)
Senior Director of Professional Learning and Innovation Kristan Schnepp and Director of Family Engagement and Partnership Development Lisa Borrego provided detailed information about the Learning Continuity and Attendance Plan which, due to the COVID-19 pandemic, replaces the LCAP report for the 2020-2021 school year. Ms. Borrego discussed the process and timeline related to the recent stakeholder engagement efforts used to gather meaningful and authentic feedback which helped inform the development of the plan. Ms. Schnepp shared information related to the additional key areas of focus of the plan including in-person instructional offerings, distance learning, mental health and social-emotional well-being, pupil and family engagement and outreach, increased or improved services for foster youth, English learners and low-income students, pupil learning loss and nutrition. Greer Elementary School Principal Amy Rovai-Gregory, Sylvan Middle School Vice Principal Katie Knifton and Mesa Verde High School Principal Colin Bross shared examples of the innovative and creative ways that schools are engaging with their students and families.

Ms. Villescaz declared the topic of the Learning Continuity and Attendance Plan a public hearing and invited the public to speak.

Public Comments: [via Zoom]
April Green made comments regarding small group cohorts for English language learners and special education students, teachers canceling classes due to low attendance or illness, and the current Wednesday schedule.

Adam Allas supports the reopening of schools for in-person learning.

Paula Johnson inquired about the best way to get information about future reopening plans and what learning might look like when Sacramento County moves into the next tier.

There being no further questions or comments from the public, Ms. Villescaz declared the public hearing closed.

Mr. Hernandez stated that he appreciates that meals are available at so many school sites. Ms. Costa recognized that synchronous learning has been more robust this fall compared to the spring, acknowledged the intense workload of site staff and thanked them for going above and beyond, and noted that departments continue to work to resolve issues related to special education and connectivity problems. Ms. Costa also asked questions related to classified staff working with special education students having to use their own technology, elementary specialist lessons (art, music, physical education), and tutoring. Ms. Creason posed questions related to special education cohorts, the learning model continuum and allowing parent choice, utilization data for Care Solace and other mental health supports, reimbursement of meals, meal distribution schedules, availability of free tutoring and distribution of hygiene kits, which Superintendent Kern and staff answered. Ms. Creason also noted that board members and staff are available to stakeholders via email. Dr. McKibbin asked clarifying questions about the availability of meal service, attendance tracking, and textbooks, and he stated he appreciates the efforts of the teachers during this challenging time. Ms. Villescaz asked the three participating school administrators to share their ideas about how to better help families with distance learning, and she inquired about the status of guest teachers and communication to families. Action was scheduled for September 22.

Public Hearing: Choices Charter School Learning Continuity and Attendance Plan (G-5)
Director of Admissions and Family Services Michele Flagler introduced Director of San Juan Choices Charter School Tony Oddo who presented the Learning Continuity and Attendance Plan for Choices Charter School, which included detailed information about the key focus areas. Ms. Villescaz declared the topic of the Choices Charter School Learning Continuity and Attendance Plan a public hearing and invited the public to speak. There being no questions or comments from the public, Ms. Villescaz declared the public hearing closed. Action was scheduled for September 22.

Public Hearing: Conveyance of Easement at San Juan High School (G-6)
Assistant Superintendent of Operations, Facilities and Transportation Frank Camarda presented the topic. Ms. Villescaz declared the topic of conveying a permanent easement at San Juan High School to the Citrus Heights Water District a public hearing and invited the public to speak. There being no questions or comments from the public, Ms. Villescaz declared the public hearing closed. It was moved by Dr. McKibbin, seconded by Ms. Creason to adopt Resolution No. 3007 conveying a permanent easement at San Juan High School to the Citrus Heights Water District. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Policy 2300 Conflict of Interest Code (G-7)
General Counsel Linda Simlick presented Board Policy 2300 Conflict of Interest Code for periodic review by the board. Ms. Simlick stated there were no substantive revisions recommended at this time, and that once the board takes action, the board policy will be forwarded to the County of Sacramento for review and approval by the Sacramento County Board of Supervisors. Action was scheduled for September 22.

Board Bylaw 9270 Conflict of Interest (G-8)
Ms. Simlick presented the revisions to Board Bylaw 9270 Conflict of Interest for discussion. Ms. Simlick explained that several revisions are recommended to update Board Bylaw 9270, and that once the board takes action, the revised board bylaw will be forwarded to the County of Sacramento for review and approval by the Sacramento County Board of Supervisors. Action was scheduled for September 22.

District's Proposal With California School Employees Association for Successor Contract 2020-2021 (G-9)
Assistant Superintendent of Schools and Labor Relations Jim Shoemake presented the topic. Ms. Villescaz stated there were no requests for public comment. It was moved by Ms. Costa, seconded by Ms. Creason to adopt, pursuant to Government Code section 3540 et seq. and district Board Policy 4243.1, the bargaining interests with the California School Employees Association, Chapter 127, for 2020-2021. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Reports (H)
Mr. Hernandez provided an update on the work of the Facilities Committee, stating that proposed revisions to the district facilities handbook will soon be brought to the board for approval.

Ms. Costa shared that she attended the special education meet and greet, the District English Learner Advisory Committee meeting and the beam signing at Arden Middle School.

Ms. Creason stated that she watched the Arden Middle School beam ceremony and that she appreciates the special education team having regular meetings to engage with stakeholders.

Dr. McKibbin thanked the special education team for the recent meet and greet, the construction team for the recent Barrett Middle School modernization forum and the LCAP PAC for their time spent reviewing the Learning Continuity and Attendance Plan.

Ms. Villescaz shared that she participated in the recent Family and Community Engagement workshop for Spanish speaking families, a virtual English class visit at Mira Loma High School and the virtual beam signing at Arden Middle School.

Future Agenda (I)
No items were added to the future agenda.

Visitor Comments (J)
Visitor Comment: [via Zoom]
Anna Quinonez applauded the nutrition services department for their work and supports the later bell schedule that allows adolescents more sleep.

Visitor Comments: [via electronic comment form]
April Green made comments about the challenges associated with logging in to the student portal.

Samantha inquired why the cafeteria budget is in the negative.

Adjournment (K)
At 10:24 p.m., there being no further business, the regular meeting was adjourned.

_____ _____

Paula Villescaz, President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-1
MEETING DATE: 09/22/2020
APPROVED:

HUMAN RESOURCES

The following reports are submitted for board approval

Personnel Pages	Page #
Appointments	
Management	
Certificated	1
Classified	1
Leaves of Absence	
Management	
Certificated	1
Classified	
Separations	
Management	
Certificated	1
Classified	1
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	

Agenda for the September 22, 2020 Board Meeting

1. APPOINTMENTS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Ahn, Hyo Eun	Temp	Teacher Kindergarten	Howe Avenue	09/09/20	06/09/21
New Hire	Alexander, Elizabeth	Temp	Teacher Grade 9/12	Mira Loma	09/09/20	06/09/21
New Hire	Black, Chelsea	Temp	Teacher Grade 9/12	Del Campo	09/09/20	06/09/21
New Hire	Gadbut, Sarah	Temp	Teacher Grade 9/12	Casa Roble	09/03/20	06/09/21
New Hire	Hiner, Juleah	Temp	Teacher Grade 7/8	Orangevale	09/02/20	06/09/21
New Hire	Mashadyan, Anna	Prob	School Nurse	Health Services	09/04/20	
New Hire	Pfost, Laura	Temp	Teacher Elem K/8	Dyer-Kelly	09/09/20	06/09/01
New Hire	Robinson, Brandon	Temp	Teacher Grade 9/12	Rio Americano	09/03/20	06/09/21
New Hire	Tendall, Erica	Prob	Language/Speech/Hrg Spec	Special Education-Kenneth	09/09/20	
New Hire	Walker, Haley	Temp	Teacher Grade 7/8	Woodside	09/02/20	06/09/21

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Andrews, Alicia	Prob	Intermediate Clerk Typist	Casa Roble	09/08/20	
New Hire	Cullifer, Daniel	Prob	Intermediate Clerk Typist	Carnegie	09/08/20	
New Hire	Stunz, Cheryl	Prob	Clerk	Cameron Ranch	09/03/20	
Rehire	Barnachie, Andre	Prob	Custodian	Green Oaks	09/08/20	

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Dittman, Beth	Perm	Teacher Grade 9/12	Bella Vista	08/11/20	06/09/21
Unpaid	Sette, Angelique	Perm	Counselor 7/8	Arcade	08/11/20	06/09/21

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Suspension	CE 318	Perm	Teacher Grade 9/12	Teaching and Learning	09/23/20

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Barton, Michele	Prob	Nutrition Services Worker I	Casa Roble	08/12/20
Resignation	Blakemore, Sheryl	Perm	School Playground Rec Aide	Trajan	09/03/20
Resignation	Botello, Sonia	Perm	Campus Representative	Dyer-Kelly	08/31/20
Resignation	Calderon, Leslie	Perm	Instructional Assistant I	Cottage	09/04/20
Resignation	Perez, Caesar	Prob	Instructional Assistant II	Del Campo	09/18/20
Resignation	Uribe, Jeanene	Perm	Nutrition Services Worker II	Orangevale	09/03/20
Retirement	Stewart, Josephine	Perm	Secretary	Home/Hospital-Kenneth	08/28/20
Termination	Cisco, Dorothy	Perm	Campus Monitor	Starr King	06/27/20
Suspension	CL 491	Perm	Instructional Assistant II	Teaching and Learning	09/23/20
Dismissal	CL 492	Perm	Nutrition Services Worker I	Nutrition Services	06/09/20
Dismissal	CL 493	Perm	Groundskeeper	Maintenance and Operations	08/18/20

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-2
MEETING DATE: 09/22/2020

APPROVED: KS KK
Kent Stephens

Purchasing Contracts Report

The following reports are submitted for board approval/ratification:

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

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

August 26, 2020 - September 8, 2020

PO#	Date	Vendor Name	Description	Amount $	Site/ Department
102005	9/1/2020	Cengage Learning Inc.	Homeschool Curriculum	$ 96,214.29	0302-Home School Program
TBD	9/8/2020	California Firefighter Joint Apprenticeship Committee	Apprenticeship Training Program	$ 701,316.00	415 - Adult Ed
TBD	9/8/2020	Equal Opportunity Schools	Identify and Establish Equity for Low Income Students and Students of Color	$ 99,000.00	457 - DTL
TBD	9/8/2020	Point Quest Education Inc. - EDH	Basic Education Program/Special Education Instruction	$ 153,720.00	101 - Special Ed. - Kenneth
TBD	9/8/2020	Point Quest Education Inc. - Depot Park	Basic Education Program/Special Education Instruction	$ 96,308.00	101 - Special Ed. - Kenneth
TBD	9/8/2020	Franklin Covey	Professional Development 5 year agreement - $7,500 per year	$ 7,500.00	375 - Sierra Oaks
TBD	9/8/2020	Sierra Upper School of Sacramento	Basic Education Program/Special Education Instruction	$ 300,000.00	101 - Special Ed. - Kenneth

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

August 26, 2020 - September 8, 2020

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
100473	9/8/2020	PG&E	SPURR PO 100469 for $863,714 is now moving to PG&E	$ 39,473.00	$ -	$ 819,655.00	$ 859,128.00	205 - Facilities
100464	9/8/2020	Citrus Heights Water	Estimated cost for fiscal 20/21	$ 191,546.00	-	$ 24,602.00	$ 216,148.00	205 - Facilities

Service Agreement Change Orders

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

Contract Consultant Amendments/Change Orders

PO#	Date	Vendor Name	Description	Original PO Amount $	Previous Approved C/O Totals $	Current C/O for Approval Amount $	New Contract Amount $	Responsibility
806611	9/1/2020	Nacht & Lewis Architects	C/O #3 Additional scope for Building F on Winterstein MOD project 153-9495-P1	$ 228,335.00	$ 594,940.00	$ 10,438.00	$ 833,713.00	216 - Facilities

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
							$ -	
							$ -	

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-3
MEETING DATE: 09/22/2020

APPROVED: KS KK
Kent Stephens

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	✔	3
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
Vanden Bos Electric	PO#905000 Provide all labor, materials, equipment, tools, transportation and incidentals for work on DISTRICT WIDE-Tech Service VoIP-Gr7, BP #20-106, for the following sites: Cambridge Heights, Cameron Ranch, Choices Charter-Billy Mitchell, Coleman, Del Dayo, Dewey, Gold River, Green Oaks, Laurel Ruff, LeGette, Littlejohn, Mariemont, Marvin Marshall, Northridge, Oakview, Ottomon, Orangevale Open, Palisades, Pershing, Schweitzer, Sierra Oaks, Starr King, Ralph Richardson, Thomas Kelly, Twin Lakes located in the San Juan Unified School District. Vendor: Vanden Bos Electric	8/05/2020	8/11/2020
American River Construction	PO#904998 Provide all labor, materials, equipment, tools, transportation and incidentals for HVAC upgrade at Twin Lakes Elementary School 5515 Main Ave. Orangevale, CA 95662 located in the San Juan Unified School District. Vendor: American River Construction	8/05/2020	8/11/2020

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**August 2020**
01	General Fund	$ 4,643,872.68
09	Charter Schools	13,336.55
10	Special Ed Pass-Thru	-
11	Adult Education	31,791.49
12	Child Development	16,675.15
13	Food Service/Cafeteria	237,409.62
14	Deferred Maintenance	91,634.37
21	Building Fund	37,784.18
22	Measure S Building Fund	2,849.50
23	Measure J Building Fund	1,734,009.47
24	Measure N Building Fund	3,657,011.96
25	Capital Facilities	10,710.00
26	Measure P Building Fund	6,216,688.74
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	1,270,955.78
95	Student Body	-
	TOTALS	**$ 17,964,729.49**

PAYROLL AND BENEFITS	
All Funds	**August 2020**
Certificated Payroll	$ 16,035,636.72
Classified Payroll	6,243,394.10
Benefits	5,695,469.50
TOTALS	**$ 27,974,500.32**

GRAND TOTAL $ 45,939,229.81

2019-20 Final Budget Revision Report

FUND :01 GENERAL FUND **SUB-FUND:0 UNRESTRICTED**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	323,127,301.00	327,076,533.00	327,076,531.87	1.13
1000 CERTIFICATED PERSONNEL SALARY	167,194,737.00	167,203,984.00	165,530,817.01	1,673,166.99
2000 CLASSIFIED PERSONNEL SALARIES	42,500,831.00	42,306,671.00	40,529,969.85	1,776,701.15
3000 EMPLOYEE BENEFITS	91,032,743.00	90,018,532.00	89,099,649.15	918,882.85
4000 BOOKS AND SUPPLIES	7,622,131.00	7,985,110.00	4,955,828.64	3,029,281.36
5000 SERVICE & OTHER-OPERATING EXP	21,554,756.00	20,819,629.00	16,505,465.58	4,314,163.42
6000 CAPITAL OUTLAY	0.00	23,705.00	22,000.00	1,705.00
7000 OTHER OUTGO	(5,261,486.00)	2,625,812.00	3,475,072.59	(849,260.59)
TOTAL:1000-7999	324,643,712.00	330,983,443.00	320,118,802.82	10,864,640.18

Note: These negative amounts represent direct cost and indirect costs which are budgeted in other subfunds and funds.

FUND :01 GENERAL FUND **SUB-FUND: 1 ONE TIME FUNDS**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
5000 REVENUES	3,124,898.00	3,124,898.00	3,124,897.74	0.26

FUND :01 GENERAL FUND **SUB-FUND: 3 RESTRICTED, SPECIAL EDUCATION**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	84,860,128.00	86,114,051.00	81,174,002.02	4,940,048.98
1000 CERTIFICATED PERSONNEL SALARY	32,272,752.00	31,563,199.00	31,458,604.31	104,594.69
2000 CLASSIFIED PERSONNEL SALARIES	16,209,724.00	15,880,420.00	15,467,147.96	413,272.04
3000 EMPLOYEE BENEFITS	25,662,475.00	26,350,776.00	24,451,815.25	1,898,960.75
4000 BOOKS AND SUPPLIES	975,495.00	2,076,137.00	385,514.75	1,690,622.25
5000 SERVICE & OTHER-OPERATING EXP	6,665,812.00	7,049,737.00	6,548,144.35	501,592.65
6000 CAPITAL OUTLAY	0.00	0.00	0.00	0.00
7000 OTHER OUTGO	3,073,870.00	3,193,782.00	2,862,775.40	331,006.60
TOTAL:1000-7999	84,860,128.00	86,114,051.00	81,174,002.02	4,940,048.98

2019-20 Final Budget Revision Report

FUND :01 GENERAL FUND **SUB-FUND:5 RESTRICTED, CATEGORICAL**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	75,716,941.00	80,254,576.00	73,412,018.52	6,842,557.48
1000 CERTIFICATED PERSONNEL SALARY	12,720,131.00	12,590,034.00	10,910,035.91	1,679,998.09
2000 CLASSIFIED PERSONNEL SALARIES	14,392,794.00	14,389,502.00	13,672,685.78	716,816.22
3000 EMPLOYEE BENEFITS	32,786,902.00	37,541,074.00	36,516,778.04	1,024,295.96
4000 BOOKS AND SUPPLIES	20,640,633.00	24,572,707.00	13,357,634.15	11,215,072.85
5000 SERVICE & OTHER-OPERATING EXP	(35,512.00)	1,802,390.00	(390,818.17)	2,193,208.17
6000 CAPITAL OUTLAY	1,020,709.00	1,067,387.00	571,360.42	496,026.58
7000 OTHER OUTGO	3,532,586.00	7,399,044.00	7,129,819.63	269,224.37
TOTAL:1000-7999	85,058,243.00	99,362,138.00	81,767,495.76	17,594,642.24

FUND :01 GENERAL FUND **SUMMARY**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	483,704,370.00	493,445,160.00	481,662,552.41	11,782,607.59
1000 CERTIFICATED PERSONNEL SALARY	212,187,620.00	211,357,217.00	207,899,457.23	3,457,759.77
2000 CLASSIFIED PERSONNEL SALARIES	73,103,349.00	72,576,593.00	69,669,803.59	2,906,789.41
3000 EMPLOYEE BENEFITS	149,482,120.00	153,910,382.00	150,068,242.44	3,842,139.56
4000 BOOKS AND SUPPLIES	29,238,259.00	34,633,954.00	18,698,977.54	15,934,976.46
5000 SERVICE & OTHER-OPERATING EXP	31,309,954.00	32,796,654.00	25,787,689.50	7,008,964.50
6000 CAPITAL OUTLAY	1,020,709.00	1,091,092.00	593,360.42	497,731.58
7000 OTHER OUTGO	1,344,970.00	13,218,638.00	13,467,667.62	(249,029.62)
TOTAL:1000-7999	497,686,981.00	519,584,530.00	486,185,198.34	33,399,331.66

2019-20 Final Budget Revision Report

FUND :09 CHARTER SCHOOLS FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	3,384,732.00	3,460,041.00	3,346,359.30	113,681.70
1000 CERTIFICATED PERSONNEL SALARY	1,335,228.00	1,453,078.00	1,398,561.36	54,516.64
2000 CLASSIFIED PERSONNEL SALARIES	284,440.00	279,115.00	252,868.25	26,246.75
3000 EMPLOYEE BENEFITS	851,682.00	937,916.00	923,091.95	14,824.05
4000 BOOKS AND SUPPLIES	268,277.00	592,013.00	193,630.92	398,382.08
5000 SERVICE & OTHER-OPERATING EXP	301,788.00	257,940.00	159,036.01	98,903.99
6000 CAPITAL OUTLAY		0.00	0.00	0.00
7000 OTHER OUTGO	249,669.00	246,902.00	245,822.01	1,079.99
TOTAL:1000-7999	3,291,084.00	3,766,964.00	3,173,010.50	593,953.50

FUND :10 SPECIAL EDUCATION PASS THRU FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	3,492,330.00	3,931,720.00	3,931,719.84	0.16
7000 OTHER OUTGO	3,492,330.00	3,931,720.00	3,931,719.84	0.16
TOTAL:1000-7999	3,492,330.00	3,931,720.00	3,931,719.84	0.16

FUND :11 ADULT EDUCATION FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	4,156,053.00	4,267,342.00	4,267,341.41	0.59
1000 CERTIFICATED PERSONNEL SALARY	1,328,024.00	1,250,895.00	1,250,892.63	2.37
2000 CLASSIFIED PERSONNEL SALARIES	260,617.00	284,996.00	284,995.30	0.70
3000 EMPLOYEE BENEFITS	663,240.00	643,917.00	643,916.58	0.42
4000 BOOKS AND SUPPLIES	187,182.00	422,511.00	161,544.33	260,966.67
5000 SERVICE & OTHER-OPERATING EXP	1,003,261.00	966,198.00	966,153.51	44.49
6000 CAPITAL OUTLAY	0.00	0.00	0.00	0.00
7000 OTHER OUTGO	709,108.00	709,108.00	709,107.65	0.35
TOTAL:1000-7999	4,151,432.00	4,277,625.00	4,016,610.00	261,015.00

2019-20 Final Budget Revision Report

FUND :12 CHILD DEVELOPMENT FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	24,741,231.00	25,860,013.00	23,355,358.04	2,504,654.96
1000 CERTIFICATED PERSONNEL SALARY	8,635,764.00	8,683,405.00	8,560,962.57	122,442.43
2000 CLASSIFIED PERSONNEL SALARIES	4,671,441.00	4,638,815.00	4,509,984.37	128,830.63
3000 EMPLOYEE BENEFITS	7,188,068.00	7,574,368.00	7,518,903.97	55,464.03
4000 BOOKS AND SUPPLIES	3,034,635.00	3,684,928.00	1,493,510.03	2,191,417.97
5000 SERVICE & OTHER-OPERATING EXP	474,066.00	457,212.00	315,619.34	141,592.66
6000 CAPITAL OUTLAY	0.00	0.00	0.00	0.00
7000 OTHER OUTGO	828,167.00	812,143.00	744,568.44	67,574.56
TOTAL:1000-7999	24,832,141.00	25,850,871.00	23,143,548.72	2,707,322.28

FUND :13 CAFETERIA FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	17,481,046.00	16,139,200.00	16,139,194.45	5.55
2000 CLASSIFIED PERSONNEL SALARIES	5,284,397.00	5,145,771.00	5,145,734.00	37.00
3000 EMPLOYEE BENEFITS	3,316,057.00	3,166,646.00	3,166,621.73	24.27
4000 BOOKS AND SUPPLIES	7,231,881.00	5,945,980.00	5,945,979.71	0.29
5000 SERVICE & OTHER-OPERATING EXP	825,348.00	727,155.00	715,030.33	12,124.67
6000 CAPITAL OUTLAY	185,000.00	0.00	0.00	0.00
7000 OTHER OUTGO	633,287.00	595,659.00	368,071.86	227,587.14
TOTAL:1000-7999	17,475,970.00	15,581,211.00	15,341,437.63	239,773.37

FUND :14 DEFERRED MAINTENANCE FUND

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	2,010,000.00	2,030,768.00	2,030,768.00	0.00
2000 CLASSIFIED PERSONNEL SALARIES	38,160.00	38,610.00	33,557.80	5,052.20
3000 EMPLOYEE BENEFITS	6,998.00	8,732.00	8,001.27	730.73
4000 BOOKS AND SUPPLIES	53,429.00	60,985.00	60,169.83	815.17
5000 SERVICE & OTHER-OPERATING EXP	95,097.00	133,335.00	98,012.67	35,322.33
6000 CAPITAL OUTLAY	1,991,601.00	2,945,294.00	1,990,469.88	954,824.12
7000 OTHER OUTGO	0.00	0.00	0.00	0.00
TOTAL:1000-7999	2,185,285.00	3,186,956.00	2,190,211.45	996,744.55

2019-20 Final Budget Revision Report

FUND :21 **BUILDING FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	5,695,572.00	5,809,626.00	5,808,837.07	788.93
2000 CLASSIFIED PERSONNEL SALARIES	84,267.00	97,194.00	80,754.56	16,439.44
3000 EMPLOYEE BENEFITS	31,028.00	35,976.00	33,170.36	2,805.64
4000 BOOKS AND SUPPLIES	86,152.00	112,952.00	77,500.12	35,451.88
5000 SERVICE & OTHER-OPERATING EXP	2,059,282.00	2,004,552.00	1,916,092.39	88,459.61
6000 CAPITAL OUTLAY	366,618.00	308,935.00	188,570.96	120,364.04
7000 OTHER OUTGO	4,500.00	62,062.00	62,062.00	0.00
TOTAL:1000-7999	2,631,847.00	2,621,671.00	2,358,150.39	263,520.61

FUND :22 **MEASURE S BUILDING FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	938.00	4,292.00	4,292.00	0.00
5000 SERVICE & OTHER-OPERATING EXP	22,555.00	22,555.00	14,280.71	8,274.29
7000 OTHER OUTGO	3,460.00	3,460.00	3,460.14	-0.14
TOTAL:1000-7999	26,015.00	26,015.00	17,740.85	8,274.15

FUND :23 **MEASURE J BUILDING FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	708,393.00	330,765.00	330,765.06	-0.06
2000 CLASSIFIED PERSONNEL SALARIES	199,611.00	193,355.00	74,470.00	118,885.00
3000 EMPLOYEE BENEFITS	48,885.00	47,988.00	30,700.33	17,287.67
4000 BOOKS AND SUPPLIES	29,359.00	76,325.00	32,078.46	44,246.54
5000 SERVICE & OTHER-OPERATING EXP	63,957.00	63,957.00	32,776.94	31,180.06
6000 CAPITAL OUTLAY	10,654,526.00	21,184,927.00	13,632,809.62	7,552,117.38
7000 OTHER OUTGO	289,448.00	3,830,621.00	3,830,621.21	-0.21
TOTAL:1000-7999	11,285,786.00	25,397,173.00	17,633,456.56	7,763,716.44

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FUND :24 **MEASURE N BUILDING FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	1,431,607.00	3,170,496.00	3,163,648.29	6,847.71
2000 CLASSIFIED PERSONNEL SALARIES	655,774.00	640,883.00	551,348.83	89,534.17
3000 EMPLOYEE BENEFITS	302,266.00	300,078.00	280,518.09	19,559.91
4000 BOOKS AND SUPPLIES	913,828.00	144,324.00	85,014.29	59,309.71
5000 SERVICE & OTHER-OPERATING EXP	383,435.00	384,289.00	58,214.94	326,074.06
6000 CAPITAL OUTLAY	61,239,143.00	77,656,834.00	62,432,981.39	15,223,852.61
7000 OTHER OUTGO	160,922.00	8,378.00	8,378.06	-0.06
TOTAL:1000-7999	63,655,368.00	79,134,786.00	63,416,455.60	15,718,330.40

FUND :25 **CAPITAL FACILITIES FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	1,463,694.00	1,496,089.00	1,496,088.63	0.37
2000 CLASSIFIED PERSONNEL SALARIES	0.00	0.00	0.00	0.00
3000 EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
4000 BOOKS AND SUPPLIES	3,000.00	3,000.00	0.00	3,000.00
5000 SERVICE & OTHER-OPERATING EXP	153,875.00	153,875.00	51,336.02	102,538.98
6000 CAPITAL OUTLAY	1,232,916.00	0.00	0.00	0.00
7000 OTHER OUTGO	127,567.00	2,125,013.00	2,125,012.35	0.65
TOTAL:1000-7999	1,517,358.00	2,281,888.00	2,176,348.37	105,539.63

FUND :26 **MEASURE P BUILDING FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	2,039,735.00	4,399,929.00	4,328,904.14	71,024.86
2000 CLASSIFIED PERSONNEL SALARIES	809,157.00	796,117.00	560,184.12	235,932.88
3000 EMPLOYEE BENEFITS	324,174.00	320,623.00	281,462.56	39,160.44
4000 BOOKS AND SUPPLIES	135,736.00	143,465.00	97,253.02	46,211.98
5000 SERVICE & OTHER-OPERATING EXP	342,367.00	437,304.00	344,833.88	92,470.12
6000 CAPITAL OUTLAY	60,859,819.00	77,220,960.00	55,357,603.49	21,863,356.51
7000 OTHER OUTGO	78,483.00	5,843.00	5,843.00	0.00
TOTAL:1000-7999	62,549,736.00	78,924,312.00	56,647,180.07	22,277,131.93

2019-20 Final Budget Revision Report

FUND :35 **COUNTY SCHOOLS FACILITY (1A)**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	633,556.00	2,135,218.00	2,135,218.00	0.00
7000 OTHER OUTGO	633,556.00	2,135,218.00	2,135,218.00	0.00

FUND :40 **SPECIAL RESERVE FUND-CAPITAL OUTLAY PROJ**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	4,241.00	10,862.00	10,862.00	0.00
2000 CLASSIFIED PERSONNEL SALARIES	61,717.00	68,407.00	57,475.54	10,931.46
3000 EMPLOYEE BENEFITS	31,189.00	31,120.00	31,114.12	5.88
5000 SERVICE & OTHER-OPERATING EXP	0.00	0.00	0.00	0.00
6000 CAPITAL OUTLAY	941,097.00	941,097.00	941,097.00	0.00
7000 OTHER OUTGO	0.00	0.00	0.00	0.00
TOTAL:1000-7999	1,034,003.00	1,040,624.00	1,029,686.66	10,937.34

FUND :51 **BOND INTEREST & REDEMPTION**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	98,133,963.00	84,366,007.00	84,366,007.00	0.00
7000 OTHER OUTGO	86,059,993.00	86,032,993.00	86,032,993.00	0.00
TOTAL:1000-7999	86,059,993.00	86,032,993.00	86,032,993.00	0.00

FUND :67 **SELF INSURANCE FUND**

Object	2019-20 Approved Budget	2019-20 Revised Budget	2019-20 Actuals	2019-20 Balance
8000 REVENUES	21,184,493.00	28,247,985.00	28,247,985.08	-0.08
1000 CERTIFICATED PERSONNEL SALARY	0.00	0.00	0.00	0.00
2000 CLASSIFIED PERSONNEL SALARIES	405,239.00	395,533.00	395,532.51	0.49
3000 EMPLOYEE BENEFITS	212,684.00	204,061.00	204,056.40	4.60
4000 BOOKS AND SUPPLIES	21,910.00	3,399.00	3,397.43	1.57
5000 SERVICE & OTHER-OPERATING EXP	21,649,825.00	17,913,117.00	17,913,113.09	3.91
TOTAL:1000-7999	22,289,658.00	18,516,110.00	18,516,099.43	10.57

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-5

MEETING DATE: 09/22/2020

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: 09/14/2020

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
Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Board of Education Agenda Item
Surplus Property Sept 22nd 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
Arden			Old Cabinet		Discarded
Choices Charter		Dorm Sized	Small Refrigerator		Ewaste
Del Paso			12 Boxes of Instructional Material		Recycled
El Camino	HP		5 Keyboards		Ewaste
El Camino	HP	P1606dn	Printer	20179425	Ewaste
El Camino	HP	Dell 1720	Printer	20179491	Ewaste
El Camino	HP	Dell 1720	Printer	20179500	Ewaste
El Camino	HP	HP 6500A	Printer	CN555A	Ewaste
Gold River			Four tube style tv's and five empty wooden pallets		Ewaste/Recycled
Howe			2 Pallets of Instructional Materials		Recycled
Howe	Apple	MacBook Pro	Laptop	C2VG20N5DH2G	Ewaste
Howe	Apple	MacBook Pro	Laptop	6N811MR5XX60	Ewaste
Howe	Apple	MacBook Pro	Laptop	W892582A66H	Ewaste
Howe	Apple	MacBook Pro	Laptop	W89258PE66H	Ewaste
Howe	Apple	MacBook Pro	Laptop	W89259M966H	Ewaste
Howe	Apple	MacBook Pro	Laptop	W89258PJ66H	Ewaste
Laurel Ruff			Furniture Pick up -total of 8 items		Recycled
Pershing			28 Boxes of Instructional Material		Recycled
Skycrest	Apple	iPad	iPad	10008167	Ewaste
Skycrest	Acer	Chromebook	Laptop	20187790	Ewaste
Skycrest	Acer	Chromebook	Laptop	10006991	Ewaste
Skycrest	Hailer		Small Refrigerator	0805003833	Ewaste
Skycrest	HP		Printer	20187899	Ewaste
Skycrest	HP		Printer	20187806	Ewaste
Skycrest	HP		Printer	PH8HB87086	Ewaste
Skycrest	HP		Printer	VND3H03266	Ewaste
Skycrest	HP		Scanner	CN45126293	Ewaste
Skycrest	Promethian		Projector	WPRM45V16310498	Ewaste
Skycrest	Apple		desktop computer	20187434	Ewaste
Skycrest	Apple	iPad	iPad	1008173	Ewaste
Skycrest	Apple	iPad	iPad	10008123	Ewaste
Skycrest	Apple	iPad	iPad	10008172	Ewaste
Skycrest	Apple	iPad	iPad	10008171	Ewaste
Skycrest	Apple	iPad	iPad	10008122	Ewaste
Skycrest	Apple	iPad	iPad	10008170	Ewaste
Skycrest	Apple	iPad	iPad	10008169	Ewaste
Skycrest	Apple	iPad	iPad	20187911	Ewaste
Skycrest	Apple	iPad	iPad	20187824	Ewaste
Skycrest	Apple	iPad	iPad	20187825	Ewaste
Skycrest	Apple	iPad	iPad	20187848	Ewaste
Skycrest	Apple	iPad	iPad	20187847	Ewaste
Skycrest	Apple	iPad	iPad	10008168	Ewaste
Skycrest	HP	Compaq	Desktop computer	10002530	Ewaste
Skycrest	Apple		Laptop	110013839	Ewaste
Skycrest	Apple		Laptop	20187874	Ewaste

Board of Education Agenda Item
Surplus Property Sept 22nd 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
Skycrest	Apple		Laptop	10009552	Ewaste
Skycrest	Apple		Laptop	10008165	Ewaste
Skycrest	Apple		Laptop	10008166	Ewaste
Skycrest	Samsung		Laptop	20187780	Ewaste
Skycrest	Samsung		Laptop	20187771	Ewaste
Skycrest	Samsung		Laptop	20187773	Ewaste
Skycrest	Samsung		Laptop	20187777	Ewaste
Skycrest	Samsung		Laptop	20187776	Ewaste
Skycrest	Samsung		Laptop	20187796	Ewaste
Skycrest	Apple		Desktop computer	20187255	Ewaste
Skycrest	Apple		Desktop computer	20187254	Ewaste
Skycrest	Apple		Desktop computer	20189802	Ewaste
Skycrest	Apple		desktop computer	20187932	Ewaste
Skycrest	Apple		Desktop computer	20187257	Ewaste
Skycrest	Apple		Desktop computer	20187933	Ewaste
Skycrest	Apple		Desktop computer	2018735	Ewaste
Skycrest	Apple		Desktop computer	20187256	Ewaste
Skycrest	Apple		Desktop computer	20187817	Ewaste
Skycrest	Compaq		Desktop computer	CN320B740	Ewaste
Starr King	NEC		Projector	2Z00392FA	Ewaste
Starr King	NEC		Projector	6800597FA	Ewaste
Starr King	NEC		Projector	2Z00823FA	Ewaste
Starr King	NEC		Projector	2Z00809FA	Ewaste
Starr King	NEC		Projector	3100219FA	Ewaste
Starr King	NEC		Projector	2Z00390FA	Ewaste
Starr King	NEC		Projector	2Z00379FA	Ewaste
Starr King	NEC		Projector	2Z00388FA	Ewaste
Starr King	NEC		Projector	8400734ED	Ewaste
Starr King	NEC		Projector	7400436ED	Ewaste
Starr King	NEC		Projector	2Z00375FA	Ewaste
Starr King	NEC		Projector	2Z00864FA	Ewaste
Starr King	NEC		Projector	7400733ED	Ewaste
Starr King	NEC		Projector	6X01273F1	Ewaste
Starr King	NEC		Projector	9800019C1	Ewaste
Starr King	NEC		Projector	7400676ED	Ewaste
Starr King	NEC		Projector	7400434ED	Ewaste
Starr King	NEC		Projector	7400440ED	Ewaste
Starr King	NEC		Projector	7400454ED	Ewaste
Starr King	NEC		Projector	0800038EF	Ewaste
Starr King	NEC		Projector	0101477EC	Ewaste
Starr King	NEC		Projector	6X01215F1	Ewaste
Starr King	NEC		Projector	5500929F1	Ewaste
Starr King	InFocus		Projector	ARKC62400447	Ewaste
Starr King	InFocus		Projector	ARKC62206575	Ewaste
Starr King	InFocus		Projector	ARKC62206612	Ewaste
Starr King	InFocus		Projector	ARKC6240118	Ewaste

Board of Education Agenda Item
Surplus Property Sept 22nd 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
Starr King	InFocus		Projector	ARKC62400527	Ewaste
Starr King	InFocus		Projector	ARKC622111073	Ewaste
Starr King	InFocus		Projector	ARKC62206573	Ewaste
Starr King	InFocus		Projector	ARKC62203392	Ewaste
Starr King	InFocus		Projector	ARKC62306017	Ewaste
Starr King	InFocus		Projector	ARKC62306050	Ewaste
Starr King	3M	SCP740	Projector	C08740AG00122	Ewaste
Starr King	3M	SCP740	Projector	C0874AG00325	Ewaste
Starr King	Promethean		Projector	68709197	Ewaste
Starr King	Promethean		Projector	35037677	Ewaste
Starr King	Promethean		Projector	350520767	Ewaste
Starr King	Promethean		Projector	68X18834	Ewaste
Starr King	Promethean		Projector	69315096	Ewaste
Starr King	Promethean		Projector	69209963	Ewaste
Starr King	BenQ		Projector	PDDBE02231000S	Ewaste
Starr King	BenQ		Projector	PDM5F01221000S	Ewaste
Starr King	Elmo		Document Camera	465406	Ewaste
Starr King	Tascam	CC-222MKIII	CD Changer	40404	Ewaste
Starr King	CopyStar	CS-5050	Copier	20753	Ewaste
Starr King	CopyStar	CS-5035	Copier	7623038	Ewaste
Starr King	HP	2300n	Printer	CNBGK03918	Ewaste
Starr King	HP	2100TN	Printer	USGW185709	Ewaste
Starr King	HP	2200DN	Printer	USBRB045293	Ewaste
Starr King	HP	CP 3525N	Printer	CNCC97W095	Ewaste
Starr King	HP	P4515N	Printer	CNDY191665	Ewaste
Starr King	HP	2100TN	Printer	USGW185395	Ewaste
Starr King	HP	1300	Printer	CNBJF11318	Ewaste
Starr King	HP	P3005DN	Printer	CND1R43184	Ewaste
Starr King	HP	6MP	Printer	USCB054113	Ewaste
Starr King	Zenith		CRT-TV	621-4350339	Ewaste
Starr King	Zenith		CRT-TV	021-2400235	Ewaste
Starr King	Zenith		CRT-TV	721-33420263	Ewaste
Starr King	HP		Monitor	CNT805H06P	Ewaste
Starr King	Apple	MacBook	Computer	45020JD5FYN	Ewaste
Starr King	Apple	MacBook	Computer	W8015KCPFYN	Ewaste
Starr King	Apple	MacBook	Computer	45015RG4FYN	Ewaste
Starr King	Apple	MacBook	Computer	W8015WYZFYN	Ewaste
Starr King	Apple	MacBook	Computer	W89422A68PW	Ewaste
Starr King	Apple	MacBook	Computer	WQ9418G98PW	Ewaste
Starr King	Apple	MacBook	Computer	W89101CG4R1	Ewaste
Starr King	Apple	MacBook	Computer	458471173VY	Ewaste
Starr King	Apple	MacBook	Computer	458470U43VY	Ewaste
Starr King	Apple	MacBook	Computer	W8919QVP9GU	Ewaste
Starr King	Apple	MacBook	Computer	W8919QUE9GU	Ewaste
Starr King	Apple	MacBook	Computer	4H6232R9SE7	Ewaste
Starr King	Apple	MacBook	Computer	W89417ST8PW	Ewaste

Board of Education Agenda Item
Surplus Property Sept 22nd 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
Starr King	Apple	MB Pro	Computer	C17H13Z2DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C1MHKS4EDV13	Ewaste
Starr King	Apple	MB Pro	Computer	WQ046659ATM	Ewaste
Starr King	Apple	MB Pro	Computer	WQ0466KAATM	Ewaste
Starr King	Apple	MB Pro	Computer	C02JLE98DTY3	Ewaste
Starr King	Apple	MB Pro	Computer	C1MHKSP4DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H1420DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H17BKDV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H15Q8DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C02JLEANDTY3	Ewaste
Starr King	Apple	MB Pro	Computer	C17H13Z7DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C1MHKKEZDV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H15NMDV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H17U1DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H13T3DV13	Ewaste
Starr King	Apple	MB Pro	Computer	C1MHFCSCDV13	Ewaste
Starr King	Apple	MB Pro	Computer	C02JLEAGDTY3	Ewaste
Starr King	Apple	MB Pro	Computer	C17H15PBDV13	Ewaste
Starr King	Apple	MB Pro	Computer	C17H17VJDV13	Ewaste
Starr King	Apple	MB Pro	Computer	WQ0461L9ATM	Ewaste
Starr King	Apple	IMAC	Computer	C02H9MHFDHJF	Ewaste
Starr King	HP	7800	Computer	MXL8140PXY	Ewaste
Starr King	HP		Computer	MXL3191KKC	Ewaste
Starr King			7 VCR's		Ewaste
Starr King			3 DVD/VCR's		Ewaste
Starr King			3 DVDs		Ewaste
Starr King			5 Stereo's		Ewaste
Starr King			Overhead Projector		Ewaste
Starr King			1 Turn Table		Ewaste
Technology	HP	ProBook 430	Computer	CND53562YL	Ewaste
Technology	HP	ProBook 430	Computer	5CD6023CMF	Ewaste
Technology	HP	ProBook 430	Computer	5CD54676TL	Ewaste
Technology	HP	ProBook 450	Computer	5CD54676TQ	Ewaste
Technology	HP	ProBook 450	Computer	2CE42406NZ	Ewaste
Technology	HP	ProBook 450	Computer	CND5340FV6	Ewaste
Technology	HP	ProBook 450	Computer	CND54157FM	Ewaste
Technology	HP	ProBook 640	Computer	5CG6473XJR	Ewaste
Technology	HP	Elite One 800	Computer	MXL7071TGT	Ewaste
Technology	HP	Compaq Elite 8300	Computer	MXL32807KY	Ewaste
Technology	HP	Compaq Elite 8300	Computer	MXL32807KS	Ewaste
Technology	HP	Elite One 800	Computer	MXL5242SMH	Ewaste
Technology	HP	Compaq Elite 8300	Computer	MXL32807KV	Ewaste
Technology	HP	Compaq Elite 8300	Computer	MXL32807KZ	Ewaste
Twin Lakes			2 Boxes of 4th grade math workbooks, 2 boxes of 5th grade math workbooks		Recycled

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-6

MEETING DATE: 09/22/2020

SUBJECT: Board Policy 2300 Conflict of Interest Code

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending that the board approve Board Policy 2300 Conflict of Interest Code. There are no substantive revisions recommended at this time.

RATIONALE/BACKGROUND:
The Board of Education is required to periodically review the district's conflict of interest board policy. Once action has been taken, Board Policy 2300 will be forwarded to the County of Sacramento for review and approval by the Sacramento County Board of Supervisors.

ATTACHMENT(S):
A: BP 2300 Conflict of Interest Code

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 08/17/2020, 08/31/2020, 09/14/2020
Board of Education: 09/08/2020

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

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

Strategic Plan: N/A

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan USD

Board Policy

Conflict Of Interest Code

BP 2300
Administration

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the accompanying administrative regulation specifying designated positions and disclosure categories, and Board Bylaw 9270 are incorporated by reference into this Board Policy and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the accompanying administrative regulation and Board Bylaw 9270. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

General Policy Statement

The public has the right to expect that district officials, Board members, and employees will perform their duties in a manner which is in the best interest of the district and the children and families which it serves, free from bias caused by their personal or financial interests, or the personal or financial interests of their families.

The district's conflict of interest code shall have the force of law, and any violation of this policy by a designated employee shall be deemed a violation of the Government Code.

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code no later than July 1 in even-numbered years. If no change in the code is required, the district shall submit by October 1 a written statement to that effect to the code reviewing body. If a change in the code is necessitated by changed circumstances, the district shall submit an amended code to the code reviewing body. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated by changed circumstances such as the creation of new designated positions, amendments or revisions shall be submitted to the code reviewing body within 90 days. (Government Code 87306)

If a designated employee determines that he/she has a financial interest in a decision, as described in Government Code 87103, this determination shall be disclosed. (2 CCR 18700)

(cf. 9270 - Conflict of Interest)

Prohibitions Against Conflicts of Interest

1. Conflict of Interest: No district official shall make, participate in making, or in any way attempt to use his/her position to influence a district decision in which he/she knows or has reason to know he/she has a financial interest. This shall not preclude a district official from making or participating in making a decision to the extent his/her participation is legally required for the action or decision to be made. Breaking a tie vote does not constitute legal necessity.

2. District Official: A district official means any Board member, employee or consultant who, as part of his/her official responsibilities, participates in any administrative action in other than a purely clerical, secretarial or ministerial capacity. Board members shall also comply with Board Bylaw 9270 - Conflict of Interest.

3. Financial Interest: A district official has a financial interest in a district decision if it is reasonably foreseeable that the decision will have material financial effect, distinguishable from its effect on the public generally, on the official or a member of his/her family, or on:

a. Any business entity in which the district official has a direct or indirect interest worth $2,000 or more.

b. Any real property in which the district official has a direct or indirect interest worth $2,000 or more.

c. Any source of income other than gifts and other than standard commercial loans aggregating $500 or more provided to, received by, or promised to the district official within 12 months of the time when the decision is made.

d. Any business entity in which the district official is a director, officer, partner, trustee, employee or holds any position of management.

e. Any donor of or any intermediary or agent for a donor of a gift or gifts with an aggregate value equal to or greater than the amount currently allowable under 2 CCR 18730(9)(E) provided to, received by, or promised to the district official within 12 months of the time when the decision is made.

For purposes of this policy, indirect interest means any investment or interest owned by the spouse or dependent child of a district official, by an agent on behalf of the district official, or by a business entity or trust in which the official, the official's agents, spouse and dependent children own, directly or indirectly or beneficially, a ten percent interest or greater.

4. Reporting Requirements: Assets and income of district officials, which may be materially affected by their official actions, should be disclosed and, in appropriate circumstances, the officials should be disqualified from acting in order that conflicts of interest may be avoided.

a. "Designated employee" means any district official whose position with the district entails the making or participation in the making of decisions which foreseeably have a material effect

on any financial interest, or is involved in other than a clerical or ministerial level in negotiating or signing any contract awarded through competitive bidding, in making decisions in conjunction with the competitive bidding process, or in negotiating, signing or making decisions on contracts executed pursuant to the public bidding laws. Those positions specifically identified as "designated employees" are identified in Administrative Regulation 2300.

b. All employees in designated positions shall file with the designated district representative a disclosure report (Form 700) within 30 days from the date their position is added to the list of designated employees or within 30 days of employment in a designated position; annually thereafter by March 15; and within 30 days of leaving their employment with the district. These forms shall be available for review by the public during regular office hours.

c. District officials shall be disqualified from making, participating in the making, or using their official position to influence the making of any decision whenever the official has a financial interest as defined above, which it is reasonably foreseeable may be affected materially by the decision, unless the matter could not legally be acted upon or decided without his or her participation.

Prohibitions on Appearance of Conflicts of Interest

1. An "appearance of conflict of interest" exists when the district official does not have a financial interest which would disqualify him or her from making, participating in or attempting to influence a decision, but the decision is nevertheless affected by personal reasons unrelated to the merits of the decision itself.

2. District officials shall not make, participate in making or attempt to influence a decision when they know or have a reason to know that to do so would involve the appearance of a conflict of interest, as defined by the paragraph above.

3. In those cases involving the actual or potential appearance of a conflict of interest, the employee shall be required to disclose the facts of the situation to his or her supervisor. The supervisor shall have the responsibility to determine whether or not the employee may participate in the decision. Such determination shall be reduced to writing.

Gifts

1. A "gift" is any item valued at $50 or more offered to the district or a district employee or official. Gifts shall not include the reasonable value of meals or travel expenses or reimbursements when offered in return for and in relationship to the rendering of service by a district employee or official. (See paragraph 5, below.)

2. Individual district employees or officials shall not accept any gift as defined from any non-district employed business person or entity with whom the district does business or is considering doing business, if the business is in any way related to the employee's employment.

3. Any gifts shall be given to the district rather than individual employees or officials, for

distribution by the Superintendent or designee.

4. No designated employee in his/her capacity as a district employee shall accept any honoraria for any speech given, article published, or attendance at any public or private gathering in accordance with law. (Government Codes 89501, 89502)

5. Gifts of travel and related lodging and subsistence shall be subject to the prevailing gift limitation, except as described in Government Code 89506.

Vendor Conduct

1. Purchasing transactions to acquire goods and services shall not be conducted with individuals who are district employees and shall not normally be conducted with persons who have financial ties to district employees. Exceptions must be approved by the Superintendent or designee.

2. No business entity, including any agent of such entity, shall directly or indirectly contact any Board member immediately before or during the bidding process of any project on which the business entity intends to or has submitted a bid. Any vendor violating this policy shall be deemed disqualified from bidding. Should such contact come to light after the bid is awarded and the entity was deemed the successful bidder, the Board reserves the right to cancel any contract awarded, in which case, the vendor shall be liable for any damage incurred by the district. The Board shall exercise its best judgment for the benefit of the district in making a decision whether to proceed or not, depending on all of the facts and circumstances. This provision shall be included in every bidding packet so that every vendor is informed of this requirement.

3. Vendors who wish to offer gifts as defined above shall offer them to the district, for distribution by the Superintendent or designee. If the vendor has a specific employee who the vendor would like to see have the gift, such preference and the reasons for that preference may be made known to the Superintendent, who shall not be bound by the preference unless the gift is made specifically conditional upon the use by that employee. The Superintendent may, in his or her discretion, accept or reject any gifts on behalf of the district.

Ethical Conduct

1. In addition to the other provisions of this policy, all district employees are expected to gauge their conduct in light of the position of public trust in which school districts operate. No employee shall use district work time, equipment, supplies or support staff for any outside employment for which the employee receives any payment.

2. Any employee asked to be a presenter at any meeting or workshop for which the employee receives any payment or honorarium, other than for travel reimbursement, may either keep the honorarium, in which case all preparation, travel and the presentation must be done on the employee's own time, through the use of vacation if necessary, or the employee must turn over the honorarium to the district.

3. Any employee engaged in outside employment shall assure that such employment does not conflict with nor is incompatible with the employee's duties for the district. Employees whose jobs bring them into contact with students or student records shall not use that contact to promote or benefit their outside employment.

(cf. 4132 - Publication or Creation of Materials)

Disclosure and Enforcement

1. Employees who know or have reason to know that any activity in which they are engaged may violate these policies are required to disclose such activities in writing to their supervisor in such a way as to fully inform the supervisor of the activity and the reason why such activity may violate this policy. The supervisor may seek assistance from his or her supervisor in responding to the employee. An employee who fails to disclose an activity which may violate this policy, when the employee knows or has reason to know of such violation, may be subject to discipline, up to and including dismissal. Discipline procedures are those in effect for that particular employee.

2. An employee who has a written response from his or her supervisor indicating that an outside activity does not violate policy, shall not be subject to discipline if it is later determined that the activity as originally described by the employee does violate the policy.

3. An employee who is found to have engaged in an activity in violation of this policy shall be directed to cease such activity, and may be subject to discipline, up to and including dismissal.

4. The Superintendent shall develop a procedure to assure that all employees are informed of this policy.

Legal Reference:
EDUCATION CODE
1006 Qualifications for holding office
35107 School district employees
35230-35240 Corrupt practices
35233 Prohibitions applicable to members of governing boards
41000-41003 Moneys received by school districts
FAMILY CODE
297.5 Rights, protections, and benefits of registered domestic partners
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
1125-1129 Incompatible activities
81000-91015 Political Reform Act of 1974, especially:
82011 Code reviewing body
82019 Definition of designated employee

82028 Definition of gifts
82030 Definition of income
87100-87103.6 General prohibitions
87200-87210 Disclosure
87300-87313 Conflict of interest code
87500 Statements of economic interests
89501-89503 Honoraria and gifts
91000-91014 Enforcement
PENAL CODE
85-88 Bribes
CODE OF REGULATIONS, TITLE 2
18110-18997 Regulations of the Fair Political Practices Commission, especially:
18702.5 Public identification of a conflict of interest for Section 87200 filers
COURT DECISIONS
Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th. 655
Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
ATTORNEY GENERAL OPINIONS
92 Ops.Cal.Atty.Gen. 26 (2009)
92 Ops.Cal.Atty.Gen. 19 (2009)
89 Ops.Cal.Atty.Gen. 217 (2006)
86 Ops.Cal.Atty.Gen. 138(2003)
85 Ops.Cal.Atty.Gen. 60 (2002)
82 Ops.Cal.Atty.Gen. 83 (1999)
81 Ops.Cal.Atty.Gen. 327 (1998)
80 Ops.Cal.Atty.Gen. 320 (1997)
69 Ops.Cal.Atty.Gen. 255 (1986)
68 Ops.Cal.Atty.Gen. 171 (1985)
65 Ops.Cal.Atty.Gen. 606 (1982)

Management Resources:
CSBA PUBLICATIONS
Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010F
FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS
Can I Vote? A Basic Overview of Public Officials' Obligations under the Conflict-of-Interest Rules, 2005
INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
WEB SITES
CSBA: http://www.csba.org
Fair Political Practices Commission: http://www.fppc.ca.gov
Institute of Local Government: http://www.ca-ilg.org

Policy SAN JUAN UNIFIED SCHOOL DISTRICT
adopted: June 9, 1992 Carmichael, California
Effective: September 1, 1992
Revised: October 19, 1993
Revised: June 14, 1994
Revised: April 18, 1995
Revised: February 11, 1997
Approved by Sacramento County Board of Supervisors: May 13, 1997
Administratively approved for County Board of Supervisors by Sacramento County Counsel: October 23, 1998
Approved by the Sacramento County Board of Supervisors: December 5, 2000
Approved by Sacramento County Board of Supervisors: September 26, 2006
Revised: September 25, 2007
Approved by Sacramento County Board of Supervisors: October 23, 2007
Revised: June 23, 2009
Revised: September 28, 2010
Approved by Sacramento County Board of Supervisors: January 12, 2011
Approved by Sacramento County Board of Supervisors: December 4, 2018

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM **E-7**

MEETING DATE: **09/22/2020**

SUBJECT: Board Bylaw 9270 Conflict of Interest

DEPARTMENT: Legal 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 Bylaw 9270 Conflict of Interest.

RATIONALE/BACKGROUND:
The Board of Education is required to periodically review the district's conflict of interest board bylaw. Substantive revisions are recommended to update Board Bylaw 9270. Once action has been taken, Board Bylaw 9270 will be forwarded to the County of Sacramento for review and approval by the Sacramento County Board of Supervisors.

ATTACHMENT(S):
A: Proposed revisions to BB 9270 Conflict of Interest

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 08/17/2020, 08/31/2020, 09/14/2020
Board of Education: 09/08/2020

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

APPROVED BY: Kent Kern, Superintendent of Schools KK

San Juan USD

Board Bylaw

Conflict Of Interest

BB 9270
Board Bylaws

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. No board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by their financial, family, or other personal interest or consideration.

(cf. 9005 – Governance Standards)

In accordance with law, board members shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.

Even if a prohibited conflict of interest does not exist, a board member shall abstain from voting on personnel matters that uniquely affect their~~his/her~~ relatives. However, a board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which their~~his/her~~ relative belongs. Relative means an adult who is related to the board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code section 35107) A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The board has adopted a policy and administrative regulation that incorporates the provisions of 2 CCR 18730 by reference, specifies the terms of the district's conflict of interest code, the district's designated positions, and the disclosure categories required for each position.

(cf. 2300 – Conflict of Interest Code)

Upon direction by the code reviewing body, the board shall review the district's conflict of interest code and submit any changes to the code reviewing body, or if no change is required, the board shall submit a written statement to that effect. (Government Code section 87306.5)~~.~~

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days. (Government Code sections 87303, 87306)

Upon direction by the code reviewing body, the board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the bBoard shall submit a written statement to that effect. (Government Code section 87306.5)

When reviewing and preparing the district's conflict of interest code, the superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code section 87311)

(cf. 9320 - Meetings)

Board members shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A board member who leaves office shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office. (Government Code sections 87302, 87302.6, 87500)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use theirhis/her official position to influence a governmental decision in which theyhe/she knows or haves reason to know that they have he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable on one or more of the board member's "economic interests," which is indistinguishable from the effect on the public generally, on the board member, their his/her immediate family, designated employee, or other person in a designated position, their immediate family, or any financial interest described in 2 CCR 1870099. (Government Code sections 87100, 87101, 87103; 2 CCR 18700-18707)

A board member, designated employee, or other person in a designated position makes a governmental decision when, acting within the authority of theirhis/her office or position, theyhe/she authorize or direct any action on a matter, votes on a matter, appoints a person, obligates or commits the district to any course of action, enters into any contractual agreement on behalf of the district, or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a board member shall participate in the making of a contract in which they have a financial interest if their participation is required by the rule of necessity or legally required participation pursuant to Government Code section 87101 and 2 CCR 18705.

A board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the board shall abstain from voting on the matter. TheyHe/she may remain on the dais, but their his/her presence shall not be counted towards achieving a quorum for that matter. A board member with a disqualifying conflict of interest shall not be present

during a closed session meeting of the board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code section 1090 – Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract made by the board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a board member has such a financial interest, the district is barred from entering into the contract. (Government Code section 1090; Klistoff v. Superior Court, (2007) 157 Cal.App. 4th 469) If a board member has such a financial interest in a contract made by the board, the contract is void. (Government Code section 1090)

A board member shall not be considered to be financially interested in a contract if theyhe/she haves only a "remote interest" in the contract as specified in Government Code section 1091 and if the remote interest is disclosed during a board meeting and noted in the official board minutes. However, a board member who is considered to have "remote interest" shall not vote or debate on the matter or attempt to influence any other board member to enter into the contract. (Government Code section 1091)

A board member shall not be considered to be financially interested in a contract in which their interest is a "noninterest" as defined in Government Code section 1091.5. Noninterest includes a board member's interest in being reimbursed for their actual and necessary expenses incurred in the performance of their official duties, in the employment of their spouse/registered domestic partner who has been a district employee for at least one year prior to the board member's election or appointment, or in any other applicable circumstance specified in Government Code section 1091.5. ~~One such noninterest is when a board member's spouse/registered domestic partner has been a district employee for at least one year prior to the board member's election or appointment. (Government Code section 1091.5)~~

~~Even if there is not a prohibited conflict of interest, a board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code section 35107)~~

Common Law Doctrine Against Conflict of Interest

A board member shall abstain from any official action in which theirhis/her private or personal interest may conflict with theirhis/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the bBoard member's duties

as an officer of the district. (Government Code sections 1099, 1126)

Gifts

Board members may accept gifts only under the conditions and limitations specified in Government Code section 89503, 2 CCR 18730 and Board Policy 2300.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code section 89503)

The limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code section 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation except as described in Government Code section 89506:.

1. The travel is in connection with a speech given by a board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code section 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code section 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in #1 and 2, above, shall be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for board members and designated employees. (Government Code section 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering, in accordance with law. (Government Code sections 89501, 89502)

The term honorarium does not include: (Government Code section 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches.

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to

the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes.

Conflict of Interest Code for the members of the bBoard of the San Juan Unified School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission are incorporated by reference and shall constitute the district's conflict of interest code.

Board members shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed below. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

Disclosure Categories

It has been determined that mMembers of the San Juan Unified School District Board shall file a statement of economic interests in all categories of the Conflict of Interest Code on Form 700.

Legal Reference:
EDUCATION CODE
1006 Qualifications for holding office
35107 School district employees
35230-35240 Corrupt practices, especially:
35233 Prohibitions applicable to members of governing boards
41000-41003 Moneys received by school districts
41015 Investments
FAMILY CODE
297.5 Rights, protections, and benefits of registered domestic partners
GOVERNMENT CODE
1090-1099 Prohibitions applicable to specified officers
1125-1129 Incompatible activities
81000-91014 Political Reform Act of 1974, especially:
82011 Code reviewing body
82019 Definition, designated employee
82028 Definition, gift
82030 Definition, income
82033 Definition, interest in real property
82034 Definition, investment
87100-87103.6 General prohibitions
87200-87210 Disclosure
87300-87313 Conflict of interest code
87500 Statements of economic interests
89501-89503 Honoraria and gifts

9506 Ethics; travel
91000-91014 Enforcement
PENAL CODE
85-88 Bribes
CODE OF REGULATIONS, TITLE 2
18110-18997 Regulations of the Fair Political Practices Commission, especially:
18700-18707 General prohibitions
18722-18740 Disclosure of interests
18753-18756 Conflict of interest codes
COURT DECISIONS
McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)
Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
ATTORNEY GENERAL OPINIONS
92 Ops.Cal.Atty.Gen. 26 (2009)
92 Ops.Cal.Atty.Gen. 19 (2009)
89 Ops.Cal.Atty.Gen. 217 (2006)
86 Ops.Cal.Atty.Gen. 138(2003)
85 Ops.Cal.Atty.Gen. 60 (2002)
82 Ops.Cal.Atty.Gen. 83 (1999)
81 Ops.Cal.Atty.Gen. 327 (1998)
80 Ops.Cal.Atty.Gen. 320 (1997)
69 Ops.Cal.Atty.Gen. 255 (1986)
68 Ops.Cal.Atty.Gen. 171 (1985)
65 Ops.Cal.Atty.Gen. 606 (1982)
63 Ops.Cal.Atty.Gen. 868 (1980)

Management Resources:
CSBA PUBLICATIONS
Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS
Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS
Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
WEB SITES
CSBA: http://www.csba.org
Fair Political Practices Commission: http://www.fppc.ca.gov
Institute of Local Government: http://www.ca-ilg.org

Bylaw SAN JUAN UNIFIED SCHOOL DISTRICT
adopted: June 9, 1992 Carmichael, California
effective: September 1, 1992
approved by Sacramento County Board of Supervisors: May 13, 1997
administratively approved for County Board of Supervisors by Sacramento County Counsel: October 23, 1998
approved by the Sacramento County Board of Supervisors: December 5, 2000
revised: September 28, 2010
approved by the Sacramento County Board of Supervisors: January 12, 2011
revised: September 11, 2018
approved by the Sacramento County Board of Supervisors: December 4, 2018
revised: September , 2020

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: E-8

MEETING DATE: 09/22/2020

SUBJECT: Special Needs School Transportation Camera Program Grant

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

DEPARTMENT: Grants Office

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of the following grant (if funded):

• Special Needs School Transportation Camera Program Grant, 2021-2022

RATIONALE/BACKGROUND:
The Special Needs School Transportation Camera Program grant will provide funds to purchase and install state-of-the-art digital video recording systems to monitor onboard behaviors in buses that transport special education students to and from school. While most San Juan Unified buses have video surveillance equipment, there are some without camera systems. The grant request was for 25 camera systems. These buses are part of the district's general rotation that serves students in the special education program every school day. The bus security cameras are an effective tool for helping keep students in the special education program safe from harassment and bullying while on the school bus.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 09/14/2020

FISCAL IMPACT:
Current Budget: 0
Additional Budget: $87,018
Funding Source: California Governor's Office of Emergency Services
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 4
Action: 1
Strategic Plan 2

PREPARED BY: Robyn Caruso, Program Specialist, Grants Office

APPROVED BY: Trent Allen, APR, Senior Director, Community Relations TA
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **E-9**

MEETING DATE: **09/22/2020**

SUBJECT: Agricultural Career Technical Education Incentive Grant 2020-2021

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

DEPARTMENT: Grants/Special Projects

ACTION REQUESTED:
The superintendent is recommending that the board approve the implementation of the following grant (if funded):

• Agricultural Career Technical Education Incentive Grant, 2020-2021

RATIONALE/BACKGROUND:
The Agricultural Career Technical Education Incentive Grant will provide funds to Casa Roble Fundamental High School to improve the quality and implementation of its agricultural vocation education program. The goal of the program is to maintain a high quality, comprehensive agricultural vocation program and ensure a constant source of employable, trained and skilled individuals.

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 09/14/2020

FISCAL IMPACT:
Current Budget: $5,064
Additional Budget: $5,272
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ On-going ☐

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 5 and 6
Action: 5

Strategic Plan: 1 and 2

PREPARED BY: Robyn Caruso, Program Specialist, Grants/Special Projects

APPROVED BY: Trent Allen, APR, Senior Director, Community Relations TA
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1

MEETING DATE: 09/22/2020

SUBJECT: Summary of Professional Learning Opportunities

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board discuss the professional learning opportunities provided during the summer of 2020.

RATIONALE/BACKGROUND:
Summertime in San Juan typically serves as a powerful launching point for professional learning; however, with school closures occurring last spring, the need to provide learning opportunities focused on distance learning emerged as a top priority. The intent of this report is to share with the board the innovative and collaborative learning experiences that were available to our practitioners. This summer nearly 80 teachers were selected to build lessons based on selected essential standards.

In addition, for many practitioners, an emerging interest surfaced in the area of distance learning lesson design to prepare for the fall. Capitalizing on and supporting this interest, a learning team opportunity was created to provide teachers with continuing education hours for learning and collaborating around lesson design. As a part of this learning opportunity, teachers engaged in lesson design learning modules, collaboratively developed lessons to be utilized within their classroom and engaged in a reflection process that utlizes a rubric to evaluate the lessons that were designed by the learning team. In addition to these distance learning opportunities, practitioners were also invited to attend virtual trainings and engage in book studies for continuing education hours.

ATTACHMENT(S):
A: Presentation

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 09/14/2020

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: 1&2 Focus: All
Action: N/A

Strategic Plan: N/A

PREPARED BY: Kristan Schnepp, Senior Director, Professional Learning and Innovation KS

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

2020-2021 Summer Learning and Lesson Design

Presented to Board of Education
September 22, 2020

Support Practitioner Implementation



Professional development offerings



Asynchronous lesson bank development



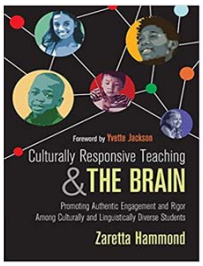
Instructional technology software tools

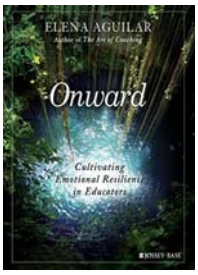
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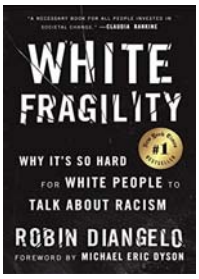
Department of Equity Summer Learning Offerings

Book Studies









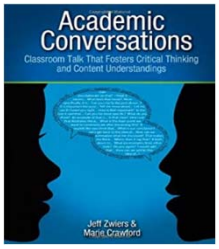
Social Justice in the Classroom August 5
An introduction to the Advanced Racial/Social Justice Institute with CSUS Professors

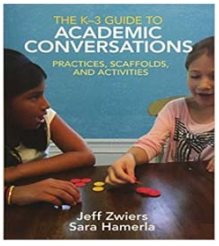
Breakout Sessions:

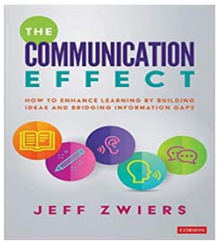
- Culturally-Sustaining Pedagogy in the ELA Classroom
- Race and Multiple Identities in the Spanish World Language Classroom
- Educational Journeys
- YPAR (Youth-led Participatory Action Research) in Elementary Classroom
- Restorative Practices & Community Building while Distance Learning

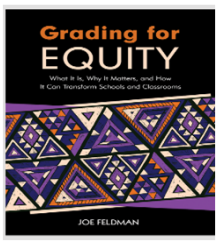
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Summer Learning: Available Book Studies









Book Study Offerings:

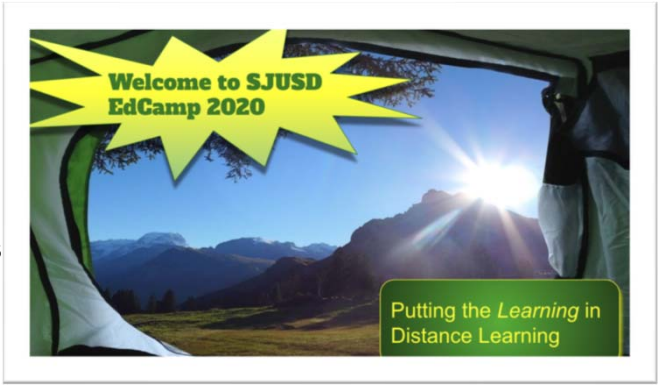
- Grading for Equity
- The Communication Effect
- Academic Conversations K-3
- Guide to Academic Conversations



4

EdCamp: A virtual mini conference by and for SJTA practitioners

- July 8, 2020
- Five sessions plus a keynote
- 3-6 presentations to choose from during each session
- Facilitated by SPG, Counseling, Equity, FACE, plus SJTA practitioners
- More than 100 practitioners attended
- They completed more than 450 hours of professional learning
- Asynchronous version now available using recordings from July 8

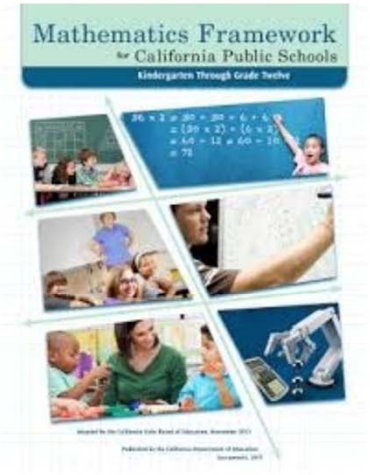


5

Summer Math Institute - 3 Days

- 84 teachers
  - ECE through Grade 8
- Distance Learning Engagement Strategies
  - Math Talks
  - 3-Reads
  - Problem Solving and Collaboration
- Collaboration via breakout rooms across and within grade levels
- Math Framework to identify learning targets of Essential Standards
- Synchronous Instruction
- Modeled use of Jamboard and Google Slides to support visual learning



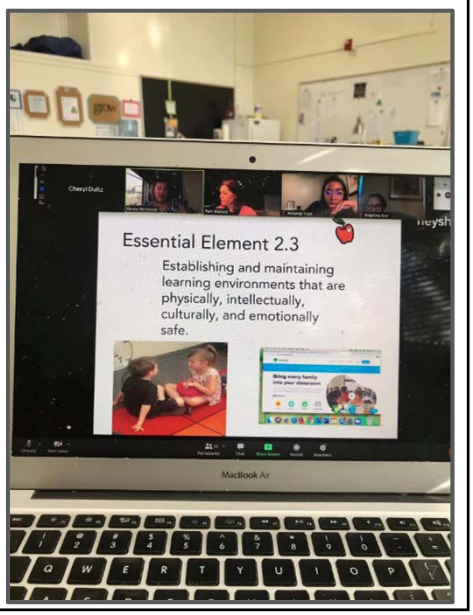


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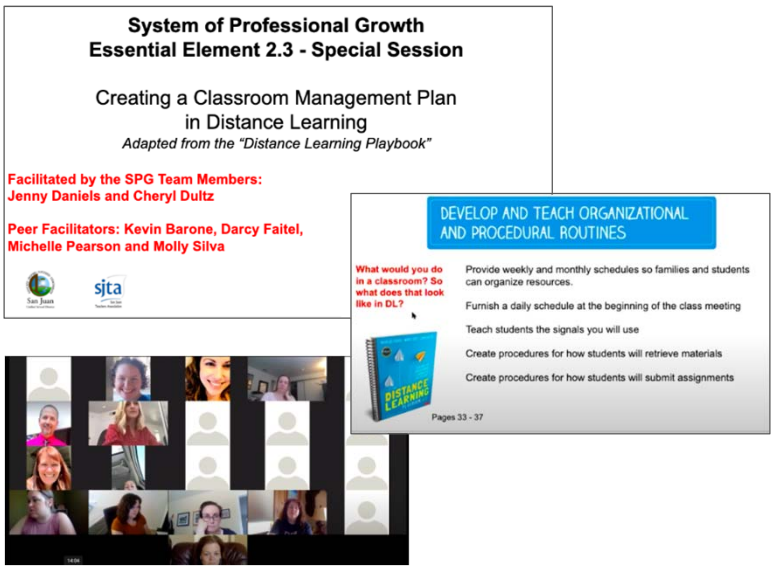
System of Professional Growth - Summer Learning (synchronous and asynchronous)

- Approximately 700 practitioners in SPG

- 3 Training Options
  - **Refresher Training** – For returning practitioners
  - **New Practitioner Training –** For new SJUSD practitioners
  - **Essential Element 2.3 Training** - (Special Session) Creating a Classroom Management Plan in Distance Learning



System of Professional Growth - Special Session Essential Element 2.3 - Creating a Classroom Management Plan in Distance Learning



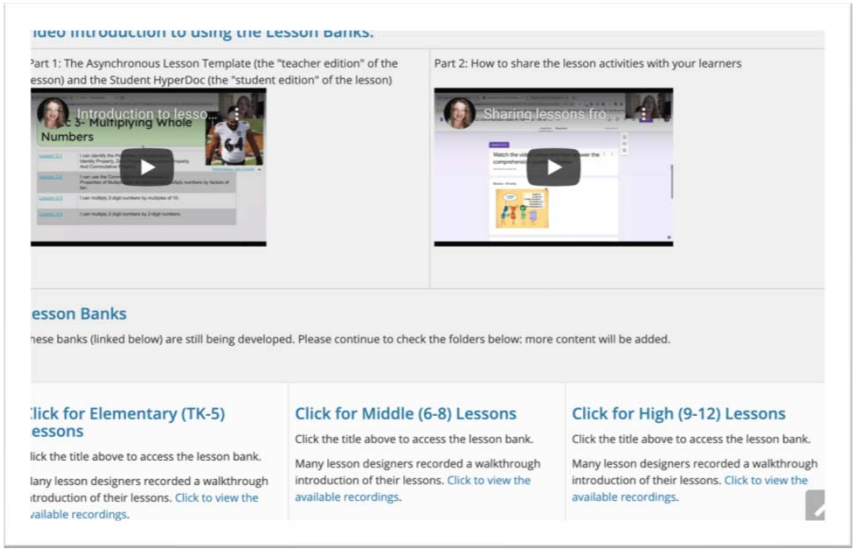
Most of our participants were first year teachers

Participants worked in grade level groups with peer facilitators to develop organizational routines and share ideas for the first days of school in distance learning

8

Lesson Bank: Scope of the Work for the Designers

The goal of each practitioner or team of practitioners was to curate content and create lessons to support the implementation of Essential Standards up to winter break for elementary or the first semester for secondary.



9

Practitioner Selection Process for Lesson Design

- Teachers submitted an application, including a sample Distance Learning lesson, from Spring of 2020.
- A broad committee reviewed the applications and scored them on a rubric. The committee included:
  - SJTA Leads
  - SJTA Executive Board Members
  - Administrators
  - Professional Learning and Innovation
  - Center for Teacher Support (CTS) and System of Professional Growth (SPG)



10

Lesson Design Review Teams

- Practitioner support teams were hired to review draft lessons and offer feedback to lesson designers.
- Teams worked by division (elementary, middle, high) and included peer facilitators, special education teacher on special assignment (TOSA), consulting teachers, English language development TOSAs.
- These teams used a rubric and a feedback form to review lessons and provide feedback to the designers.

Distance Learning Rubric

	Not Evident	Basic	Target	Distinguished
Clear Learning Targets/ Success Criteria	Learning targets and success criteria are not stated or discussed during the lesson.	Learning targets and success criteria are unclear or do not apply to the assignment.	Learning targets and success criteria are clear and apply to the assignment. Learning targets describe what students will know and are able to do.	Learning targets and success criteria are clear, apply to the learning assignment and identify proposed learning outcomes. They are written in student-friendly language using accessible vocabulary and from a student perspective such as "I can" statements, and there are opportunities for students to articulate what they're learning and why.
Alignment to Appropriate Standards and Grade Level Content	Standards are not stated in the lesson plan.	Standards are unclear or are not related to assignment.	Standards are aligned to grade level content and clearly written and related to outcome and assignment.	Standards are aligned to grade level content and written in both standard language and student appropriate language while relating to the outcome and the assignment.
Connecting Learning	There is no relation to previous learning.	Lesson addresses previous learning, but the outcome is not tied into any previous skills.	Lesson begins with a review of previous material AND current outcomes are tied into previously covered skills. Lesson connects to	Lesson begins with review of previous material; current outcomes are tied into previously covered skills and current outcomes have real life applications. Lesson

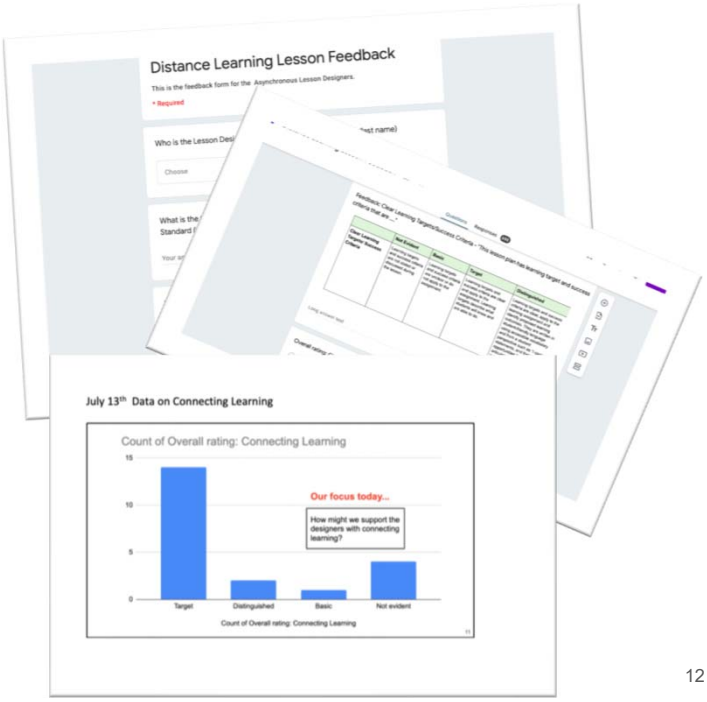
11

Lesson Design Supports for Consistent Lessons

Trained reviewers* provided detailed feedback to designers using the Distance Learning Rubric as a guide

A Google feedback form was created based on the criteria from the Distance Learning Rubric

Training and calibration was provided for reviewers based on data gathered from the feedback form

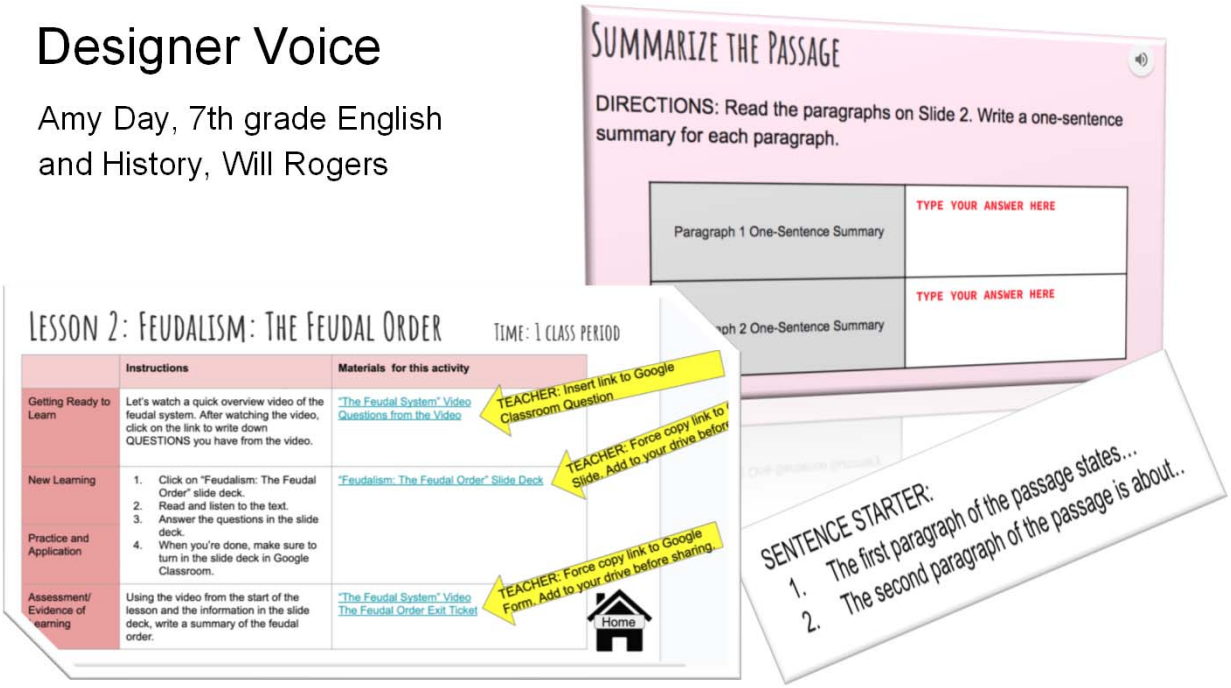


* Peer Facilitators, ELD TOSAs and Consulting Teachers

12

Designer Voice

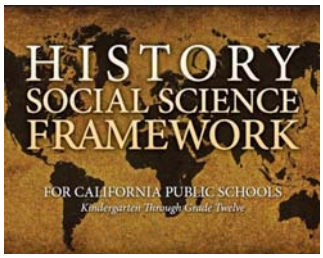
Amy Day, 7th grade English and History, Will Rogers



Reviewing the Standards

- California History-Social Science Framework (identified Essential Standards)
- Common Core State Standards: English Language Arts (ELA) and Literacy in History/Social Studies (HSS)
- California English Language Development (ELD) Standards
- Social Justice Standards: Teaching Tolerance Anti-Bias Framework



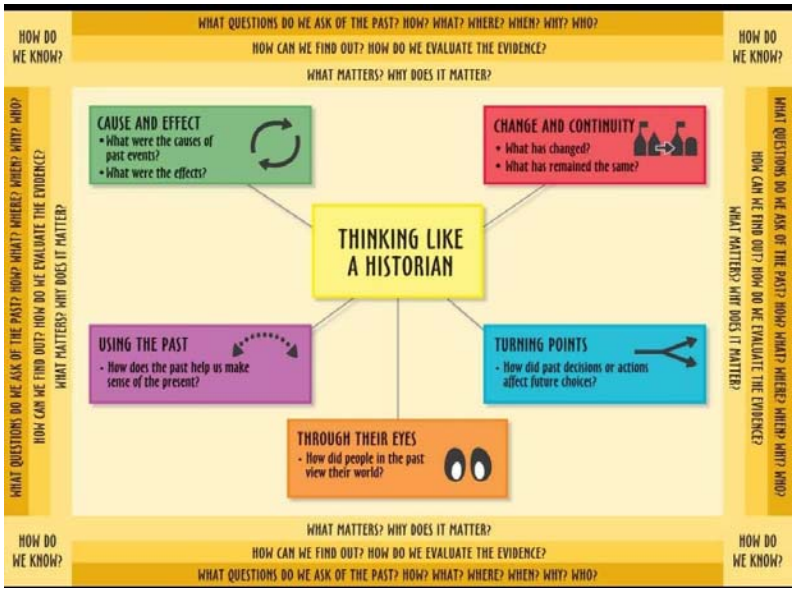


COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

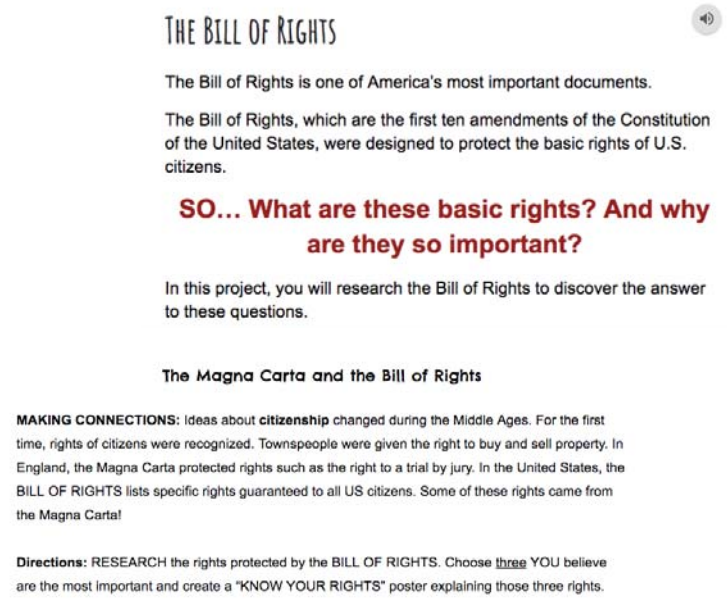
Lesson Design: Thinking Like a Historian

- All lessons are based within the district-adopted history curriculum, **McGraw-Hill Impact**
- The HSS Framework shift (2016) places greater emphasis on: content, inquiry, literacy and citizenship
- Lesson design focus:
  - Teaching the content through a historian's lens
  - Making the content relevant to students
  - Ensuring the content is accessible to all learners



Example Lesson: The Magna Carta and the Bill of Rights

- In this lesson:
  - Students review the Magna Carta
  - Learn about its connection to the US Bill of Rights
  - Research the Bill of Rights using sources vetted for accuracy and relevancy
  - Create a project highlighting the rights they believe are the most vital
  - Options for presenting information to classmates
  - Grading rubric option for teachers



THE BILL OF RIGHTS

The Bill of Rights is one of America's most important documents.

The Bill of Rights, which are the first ten amendments of the Constitution of the United States, were designed to protect the basic rights of U.S. citizens.

SO… What are these basic rights? And why are they so important?

In this project, you will research the Bill of Rights to discover the answer to these questions.

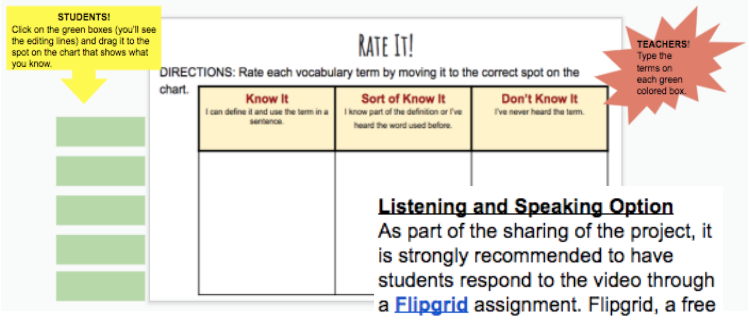
The Magna Carta and the Bill of Rights

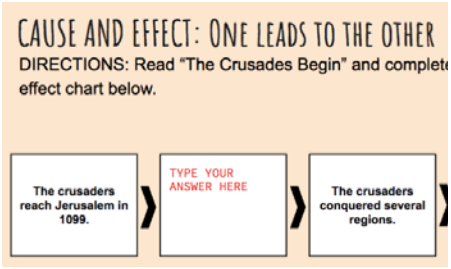
MAKING CONNECTIONS: Ideas about **citizenship** changed during the Middle Ages. For the first time, rights of citizens were recognized. Townspeople were given the right to buy and sell property. In England, the Magna Carta protected rights such as the right to a trial by jury. In the United States, the BILL OF RIGHTS lists specific rights guaranteed to all US citizens. Some of these rights came from the Magna Carta!

Directions: RESEARCH the rights protected by the BILL OF RIGHTS. Choose three YOU believe are the most important and create a "KNOW YOUR RIGHTS" poster explaining those three rights.

Differentiation for All Learners

- Lessons include:
  - Supplemental vocabulary activities for teachers to frontload key terms
  - Audio readings of all student slides to support English learners and struggling readers
  - Implementation suggestions to incorporate a variety of listening and speaking options
  - Graphic organizers/tools for learners
  - Extensions for advanced learners (such as research options, teaching choices, or Socratic Seminar topics)





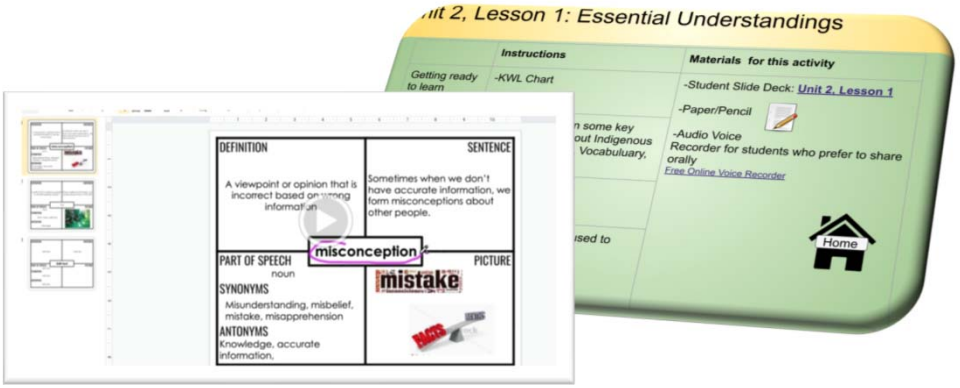
Listening and Speaking Option

As part of the sharing of the project, it is strongly recommended to have students respond to the video through a Flipgrid assignment. Flipgrid, a free resource, would allow students to practice speaking their responses as well as to let students listen and respond to other student responses. In the assessment task, it is suggested that students have a chance to record themselves reading the journal entry using a tool such as Flipgrid as well. This would give students a chance to share their creative words as well as practice their speaking and listening skills. Teachers can choose to grade based off of the written and/or spoken presentations for this project.

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Practitioner Perspective

- Cheryl Russo, 5th grade teacher at Carmichael Elementary



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Questions

and

Board Discussion

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SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2

MEETING DATE: 09/22/2020

SUBJECT: Instructional Materials Adoption

DEPARTMENT: Division of Teaching and Learning

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the use of supplemental science resources in order to meet the requirements of the Williams Act during distance learning.

RATIONALE/BACKGROUND:
Due to the COVID-19 pandemic San Juan Unified School District is in a distance learning model; as such, the Board-approved elementary science materials, FOSS (Full Option Science System) kits, are not accessible to students for virtual learning. Under the Williams Act, all students must have access to core adopted materials. For the school year 2020-2021, San Juan Unified will use the supplementary, online material, Mystery Science in lieu of FOSS as core science material for grades K-5.

The purpose of this report is to ask the board to temporarily approve, for 2020-2021 only, Mystery Science.

ATTACHMENT(S):
A: Mystery Science Summary

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 06/22/2020, 9/14/2020

FISCAL IMPACT:
Current Budget: $34,965.00
Additional Budget: N/A
Funding Source: 2019-2020 Science Budget
Current Year Only: ■ On going: ☐

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

PREPARED BY: Kristan Schnepp, Senior Director, Professional Learning and Innovation KS

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

Kindergarten

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take 30-45 minutes per week. Extensions can expand upon each lesson. The Read-Along Mysteries offer an opportunity to develop students' literacy as they learn science.

	Plant & Animal Secrets (6-9 weeks)	Weather Watching (6-9 weeks)	Force Olympics (6-9 weeks)
Week 1	Mystery 1: Why do woodpeckers peck wood? ***(K-LS1-1)***	Mystery 1: Have you ever watched a storm? ***(K-ESS2-1)***	Mystery 1: What's the biggest excavator? (***Foundational for K-PS2-1, K-PS2-2)***
Week 2	Mystery 2 Read-Along: Where do animals live? ***(K-ESS3-1)***	Mystery 2 Read-Along: How can you get ready for a big storm? ***(K-ESS3-2)***	Mystery 2 Read-Along: Why do builders need so many big machines? (***Foundational for K-PS2-1, K-PS2-2)***
Week 3	Mystery 3: How can you find animals in the woods? ***(K-LS1-1)***	Mystery 3: What will the weather be like on your birthday? ***(K-ESS2-1)***	Mystery 3: How can you knock down a wall made of concrete? ***(K-PS2-1, K-PS2-2)***
Week 4	Mystery 4 Read-Along: How do animals make their home in the forest? ***(K-ESS2-2)***	Mystery 4 Read-Along: How do you know what to wear for the weather? ***(K-ESS2-1)***	Mystery 4 Read-Along: How can you knock down the most bowling pins? ***(K-PS2-1)***
Week 5	Mystery 5: How do plants and trees grow? ***(K-LS1-1)***	Mystery 5: How could you warm up a frozen playground? (***K-PS3-1, K-PS3-2, K-2-ETS1-2, K-2-ETS1-3)***	Mystery 5: How can we protect a mountain town from falling rocks? ***(K-PS2-2, K-2-ETS1-2, K-2-ETS1-3)***
Week 6	Mystery 5 - **Part 2**: How do plants and trees grow? ***(K-LS1-1)***	Mystery 6 Read-Along: How could you walk barefoot across hot pavement without burning your feet? ***(K-PS3-1, K-PS3-2)***	Mystery 6 Read-Along: How could you invent a trap? ***(K-PS2-2, K-2-ETS1-2)***
Week 7	Mystery 6 Read-Along: Why would you want an old log in your backyard? ***(K-ESS3-3)***		

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

Attachment A

Grade 1

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take 30-45 minutes per week. Extensions can expand upon each lesson. The Read-Along Mysteries offer an opportunity to develop students' literacy as they learn science.

	Plant & Animal Superpowers (6-9 weeks)	Spinning Sky (6-9 weeks)	Lights & Sounds (6-9 weeks)
Week 1	Mystery 1: Why do birds have beaks? ***(1-LS1-1)***	Mystery 1: Could a statue's shadow move? ***(1-ESS1-1)***	Mystery 1: How do they make silly sounds in cartoons? ***(1-PS4-1)***
Week 2	Mystery 2 Read-Along: Why do baby ducks follow their mother? ***(1-LS1-2)***	Mystery 2 Read-Along: What does your shadow do when you're not looking? ***(1-ESS1-1)***	Mystery 2 Read-Along: Where do sounds come from? ***(1-PS4-1)***
Week 3	Mystery 3: Why are polar bears white? ***(1-LS1-1)***	Mystery 3: How can the sun help you if you're lost? ***(1-ESS1-1)***	Mystery 3: What if there were no windows? ***(1-PS4-3)***
Week 4	Mystery 4 Read-Along: Why do family members look alike? ***(1-LS3-1)***	Mystery 4 Read-Along: Why do you have to go to bed early in the summer? ***(1-ESS1-2)***	Mystery 4 Read-Along: Can you see in the dark? ***(1-PS4-2)***
Week 5	Mystery 5: Why don't trees blow down in the the wind? ***(1-LS1-1, K-2-ETS1-2, K-2-ETS1-3)***	Mystery 5: Why do the stars come out at night? ***(1-ESS1-1)***	Mystery 5: How could you send a secret message to someone far away? ***(1-PS4-4, K-2-ETS1-2)***
Week 6	Mystery 6 Read-Along: What do sunflowers do when you're not looking? ***(1-LS1-1)***	Mystery 6 Read-Along: How can stars help you if you get lost? ***(1-ESS1-1)***	Mystery 6 Read-Along:How do boats find their way in the fog? ***(1-PS4-4)***

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

Grade 2

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take an hour per week. Extensions can expand upon each lesson.

	Animal Adventures (3-6 weeks)	Plant Adventures (5-10 weeks)	Work of Water (4-8 weeks)	Material Magic (5-10 weeks)
Week 1	Mystery 1: How many different kinds of animals are there? ***(2-LS4-1)***	Mystery 1: How did a tree travel halfway around the world? ***(2-LS2-2)***	Mystery 1: If you floated down a river, where would you end up? ***(2-ESS2-2, 2-ESS2-3)***	Mystery 1: Why do we wear clothes ***(2-PS1-1, 2-PS1-2, K-2-ETS1-2, K-2-ETS1-3)***
Week 2	Mystery 2: Why do frogs say "ribbit"? ***(2-LS4-1)***	Mystery 2: Could a plant survive without light? ***(2-LS2-1)***	Mystery 2: Why is there sand at the beach? ***(2-ESS2-2)***	Mystery 2: Can you really fry an egg on a hot sidewalk? ***(2-PS1-1, 2-PS1-2)***
Week 3	Mystery 3: How could you get more birds to visit a bird feeder? ***(2-LS4-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3)***	Mystery 3: Why do trees grow so tall? ***(2-LS2-1)***	Mystery 3: What's strong enough to make a canyon? ***(2-ESS1-1, 2-ESS2-1, 2-ESS2-2)***	Mystery 3: Why are so many toys made out of plastic? ***(2-PS1-1, 2-PS1-2, 2-PS1-4)***
Week 4		Mystery 4: Should you water a cactus? ***(2-LS2-1, 2-LS4-1)***	Mystery 4: How can you stop a landslide? ***(2-ESS2-1, K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3)***	Mystery 4: What materials might be invented in the future? ***(2-PS1-1, 2-PS1-2, K-2-ETS1-2, K-2-ETS1-3)***
Week 5		Mystery 5: Where do plants grow best? ***(2-LS2-1, 2-LS4-1)***		Mystery 5: Could you build a house out of paper? ***(2-PS1-1, 2-PS1-3, K-2-ETS1-2, K-2-ETS1-3)***

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

Grade 3

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take an hour per week. Extensions can expand upon each lesson.

	Animals Through Time (8-16 weeks)	Power of Flowers (4-8 weeks)	Stormy Skies (4-8 weeks)	Invisible Forces (5-10 weeks)
Week 1	Mystery 1: Where can you find whales in a desert? ***(3-LS4-1, 3-LS4-4)*** ****Revised Summer 2019***	Mystery 1: Why do plants grow flowers? ***(3-LS1-1)***	Mystery 1: Where do clouds come from? ***(Foundational 3-ESS2-1)***	Mystery 1: How could you win a tug-of-war against a bunch of adults? ***(3-PS2-1)***
Week 2	Mystery 2: How do we know what dinosaurs looked like? ***(3-LS4-1)***	Mystery 2: Why do plants give us fruit? ***(3-LS1-1)***	Mystery 2: How can we predict when it's going to storm? ***(Foundational 3-ESS2-1)***	Mystery 2: What makes bridges so strong? ***(3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3, Foundational 3-PS2-1)***
Week 3	Mystery 3: Can you outrun a dinosaur? ***(3-LS4-1)*** ****Revised Summer 2019***	Mystery 3: Why are some apples red and some green? ***(3-LS3-1)***	Mystery 3: Why are some places always hot? ***(3-ESS2-1, 3-ESS2-2)***	Mystery 3: How can you go faster down a slide? ***(3-PS2-1, 3-PS2-2)***
Week 4	Mystery 4: What kinds of animals might there be in the future? ***(3-LS3-1, 3-LS4-2)***	Mystery 4: How could you make the biggest fruit in the world? ***(3-LS3-1)***	Mystery 4: How can you keep a house from blowing away in a windstorm? ***(3-ESS3-1, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)***	Mystery 4: What can magnets do? ***(3-PS2-3, 3-PS2-4)***
Week 5	Mystery 5: Can selection happen without people? ***(3-LS3-1, 3-LS4-2, 3-LS4-3, 3-LS4-4)***			Mystery 5: How could you unlock a door using a magnet? ***(3-PS2-3, 3-PS2-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)***
Week 6	Mystery 6: Why do dogs wag their tails? ***(3-LS2-1)***			
Week 7	Mystery 7: What's the best way to get rid of mosquitos? ***(3-LS4-3, 3-LS4-4, 3-5-ETS1-2)***			
Week 8	Mystery 8: How long can people (and animals) survive in outer space?***(3-LS3-2)***			

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

Grade 4

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take an hour per week. Extensions can expand upon each lesson.

	Human Machine (4-8 weeks)	Birth of Rocks (4-8 weeks)	Waves of Sound (3-6 weeks)	Energizing Everything (8-16 weeks)
Week 1	Mystery 1: Why do your biceps bulge? ***(4-LS1-1)***	Mystery 1: Could a volcano pop up where you live? (***4-ESS1-1, 4-ESS2-2)***	Mystery 1: How far can a whisper travel? (***4-PS4-1, 4-PS4-3)***	Mystery 1: How is your body similar to a car? (***4-PS3-1, 4-PS3-4)*** ****Revised April 2019***
Week 2	Mystery 2: What do people who are blind see? ***(4-LS1-1, 4-LS1-2, 4-PS4-2)***	Mystery 2: Why do some volcanoes explode? (***4-ESS1-1)***	Mystery 2: What would happen if you screamed in outer space? (***4-PS4-1)***	Mystery 2: What makes roller coasters go so fast? (***4-PS3-1, 4-PS3-3)*** ****Revised Summer 2019***
Week 3	Mystery 3: How can some animals see in the dark? ***(4-LS1-1, 4-LS1-2, 4-PS4-2)***	Mystery 3: Will a mountain last forever? (***4-ESS1-1, 4-ESS2-1)***	Mystery 3: Why are some sounds high and some sounds low? (***4-PS4-1)***	Mystery 3: Why is the first hill of a roller coaster always the highest?***(4-PS3-3)*** ****Revised Summer 2019***
Week 4	Mystery 4: How does your brain control your body? (***4-LS1-1, 4-LS1-2)***	Mystery 4: How could you survive a landslide? ***(4-ESS2-1, 4-ESS3-2)***		Mystery 4: Could you knock down a building using only dominoes? (***4-PS3-4, 3-5-ETS1-1)***
Week 5				Mystery 5: Can you build a chain reaction machine? (***4-PS3-4, 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)***
Week 6				Mystery 6: What if there were no electricity? (***4-PS3-2, 4-PS3-4)***
Week 7				Mystery 7: How long did it take to travel across the country before cars and planes? (***4-PS3-2, 4-PS3-4)***
Week 8				Mystery 8: Where does energy come from? (***4-ESS3-1)***

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

Grade 5

Mystery Science recommends teaching the Mysteries within each unit in the order they are presented. The units themselves can be taught in any order. The core Mystery (exploration & activity) is designed to take an hour per week. Extensions can expand upon each lesson.

	Web of Life (6-12 weeks)	Watery Planet (4-8 weeks)	Spaceship Earth (8-16 weeks)	Chemical Magic (5-10 weeks)
Week 1	Mystery 1: Why would a hawk move to New York City? ***(5-LS2-1)***	Mystery 1: How much water is in the world? (***5-ESS2-2)***	Mystery 1: How fast does the Earth spin? (***5-ESS1-2)*** ****Revised Summer 2019***	Mystery 1: Are magic potions real? (***5-PS1-1, 5-PS1-2)***
Week 2	Mystery 2: What do plants eat? ***(5-LS1-1, 5-LS2-1)***	Mystery 2: When you turn on the faucet, where does the water come from? ***(5-ESS2-2)***	Mystery 2: Who set the first clock? (***5-ESS1-2)***	Mystery 2: Could you transform something worthless into gold? (***5-PS1-1, 5-PS1-2)***
Week 3	Mystery 3: Where do fallen leaves go? ***(5-LS2-1)***	Mystery 3: Can we make it rain? ***(5-ESS2-1)***	Mystery 3: How can the sun tell you the season? (***5-ESS1-2)*** Formerly Mystery 4, switched on 12/31/18	Mystery 3: What would happen if you drank a glass of acid? (***5-PS1-3)***
Week 4	Mystery 4: Do worms really eat dirt? ***(5-LS2-1)***	Mystery 4: How can you save a town from a hurricane? ***(5-ESS2-, 5-ESS3-1), 3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3)***	Mystery 4: Why do the stars change with the seasons? (***5-ESS1-2)*** Formerly Mystery 3, switched on 12/31/18	Mystery 4: What do fireworks, rubber, and silly putty have in common? (***5-PS1-4)***
Week 5	Mystery 5: Why do you have to clean a fish tank but not a pond? ***(5-LS2-1)***		Mystery 5: Why does the moon change shape? (***5-ESS1-2)***	Mystery 5: Why do some things explode? (***5-PS1-1)***
Week 6	Mystery 6: Why did the dinosaurs go extinct? ***(5-PS3-1)***		Mystery 6: What are the wandering stars? (***5-ESS1-2)***	
Week 7			Mystery 7: Why is gravity different on other planets? (***5-PS2-1)***	
Week 8			Mystery 8: Could there be life on other planets? (***5-ESS1-1)***	

Lesson Extensions. Extensions are available for each Mystery and offer an opportunity for students to continue their science content learning. They include assessments and a curated collection of additional activity suggestions, online resources, project ideas, and readings.

More Science each week	Longer Science units	Cross Curricular Integration
Use items from the Extensions if you have more time.	Add a week after each Mystery to teach items from the Extensions.	If you want to extend the Mystery during literacy time, use reading and writing Extensions.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-3

MEETING DATE: 09/22/2020

SUBJECT: Public Hearing Sufficiency of Textbooks and Instructional Materials

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

DEPARTMENT: Professional Learning and Curriculum Innovation

ACTION REQUESTED:
The superintendent is recommending that the board hold a public hearing to discuss and adopt Resolution No. 3009 stating that each pupil in each school in the district has sufficient textbooks and instructional materials in each subject that are consistent with the content and cycles of the curriculum framework adopted by the state board.

RATIONAL/BACKGROUND:
Educational Code Section 60119 requires an annual public hearing and resolution regarding sufficient textbooks and/or instructional materials. Public notice of this hearing was provided per education code provisions.

After reviewing textbooks throughout the district, Professional Learning and Curriculum Innovation is able to certify that the district does have sufficient textbooks in each subject this year. Instructional materials funds and lottery funds are used to purchase basic TK-12 textbooks and instructional materials in all curriculum areas. Attached are the TK-12 board adopted textbooks and instructional materials. Also attached is a brief explanation of the methods followed to ensure sufficient textbooks and instructional materials.

ATTACHMENT(S):
A: Resolution No. 3009
B: Public Notice
C: TK-12 board-adopted textbook and instructional materials
D: Explanation of the methods followed to ensure sufficient textbooks and instructional materials

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 09/14/2020

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: 1 Focus: 8
Action: 1.8a Measurable Outcome

Strategic Plan: N/A

PREPARED BY: Kristan Schnepp, Senior Director, Professional Learning and Innovation KS

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

Attachment A

Resolution No. 3009
Public Hearing Re: Education Code 60119
TK-12 Instructional Materials Fund

WHEREAS, the governing board of the San Juan Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 22, 2020, at 6:30 p.m., which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the District that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: mathematics, science, history-social science, and English language arts, including the English language development component of an adopted program, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, BE IT RESOLVED that in the 2020/2021 school year, the San Juan Unified School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

IN WITNESS WHEREOF, the passage of the foregoing resolution in the manner and form prescribed by law, we, the members of said governing board present and voting hereon, have hereunto set our hands this 22nd day of September 2020.

Paula Villescaz, President

Michael McKibbin, Ed.D., Vice President

Zima Creason, Clerk

Pam Costa, Member

Saul Hernandez, Member

ATTEST:

Kent Kern, Executive Secretary

Board of Education
San Juan Unified School District
Sacramento County, California

Attachment B

PUBLIC NOTICE

NOTICE OF INTENT TO HOLD A PUBLIC HEARING TO DETERMINE WHETHER EACH PUPIL IN EACH SCHOOL IN THE SAN JUAN UNIFIED SCHOOL DISTRICT HAS, OR WILL HAVE PRIOR TO THE END OF THE FISCAL YEAR, SUFFICIENT TEXTBOOKS OR INSTRUCTIONAL MATERIALS, OR BOTH, IN EACH SUBJECT, THAT ARE CONSISTENT WITH THE CONTENT AND CYCLES OF THE CURRICULUM FRAMEWORK ADOPTED BY THE STATE BOARD

The San Juan Unified School District, to comply with Education Code section 60119, is holding a public hearing to determine whether each pupil in each school in the District has, or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

The public hearing before the Board of Trustees regarding this issue will be held on September 22, 2020, starting at 6:30 p.m. via Zoom. Please see the COVID-19 Public Participation Guidelines below:

COVID-19 PUBLIC PARTICIPATION GUIDELINES

Please be advised the Board of Education meeting will be conducted telephonically only.

NOTICE is hereby given that a **telephonic** meeting of the Board of Education of the San Juan Unified School District is hereby called by the board president, and will be held at **6:30 p.m**., on Tuesday, **September 22, 2020**. The district is taking all necessary steps to prevent and mitigate the effects of COVID-19 on our community. Therefore, in the interest of public health, in compliance with California Governor Gavin Newsom's Executive Orders N-25-20 and N-35-20, the California State Public Health Officer's Order that included social-distancing guidelines and avoiding group gatherings, the Order issued by the Sacramento County Health Officer, directing all individuals to stay at home or at their residence and prohibiting all non-essential gatherings of any number, and all applicable provisions of federal and state law, this Board of Education meeting will be held telephonically. All board members, staff and others presenting at the meeting will be calling in via the Zoom video conferencing platform from separate locations.

Posted at: San Juan Unified School District Office
Sylvan Public Library
Arden Public Library

September 10 through September 22, 2020

San Juan Unified School District

Williams Required Board Adopted Textbooks

Transitional Kindergarten

Subject	ISBN	Title	Type	Publisher	Adopted
ELA	Various	Benchmark - Ready to Advance - Consumable Textbooks Units 1-10 - Grade TK	5 Booklets	Benchmark	2017
Uses Kindergarten materials for other subjects					

Kindergarten

Subject	ISBN	Title	Type	Publisher	Adopted
Math	Various	enVision MATH: Common Core, Lvl K	Newspaper	Pearson	2015
Math - DI	Various	enVision MATH: Common Core: En español, Lvl K	Newspaper	Pearson	2015
ELA	Various	Benchmark - Advance - My Shared Readings Consumable Textbooks Units 1-10 - Grade K	5 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Mis Lecturas Compartidas Units 1-10 - Grade K	5 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade K	Newspaper	Studies Weekly	2019
Science	9781592429745	FOSS Science Kit, Lvl K: Animals Two by Two	Kit - 1 Box	Delta Education	2008
Science	9781592429752	FOSS Science Kit, Lvl K: Trees	Kit - 1 Box	Delta Education	2008
Science	9781592429769	FOSS Science Kit, Lvl K: Wood and Paper	Kit - 2 Boxes	Delta Education	2008

First Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	Various	enVision MATH: Common Core, Lvl 1	Newspaper	Pearson	2015
Math - DI	Various	enVision MATH: Common Core: En español, Lvl 1	Newspaper	Pearson	2015
ELA	Various	Benchmark - Advance - My Shared Readings Consumable Textbooks Units 1-10 - Grade 1	5 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Mis Lecturas Compartidas Units 1-10 - Grade 1	5 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade 1	Newspaper	Studies Weekly	2019
Science	9781592429790	FOSS Science Kit, Lvl 1: Air and Weather	Kit - 1 Box	Delta Education	2008
Science	9781592429783	FOSS Science Kit, Lvl 1: Plants and Animals	Kit - 2 Boxes	Delta Education	2008
Science	9781592429776	FOSS Science Kit, Lvl 1: Solids and Liquids	Kit - 2 Boxes	Delta Education	2008

Second Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	Various	enVision MATH: Common Core, Lvl 2	Newspaper	Pearson	2015
Math - DI	Various	enVision MATH: Common Core: En español, Lvl 2	Newspaper	Pearson	2015
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 2	10 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 2	10 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade 2	Newspaper	Studies Weekly	2019
Science	9781592429806	FOSS Science Kit, Lvl 2: Balance and Motion	Kit - 2 Boxes	Delta Education	2008
Science	9781592429813	FOSS Science Kit, Lvl 2: Insects and Plants	Kit - 2 Boxes	Delta Education	2008
Science	9781592429820	FOSS Science Kit, Lvl 2: Pebbles, Sand, and Silt	Kit - 2 Boxes	Delta Education	2008

Third Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780328784035	enVision MATH: Common Core, Lvl 3	Textbook	Pearson	2015
Math - DI	9780328803934	enVision MATH: Common Core: En español, Lvl 3	Textbook	Pearson	2015
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 3	10 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 3	10 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade 3	Newspaper	Studies Weekly	2019
Science	9781592429936	FOSS Science Kit, Lvl 3: Matter and Energy	Kit - 3 Boxes	Delta Education	2008
Science	9781592429868	FOSS Science Kit, Lvl 3: Structures of Life	Kit - 3 Boxes	Delta Education	2008
Science	9781592429851	FOSS Science Kit, Lvl 3: Sun, Moon, and Stars	Kit - 1 Box	Delta Education	2008

Fourth Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780328784042	enVision MATH: Common Core, Lvl 4	Textbook	Pearson	2015
Math - DI	9780328803941	enVision MATH: Common Core: En español, Lvl 4	Textbook	Pearson	2015
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 4	10 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 4	10 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade 4	Newspaper	Studies Weekly	2019
Science	9781592429882	FOSS Science Kit, Lvl 4: Environments	Kit - 3 Boxes	Delta Education	2008
Science	9781592429875	FOSS Science Kit, Lvl 4: Magnetism and Electricity	Kit - 2 Boxes	Delta Education	2008
Science	9781592429899	FOSS Science Kit, Lvl 4: Solid Earth	Kit - 4 Boxes	Delta Education	2008

Fifth Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780328784059	enVision MATH: Common Core, Lvl 5	Textbook	Pearson	2015
Math - DI	9780328803958	enVision MATH: Common Core: En español, Lvl 5	Textbook	Pearson	2015
ELA	Various	Benchmark - Advance - Texts for Close Reading Consumable Textbooks Units 1-10 - Grade 5	10 Booklets	Benchmark	2017
ELA - DI	Various	Benchmark - Adelante - Textos para La Lectura Atenta Units 1-10 - Grade 5	10 Booklets	Benchmark	2017
History	n/a	California Studies Weekly - Grade 5	Newspaper	Studies Weekly	2019
Science	9781592429929	FOSS Science Kit, Lvl 5: Living Systems (2 boxes)	Kit - 2 Boxes	Delta Education	2008
Science	9781592429912	FOSS Science Kit, Lvl 5: Mixtures and Solutions (3 boxes)	Kit - 3 Boxes	Delta Education	2008
Science	9781592429943	FOSS Science Kit, Lvl 5: Water Planet (3 boxes)	Kit - 3 Boxes	Delta Education	2008

Sixth Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780544207004	Go Math: Middle School Grade 6	Consumable Textbook	Houghton Mifflin Harcourt	2015
ELA	n/a	Amplify ELA/ELD Grade 6 California Edition Digital	Digital Textbook	Amplify Education	2017
ELA	9781416914075	M. C. Higgins, the Great	Novel	Amplify Education	2017
ELA	9781671007804	Amplify ELA Grade 6 Anthology	Textbook	Amplify Education	2017
ELA	None	Amplify ELA Grade 6 Solo Workbook	Consumable Textbook	Amplify Education	2017
History	9780076755905	Impact California Social Studies - World History and Geography - Ancient Civilizations - Grade 6	Textbook	McGraw-Hill	2019
Science	n/a	Amplify Science - Grade 6 - Earth Science - Investigation Notebook	Consumable Textbook	Amplify Education	2019

Seventh Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780544202610	Go Math: Middle School Grade 7	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544247963	Go Math: Middle School Accelerated Grade 7	Consumable Textbook	Houghton Mifflin Harcourt	2015
ELA	n/a	Amplify ELA/ELD Grade 7 California Edition Digital	Digital Textbook	Amplify Education	2017
ELA	9781620140109	Summer of the Mariposas	Novel	Amplify Education	2017
ELA	9780679755333	A Raisin in the Sun	Novel	Amplify Education	2017
ELA	9780000000101	Amplify ELA Grade 7 Anthology	Textbook	Amplify Education	2017
ELA	9780000000118	Amplify ELA Grade 7 Solo Workbook	Consumable Textbook	Amplify Education	2017
History	9780076755974	Impact California Social Studies - World History and Geography - Medieval and Early Modern Times	Textbook	McGraw-Hill	2019
Science	n/a	Amplify Science - Grade 7 - Life Science - Investigation Notebook	Consumable Textbook	Amplify Education	2019

Eighth Grade

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9780544206984	Go Math: Middle School Grade 8	Consumable Textbook	Houghton Mifflin Harcourt	2015
ELA	n/a	Amplify ELA/ELD Grade 8 California Edition Digital	Digital Textbook	Amplify Education	2017
ELA	9780061862977	Gris Grimly's Frankenstein	Novel	Amplify Education	2017
ELA	9780000000125	Amplify ELA Grade 8 Anthology	Textbook	Amplify Education	2017
ELA	9780000000132	Amplify ELA Grade 8 Solo Workbook	Consumable Textbook	Amplify Education	2017
History	9780076755974	Impact California Social Studies - United States History and Geography - Growth and Conflict - Grad	Textbook	McGraw-Hill	2019
Science	n/a	Amplify Science - Grade 8 - Physical Science - Investigation Notebook	Textbook	Amplify Education	2019

High School

Subject	ISBN	Title	Type	Publisher	Adopted
Math	9781285060309	Calculus	Textbook	Cengage	2016
Math	9781285060330	Calculus of a Single Variable	Textbook	Cengage	2016
Math	9780133447965	Elementary Statistics: Picturing the World	Textbook	Pearson	2016
Math	9781936948123	Foundations in Personal Finance	Consumable Textbook	Ramsey Education	2018
Math	9780544389755	Integrated Mathematics 1, Vol. 1	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544389762	Integrated Mathematics 1, Vol. 2	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544389830	Integrated Mathematics 2, Vol. 1	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544389847	Integrated Mathematics 2, Vol. 2	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544389885	Integrated Mathematics 3, Vol. 1	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780544389892	Integrated Mathematics 3, Vol. 2	Consumable Textbook	Houghton Mifflin Harcourt	2015
Math	9780021400966	Mathematics for Business and Personal Finance	Textbook	McGraw-Hill	2018
Math	9781921972089	Mathematics for the International Student - Mathematics SL	Textbook	Haese Mthematics	2017
Math	9781107661738	Mathematics Higher Level for the IB Diploma	Textbook	Cambidge Univerity Press	2017
Math	9781107691407	Mathematics Studies Standard Level for the IB Diploma	Textbook	Cambidge Univerity Press	2017
Math	9781464108730	The Practice of Statistics for the AP Exam	Textbook	Bedford, Freeman, and Worth	2016
Math	9781133949039	Precalculus	Textbook	Cengage	2016
ELA	9780544503304	California Collections: Grade 9	Textbook	Houghton Mifflin Harcourt	2016
ELA	9780544503311	California Collections: Grade 10	Textbook	Houghton Mifflin Harcourt	2016
ELA	9780544503328	California Collections: Grade 11	Textbook	Houghton Mifflin Harcourt	2016
ELA	9780544503335	California Collections: Grade 12	Textbook	Houghton Mifflin Harcourt	2016
ELA	9780198390084	English A: Literature (IB Diploma Programme)	Textbook	Oxford University Press	2015
ELA	9780312676506	The Language of Composition	Textbook	Bedford, Freeman, and Worth	2016
ELA	9780132677875	Literature: An Introduction to Reading and Writing	Textbook	Pearson	2016
History	9781337090155	The American Pageant - AP Edition	Textbook	Cengage Learning	2017
History	9780076755806	Impact California Social Studies - United States History and Geography - Continuity and Change	Textbook	McGraw-Hill	2019
History	9780198310235	History of the Americas: 1880 - 1981 (IB Diploma Programme)	Textbook	Oxford University Press	2016
History	9780076755769	Impact California Social Studies - World History, Culture and Geography - The Modern World	Textbook	McGraw-Hill	2019
History	9780195168433	The Twentieth-Century World and Beyond: An International History Since 1900, 5th ed.	Textbook	Oxford University Press	2005
History	9780199736348	The Twentieth-Century World and Beyond: An International History Since 1900, 6th ed.	Textbook	Oxford University Press	2011
History	9780195136814	The Twentieth-Century World: An International History, 4th ed.	Textbook	Oxford University Press	2000
History	9781319022723	Ways of the World a Global History with Sources - For the AP Course	Textbook	Bedford, Freeman, and Worth	2018
Government	9780134586571	Government in America People, Politics, and Policy - AP Edition	Textbook	Pearson	2018
Government	9780076755639	Principles of American Democracy - Impact California Social Studies	Textbook	McGraw-Hill	2018
Elective	9780316022361	A Different Mirror: A History of Multicultural America	Textbook	Back Bay Books	2015
Elective	9780060838652	A People's History of the United States: 1492 - Present	Textbook	Harper	2015
Elective	9780199151240	Economics: Course Companion (IB Diploma Programme)	Textbook	Oxford University Press	2007
Elective	9780324221138	Economics: Principles and Policy	Textbook	Cengage Learning	2007
Elective	9780324537024	Economics: Principles and Policy (2007 Media Update)	Textbook	Cengage Learning	2007
Elective	9780072819359	Economics: Principles, Problems, and Policies	Textbook	Glencoe/McGraw-Hill	2005
Elective	9780393624618	Essentials of Cultural Anthropology: A Toolkit for a Global Age	Textbook	Norton	2018
Elective	9780716701071	Explorations in Economics	Textbook	Bedford, Freeman, and Worth	2016
Elective	9781583714263	Geography Alive! Regions and People	Textbook	TCI	2007
Elective	9781531129200	AMSCO AP Human Geography	Textbook	Perfection Learning Corp	2019
Elective	9780393614091	Principles of Macroeconomics	Textbook	Norton	2018
Elective	9780076631933	Sociology and You	Textbook	McGraw-Hill	2017
Elective	9780314140777	Street Law: A Course in Practical Law	Textbook	Glencoe/McGraw-Hill	2001
Science	9780132013529	Biology	Textbook	Pearson	2009
Science	9780131356917	Biology: AP Edition	Textbook	Pearson	2009
Science	9780131355668	Biology: Concepts and Connections	Textbook	Pearson	2009
Science	9780983239604	Biotechnology: A Laboratory Skills Course	Textbook	Bio-Rad Laboratories	2013
Science	9780132013048	Chemistry	Textbook	Pearson	2007
Science	9781133611097	Chemistry - (IB)	Textbook	Cengage Learning	2013
Science	9780495114505	Chemistry and Chemical Reactivity	Textbook	Cengage Learning	2007
Science	9780840048288	Chemistry and Chemical Reactivity - Eighth Edition	Textbook	Cengage Learning	2007
Science	9780805390384	Conceptual Integrated Science	Textbook	Pearson	2008
Science	9780133647495	Conceptual Physics	Textbook	Pearson	2009
Science	9780130815668	Earth Science	Textbook	Pearson	2002
Science	9780078215919	Earth Science: Geology, the Environment, and the Universe	Textbook	Glencoe/McGraw-Hill	2002
Science	9780030781360	Environmental Science	Textbook	Houghton Mifflin Harcourt	2009
Science	9780470520338	Environmental Science: Earth as a Living Planet	Textbook	Wiley	2012
Science	9780495106197	Essentials of College Physics	Textbook	Cengage Learning	2008
Science	9780471741534	Foundations of College Chemistry	Textbook	Wiley	2007
Science	9780133968224	Human Anatomy and Physiology	Textbook	Pearson	2016
Science	9780030646140	Lifetime Health	Textbook	Houghton Mifflin Harcourt	2006
Science	9780495556718	Living in the Environment	Textbook	Cengage Learning	2009
Science	9781464113079	Myers' Psychology for AP	Textbook	Bedford, Freeman, and Worth	2016
Science	9780521138215	Physics for the IB Diploma	Textbook	Cambridge University Press	2009
Science	9781429233262	Thinking About Psychology	Textbook	Bedford, Freeman, and Worth	2016

Foreign Language

Chinese	9781622911332	Integrated Chinese Simplified Characters 1 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9781622911325	Integrated Chinese Traditional Characters 1 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9781622911394	Integrated Chinese Simplified Characters 2 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9781622911387	Integrated Chinese Traditional Characters 2 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9781622911592	Integrated Chinese Simplified and Traditional Characters 3 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9781622911509	Integrated Chinese Simplified and Traditional Characters 4 Textbook 4th edition	Textbook	Cheng and Tsui	2019
Chinese	9780887274350	Masterwork's Chinese Companion	Textbook	Cheng and Tsui	2019
Chinese	9781876739065	Nǐ Hǎo 1 - Chinese Language Course Introductory Level	Textbook	Cheng and Tsui	2019
Chinese	9780887273636	Nǐ Hǎo 1 - Textbook an Introduction to Chinese Introductory Level - Traditional Character Edition	Textbook	Cheng and Tsui	2019
Chinese	9781876739485	Nǐ Hǎo 2 - Chinese Language Course Elementary Level	Textbook	Cheng and Tsui	2019
Chinese	9780887274855	Nǐ Hǎo 2 - Textbook Elementary Level - Traditional Character Edition	Textbook	Cheng and Tsui	2019
French	9781938026874	Apprenons	Textbook	Wayside	2017
French	9780547871790	Bien dit! 1	Textbook	Houghton Mifflin Harcourt	2016
French	9780547871677	Bien dit! 2	Textbook	Houghton Mifflin Harcourt	2016
French	9780547871691	Bien dit! 3	Textbook	Houghton Mifflin Harcourt	2016
French	9781447980599	Francais B - Livre de l'etudiant	Textbook	Pearson	2017
French	9780198390060	IB French B Course Book: Oxford IB Diploma Program	Textbook	Oxford University Press	2017
French	1626808139	Imaginez	Textbook	Vista Higher Learning	2017
Japanese	9781622910564	Adventures in Japanese 1	Textbook	Cheng and Tsui	2018
Japanese	9781622910663	Adventures in Japanese 2	Textbook	Cheng and Tsui	2018
Japanese	9781622910700	Adventures in Japanese 3	Textbook	Cheng and Tsui	2018
Japanese	9781622911950	できる！ - Dekiru! An AP Japanese Preparation Course	Textbook	Cheng and Tsui	2018
Spanish	9781938026232	Azulejo	Textbook	Wayside Publishing	2012
Spanish	9780544861237	Avancemos! 3	Textbook	Houghton Mifflin Harcourt	2017
Spanish	544861248	Avancemos! 4	Textbook	Houghton Mifflin Harcourt	2017
Spanish	9780133693744	Ecuentros Maravillosos	Textbook	Pearson	2017
Spanish	9780133199659	Realidades 1	Textbook	Pearson	2015
Spanish	9780133199666	Realidades 2	Textbook	Pearson	2015
Spanish	9781618572226	Temas	Textbook	Vista Higher Learning	2017
Spanish	9780357426142	Album - Cuentos del mundo hispánico	Textbook	Cengage Learning	2019
Spanish	9780357426081	El Mundo Hispano 21 - español para el siglo 21 - Curso Intermedio	Textbook	Cengage Learning	2019
Sign Language	9781881133209	Master ASL! - Level One	Textbook	Sign Media Inc.	2018
Sign Language	9781882872992	ASL Grammatical Aspects: Comparative Translations	Textbook	Sign Enhancers Inc.	2019

Attachment D

Textbook and Instructional Materials Sufficiency

Sufficiency of textbooks and instructional materials at all school sites is maintained through Business Support Services. All school sites utilize the Follett system to manage and track their textbook assets. This system has the ability to check out textbooks, facilitate the Williams reporting process, and view textbook inventory (site and district-wide). All textbook requests are placed through the Follett system and fulfilled through the central process at the district textbook warehouse. If the textbook is not available in the textbook warehouse, unused copies are located at another school site through the Follett system by comparing class enrollment to the site inventory of the associated textbook. Minimal quantities of textbooks are kept in stock in the warehouse.

Charter schools are not required to participate in the Williams requirements.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **G-4**

MEETING DATE: **09/22/2020**

SUBJECT: Learning Continuity and Attendance Plan

DEPARTMENT: Division of Teaching and Learning

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

ACTION REQUESTED:
The superintendent is recommending that the board adopt the San Juan Unified School District Learning Continuity and Attendance Plan.

RATIONALE/BACKGROUND:
Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020-2021 school year and that the California Department of Education shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators.

For the 2020-2021 school year SB 98 establishes California Education Code section 43509 and the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan replaces the LCAP for the 2020-2021 school year and answers the need for the Local Education Agencies to formally plan to return to school in the midst of the COVID-19 crisis. The Learning Continuity and Attendance Plan is intended to balance the needs of all stakeholders, including educators, parents, students and community through transparent communication and stakeholder feedback.

The Learning Continuity and Attendance Plan adoption timeline of September 30, 2020 is intended to ensure the plan is completed in the beginning of the 2020-2021 school year. This plan includes details for in-person instruction, according to health guidance, and distance learning, while providing critical opportunities for stakeholder engagement.

Key areas of focus in the plan are:

- addressing gaps in learning
- conducting meaningful stakeholder engagement
- maintaining transparency
- addressing the needs of unduplicated pupils
- providing access to necessary devices and connectivity for distance learning
- providing resources and supports to address student and staff mental and social emotional well-being

ATTACHMENT(S):
A: 2020-2021 Learning Continuity and Attendance Plan Report

BOARD COMMITTEE ACTION/COMMENT:
LCAP Parent Advisory Committee: 08/27/2020
District English Learner Advisory Committee: 08/27/2020
Curriculum, Standards, Instructional & Student Services Committee: 09/16/2020

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 08/31/2020, 09/14/2020
Board of Education: 09/08/2020 (Discussion/Public Hearing)

FISCAL IMPACT:
Current Budget: $36,478,187 LCFF Supplemental
Additional Budget: $8,880,037
Funding Source: Various, including COVID Relief Funds
Current Year Only ■ On-going ☐

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

PREPARED BY: Lisa Borrego, Director, Family Engagement and Partnership Development LB
Kristan Schnepp, Senior Director, Professional Learning and Innovation KS

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

Learning Continuity and Attendance Plan Template (2020–2021)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Unified School District	Kristan Schnepp, Senior Director Professional Learning and Innovation	**Kschnepp@sanjuan.edu** 916-971-7364

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The unprecedented COVID-19 pandemic and resulting school closures in March 2020, have impacted the entire San Juan Unified School District (SJUSD) community including students, teachers, and families. The unexpected closure of schools has caused far-reaching consequences including the educational, physical, and emotional needs of our students. Students and their families face many every-day challenges due to this pandemic such as food insecurity, access to childcare, housing, healthcare, and digital learning. Students and their families have also been impacted by the physical separation from targeted supports and services that are typically provided in person, including many services for English learners (EL), foster youth (FY), homeless youth, and students with disabilities (SWD). Due to the physical and social separation from the classroom and community, increased isolation and disconnection have resulted.

Valuing diversity and excellence, San Juan Unified School District's mission is to empower all in our inclusive learning community to contribute and thrive in a radically evolving world. Our shared values include, inclusivity, real-world knowledge, voice, social and emotional intelligence, and perseverance. Through policies, practices, programs, and decisions, SJUSD will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through the continuous improvement of intentional collaborative efforts that are focused on the following:

1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our schools have to offer.

2. Healthy Environments for Social-Emotional Growth: Staff will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

3. Engaging Academic Programs: Staff educators will engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

SJUSD serves the communities of Arden-Arcade, Carmichael, Citrus Heights, Fair Oaks, Gold River, and Orangevale. Within the district are diverse groups of students including a growing Hispanic/Latino population and a significant number of refugees and immigrant students who speak Spanish, Russian, Arabic, Farsi, Dari, Pashto, Ukrainian and many other languages. Approximately half of our students qualify for low-income services and are enrolled at every school campus throughout the district.

As of August 21, 2020, there are 39,297 students enrolled and attending 66 schools in a district that covers 75 square miles. 747 of enrolled students have opted to attend the home school program and 426 students attend the district El Sereno Independent Study Program (ISP). Our diverse student population includes 46.7% low-income students, 9.6% students with disabilities, 4.6% homeless, 0.5% FY, and 16.3% EL. Our EL speak Spanish (10.6%), Dari (4.0%), Arabic (2.0%), Pashto (2.1%), Russian (1.9%), Ukrainian (1.0%), Farsi (1.3%), and other languages (4.3%) with 72.4% of our students speaking English. By ethnicity, San Juan students are Hispanic/Latino (25.5%), African American (9.1%), Asian (10.0%), Filipino (1.1%), Pacific Islander (0.9%), American Indian and Alaskan Native (0.8%), white (52.4%) with 0.2% not reported.

In developing the Learning Continuity and Attendance Plan, SJUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include low-income, English language learners, foster and homeless youth, and students with disabilities.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

SJUSD is committed to ensuring the voices of students, staff, families and community members and is infused into the planning, implementation and evaluation of how education is delivered to our 39,000+ students. Since late May, SJUSD has engaged in ongoing efforts and feedback loops to solicit stakeholder feedback to inform the district's service delivery of distance learning and educational supports that also helped to inform the district Reopening Plan and the Learning Continuity and Attendance Plan. In May, the district asked parents/guardians to provide feedback on their student's experience with distance learning and possible options for the 2020-2021 school year. The survey was available in English, Spanish, Farsi, Dari, Pashto, Ukrainian, and Russian and was posted on our district website, social media platforms, and on individual school websites; due to school closures, we were unable to post a hard copy of this survey at the school sites. A hard copy was made available by request at the district office. More than 9,000 individuals responded to share what worked with distance learning and what could be improved. Responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning at various grade levels. Overall, 47% of

participants were very or moderately satisfied, with 53% of participants reporting slightly to not satisfied with the distance learning experience. Results were shared at the June 9, 2020, board meeting and detailed results can be found on the Community Relations page of the district's website.

In addition, the district conducted a Thoughtexchange that engaged more than 3,700 students, families, staff and community members to share hopes and concerns for what the fall of 2020 may hold. The results are being used by district staff to help guide decision making as we examine the best path forward to meet the needs of students for the 2020-2021 school year. This Thoughtexchange was available in English, Spanish, Farsi, Dari, Pashto, Ukrainian, and Russian and was posted on our district website, social media platforms, and on individual school websites; due to school closures, we were unable to post a hard copy of this survey at the school sites. A hard copy was made available by request at the district office. Overall results of the Thoughtexchange revealed individuals were concerned about budget, distance learning equity, achievement gaps, and health and safety. Results were shared at the June 9, 2020, board meeting and detailed results can be found on the Community Relations page of the district's website.

Stakeholder meetings were held with parents of students with disabilities and students with disabilities shortly after schools closed due to COVID-19. The Special Education Community Advisory Committee (CAC) for parents offered an opportunity for families to share feedback and concerns with loss of learning related to their student's success. There were also parent feedback meetings held to discuss the success and challenges for parents as their students transitioned into distance learning. Additionally, a special education workgroup was assembled to address the needs of moderate/severe students with disabilities in early March to begin developing a plan for student support. All of this information was used as feedback in the development and creation of support and instructional service delivery models for students whether hybrid-learning or in-person learning.

Ongoing collaboration has taken place with labor groups, like San Juan Teachers Association (SJTA), San Juan Professional Educators Coalition (SJPEC), San Juan Administrators Association (SJAA), California School Employees Association (CSEA), and Teamsters, to provide input, feedback and be part of the development and co-creation of actions and services reported in the Learning Continuity Plan. In preparation for the fall, meetings took place weekly with SJTA to prioritize and co-create mutual agreements and expectations for both in-person and distance learning.

Beginning in August and continuing through early September, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan. Engagement of stakeholders included the presentation and solicitation of specific input to inform plan improvements. Meetings were held via the Zoom platform which provided both computer and phone-in access options. Language translators were utilized for non-English speaking participants. Staff made one-on-one personal phone calls to non-English speaking participants and to participants who may not have internet access. On August 27, 2020, both DELAC and LCAP PAC held separate meetings to review and provide comments on the district's Learning Continuity and Attendance Plan. The district superintendent provided a written response to this information on September 4, 2020.

These groups included:

- District English Language Advisory Committee (DELAC) - August 27, 2020, virtual meeting
- Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) - August 27, 2020, virtual meeting

- Foster youth student focus groups- August 27, 2020, virtual meeting
- Parent Groups - African-American and Spanish speaking families – September, 2020, 1:1 phone call questionnaire
- Parent Groups - Refugee/newcomers – August, 2020, 1:1 phone call questionnaire
- Special Education Community Advisory Committee (CAC) - September 1, 2020, virtual meeting
- Superintendent's Student Advisory Council (SSAC) - September 1, 2020, questionnaire
- Students with a Voice/Youth Voice Advocates – September 2, 2020, virtual meeting

The district's efforts to engage stakeholders to provide input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform the plan's development. From the Distance Learning and New Year Family survey in May, through the multiple engagement opportunities throughout August and early September, SJUSD gained a tremendous amount of stakeholder feedback prior to engaging in plan revisions leading up to the public hearing, and following the public hearing that took place on September 8.

Key themes we heard from stakeholders through the May survey and Thoughtexchange were:

- Reduce variability
    - Stakeholder feedback revealed the need for regular, consistent and structured opportunities for synchronous and asynchronous instruction
    - Common learning management platform to access the virtual classroom
    - Improve safety nets
    - Daily participation tracking system
    - Structured safety net protocol and action plan designed and implemented at each school to identify and respond to attendance, academic and social emotional needs
- Strengthen home to school connections
    - Regular, consistent and structured opportunities for students to connect with their teachers, support staff and peers
    - Frequent and meaningful opportunities for stakeholders to provide feedback, ask questions and give input
- Support practitioner implementation
    - Encourage and support narrowing scope and focus
    - Professional development and instructional resources to shift instructional practice

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholder listening sessions, the public hearing, and the plan's adoption meeting were held via Zoom enabling remote participation by members and, where applicable, members of the public. The Zoom platform provides both computer and phone-in access options. Language translators were utilized for non-English speaking participants when required. In addition, parents and students were contacted by staff and one-to-one interviews were conducted with parents and students that may not have internet access. Targeted outreach to our parents and students who speak languages other than English was a significant consideration when conducting the one-to-one phone interviews.

To ensure broad stakeholder input, a draft of the Learning Continuity and Attendance Plan was posted on the district website along with links to a questionnaire. The questionnaire was translated into multiple languages. The Learning Continuity and Attendance Plan was also publicized on the district's social media platforms and was shared with various stakeholder groups who helped inform this report.

The Learning Continuity and Attendance Plan was posted for comment on the district website and a physical copy was placed at the SJUSD front office for public viewing and comment 72 hours prior to the September 8 public hearing. The Learning Continuity and Attendance Plan was posted for comment on the district website and a physical copy was placed at the SJUSD front office for public viewing and comment 72 hours prior to the September 22 plan adoption hearing.

[A summary of the feedback provided by specific stakeholder groups.]

Results from the May, 2020, Distance Learning and New Year Family Survey are below:

Findings from the parent/caregiver survey included:

- 42% of respondents reported their students spent, on average, 3-4 hours on schoolwork in the distance learning model
- 38% of respondents shared they spent 1-2 hours per day supporting their students learning in the distance learning model
- 53% of participants reported they were slightly or not satisfied with their school's distance learning model
- 54% of participants shared they were moderately to very confident in supporting their students learning at home
- 44% of participants reported one of the greatest challenges for their students was receiving assignments that were unclear
- 73% of respondents reported using Google Classroom as very to moderately successful for their student
- 62% of participants reported using Zoom meetings as very to moderately successful for their student
- 67% of respondents felt it was easy to connect with individual teachers when needed
- 50% of participants reported they were not aware or slightly aware of what student supports are currently available and how to access them
- 41% of participants reported their students were struggling or not coping well with school closing and COVID-19 pandemic

In addition, a survey was administered to our teachers, in collaboration with SJTA, during distance learning in spring to gain their feedback on the experience they had and what would assist moving into the 2020-2021 school year.

Findings from the teacher survey included:

- 73% of respondents reported feeling comfortable or extremely comfortable developing and delivering content online
- 56% of participants shared feeling comfortable or extremely comfortable engaging their students in the content
- 64% of respondents felt technology training was helpful or extremely helpful during distance learning
- 44% of participants felt curriculum training was helpful or extremely helpful during distance learning
- 58% of respondents reported they would like more training on engagement strategies for students
- 29% of participants shared they would like more training and support on creating lessons for distance learning
- 26% of respondents reported they would like more training and support on distance learning delivery systems like Google Classroom or Seesaw

Thoughtexchange, which is an online platform that allows groups to come together and have conversations about important topics or questions that exist for a community was conducted in late May. In this case, the Thoughtexchange was focused on students, parents/guardians, families, staff members and community and what their hopes and concerns were for the 2020-2021 school year. More than 3,700 responded to share their thoughts or rate the ideas shared by others. The results were used along with other qualitative and quantitative data to help guide decision making for reopening plans for the 2020-2021 school year.

Findings from the Thoughtexchange are below:

- **Budget** - Thoughts in this theme involved concerns about the district's budget. Sub-themes include:
    - Staff layoffs, furloughs and job security
    - Reduction of support programs
- **Distance learning roadblocks -** This theme includes specific roadblocks to successful distance learning. Sub-themes include:
    - Increased workload/homework through distance learning (versus through traditional school)
    - Challenges from use of multiple platforms
    - Issues with technology and/or software
    - Difficulties communicating with teachers
- **Distance learning quality** - Thoughts in this theme involved concerns about the quality of learning through distance learning methods. Sub-themes include:
    - Lack of social interaction
    - Lack of structure in school day
    - Inability for hands-on learning
- **Equity/achievement gaps -** This theme included concerns about equity and achievement gaps among student groups. Sub-themes include:
    - Lack of parent support at home
    - Digital divide
    - Language barriers
- **Health and safety concerns** - By far the largest theme in terms of the number of thoughts, health and safety concerns about returning to school campuses in the fall were top of mind for participants. Sub-themes include:
    - Returning to school campuses only when safe to do so to avoid the spread of COVID-19
    - Availability and use of personal protective equipment (PPE), face coverings, soap/water and sanitizer upon reopening campuses
    - Concerns about the cleanliness of facilities and restocking of cleaning supplies
    - The need and importance of maintaining social distancing when returning to campus
    - The need to update sick policies for both students and staff
- **Helping teachers be effective** - Thoughts in this theme involved how to help teachers be more effective in their roles, both through distance learning and on campus. Sub-themes include:
    - Providing time for lesson planning and collaboration
    - Providing professional learning if distance learning is to continue

    - District providing guidelines and standards around distance learning, and roles of teachers if reopening campuses
    - Involving teachers in any decision-making processes
- **Multiple format options -** This theme consists of thoughts around providing multiple learning format options for the 2020-2021 school year so that parents have a choice. Sub-themes include:
    - Providing families with an option of either on-campus learning or distance learning
    - Providing a hybrid model of certain days on-campus and certain days of distance learning
- **Return to normal -** This theme involves thoughts from participants that want next school year to return to normal. Participants expressed the desire to return to the regular school format.
- **Social connection and mental health** - This theme involved thoughts centered around the importance of social connection and the need for mental health support for students and staff. Sub-themes include:
    - Lack of social interaction through distance learning
    - The desire of students to return to school to see friends
    - The need for increased mental health and social emotional support for students and staff
- **SPED support -** Thoughts following under this theme centered around the need of increased support for students receiving special education services. Sub-themes include:
    - Concerns about students with an Individual Education Program (IEP) falling behind
    - Special education students not having access or resources to support services
- **Sports/electives/extracurricular activities** - Thoughts in this theme involved the desire to resume outside of the classroom activities next school year. Sub-themes include:
    - Sports
    - Elective classes (such as band, choir, etc.)
    - Extracurricular activities (such as clubs, dances, field trips, etc.)

The Community Advisory Committee (CAC) for Special Education shared the following as important to supporting students with disabilities:

- Need for tutorials to help them support their students with instruction
- Examples of instructional activities that they can do at home with their child
- Parent training on how to use/access technology
- How to track their student's progress in the distance learning environment

In addition, it was also noted that there were parents concerned that distance learning would not be successful for students with severe disabilities. Additionally, a special education workgroup was assembled to address the needs of moderate/severe students with disabilities in early March to begin developing a plan for student support.

Below are some of the items they identified as important:

- Structured communications with families
- Outreach to families to see if they have any immediate needs like access to devices, community resources, or are experiencing food insecurity

- Coordinated service delivery in the area of mental health and therapy services, like teletherapy
- Consistent platforms to deliver instruction to students (i.e. - Google Classroom, SeeSaw)
- Best practices for distance learning instruction that can be shared with special education teachers, instructional assistants who are supporting students with disabilities
- Centralized location for resources to provide to families and students (videos, Zoom, YouTube videos and lessons for students to work on at home)

There were parents of students with disabilities feedback meetings held at the end of last school year to obtain more information about what parents needed and what they would like to see improved as we moved into the 2020-2021 school year. Some of those recommendations are listed below:

- Upgraded laptops, Chromebooks worked inconsistently, often needed to replace cords, disrupted student learning
- Chromebook would not support software that was being used - made difficult for students to access curriculum
- Develop a parent to parent network of support
- Coordinated activities that could include physical therapy, occupational therapy, speech and behavior support for a student who was receiving these services
- Additional training for instructional assistants to reach out to parents and provide support
- Request to bring students with moderate/severe disabilities back into small groups in the physical classroom

In August and September 2020, meetings were held with various stakeholder groups throughout the district to enhance the stakeholder engagement process. These listening sessions provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving the 2020-2021 school year. Key themes that emerged across the various stakeholder groups include:

District English Language Advisory Committee (DELAC): 8/27/20 meeting:

- Need to make sure schools are safe when returning to in-person instruction, includes following safety protocols
- Need assistance with school supplies including printer ink, headphones for computers
- Consider sending ELD textbooks/materials home with student - not everything should be on computer
- Send home paper packets for students to work on
- Struggling with WiFi and connectivity when there are multiple students at home during distance learning
- Parents would like teachers to spend more time with students virtually - small groups, 1:1 when possible

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC): 8/27/20 meeting:

- Students need consistent communications from teachers regarding classroom expectations, assignments, and due dates
- Both parents and students feel frustrated with Chromebooks/computers, internet connectivity and Zoom crashing
- Students are struggling with the feeling of isolation and lack of connectivity with peers
- Parents would like technology support guidance and academic support guidance to better assist their students in distance learning
- Textbooks are not being used. Consider having students work from textbooks and packets

- Parents would like access to additional tech accessories (earbuds, headphones, cords, vision-impaired devices) so they do not have to purchase them

Foster youth students: 8/27/20 listening session:

- The need for a support system or person to connect with at school
- Good communication with teachers to help with challenging subjects or assignments
- More opportunities to socialize with students to help reduce stress and make peer connections (i.e. clubs)
- Having caring teachers and someone to talk to on campus
- Need tutoring and additional time with teachers
- Additional technology accessories like headphones when on computer during distance learning
- Need for more reliable technology devices (current devices are inconsistent)
- Students are struggling to stay engaged in the distance learning environment
- There is a need for more real time feedback from teachers

Superintendent Student Advisory Committee: 8/27/20 listening session:

- Need for shortened zoom class screen time and more independent work time to reduce burnout
- Better classroom management in regards to assignment deadlines, platform management, utilizing textbooks and teacher communications
- Technology issues (zoom crashing, mics not working)
- Need for counseling support to reduce feelings of isolation due to lack of peer interaction and lack of school group clubs/activities

Refugee/Newcomer Students: 08/31/2020 1:1 interviews:

- Need Bilingual Instructional Aides (BIAs), translated materials, 1:1 support, English language support
- Better internet connectivity and more hotspots
- Distance learning presents challenges as students learn more when surrounded by peers, both English-speaking and non-English speaking. Impacts students' emotional well-being

Students with a Voice/Youth Voice Advocates: 9/02/2020 listening session:

- Classroom management needs: teachers need to demonstrate flexibility, consistency, organization, and clear expectations. Students need tutoring and teacher support
- Need for tech support when the portal crashes or students are locked out of Google Classroom
- Concerns regarding being marked "absent" when students can not access their classes due to technology issues
- Need for timely counselor support as counselors are not replying to students in a timely manner or not at all

Spanish-speaking parent group: 8/26/20 listening session:

- More classroom support for students (small groups, 1:1) from teachers
- Technology issues (logging onto Zoom, Wi-Fi connectivity)

- Need for increased communication between home and school
- More family education classes on technology to help students at home

1:1 Interviews with parents of students with disabilities:

- Better home/school communication
- Teacher support on classroom assignments (clearer explanations, better directions)
- Mental health strategies to deal with stress and anxiety
- Clearer expectations around IEP's and how they are supported

Low-Income and English Learner Parents:

- Better home/school communication
- More English language development (ELD) information for students (supplemental materials, hard copy packets, etc.) to have at home
- More classroom support by teacher with clearer instructions for students/parents

Refugee and Newcomer parents: 08/31/2020 1:1 interviews:

- Need students back in the classroom – distance learning is too difficult
- Parents and students need training on technology including Zoom support, computer use, internet connectivity
- Students need working computers/chromebooks, working mics, and headphones
- More academic support including tutoring, lesson translation, recorded Zoom classes, and Bilingual Instructional Assistants (BIAs)

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The specific stakeholder feedback received from May through early September significantly influenced the Learning Continuity and Attendance Plan.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

SJUSD instructional models are built on a continuum to provide flexibility in responding to local health orders and guidance related to the COVID-19 pandemic. A modified in-person learning model will be implemented when local health orders and guidance allow and

will include a combination of in-person and remote learning instruction to allow for physical distancing in classrooms and on campuses. Current planning efforts have identified two days of in-person learning matched with three days of remote learning each week for general education through mild/moderate special education. Moderate/severe special education will receive four days of in-person learning and one day of remote learning each week. In-person learning refers to the days a student is physically present on campus and is engaged in the classroom, while remote learning refers to the learning that takes place off-campus and may include new learning, review of previous learning, assessment 'of' and 'for' learning.

In order to meet the health and safety guidelines, students will have scheduled time throughout the day for handwashing. The district will provide protocols for: health screening, personal PPE, sanitation and cleaning, protocols to follow when a child or staff becomes ill on campus, and communication for school closures. In addition, San Juan has created protocols for physical distancing (6 feet of space between individuals). As we prepare to open in a modified in-person format, staff will make plans for physical distancing within passing periods, recess, breakfast, lunch and during student drop-off and pick-up.

To allow for physical distancing within classrooms and across the campus, San Juan will break students into cohorts within the modified in-person model**.** Students will be grouped into two cohorts (A and B) with cohort A attending classes Monday and Tuesday and cohort B attending classes Thursday and Friday. Students receiving support on Wednesday will be grouped by their cohort (groups A and B) to the greatest extent possible. Schools will establish protocols for passing periods, lunch and drop-off/pick-up to reduce contacts and potential spread of virus. In order to support families, the district has an interest in scheduling siblings to attend on the same days and is working on a protocol for the TK-12 system. Due to existing lower ratios in our moderate/severe special education programs, the district is establishing the necessary protocols for each classroom to operate as its own cohort so that in-person instruction may be provided four days a week, M/T/Th/F.

San Juan recognizes the need to support the whole child. Key strategies for consideration include focusing on ways to build relationships and create safe classroom culture. This includes creating welcoming environments in order to meet the needs of all students by using culturally responsive practices, language support and support for students with disabilities.

Teachers will take attendance of students who are virtually and physically present in class.

The tentative in-person model is outlined below and is pending negotiations with labor groups.

Monday/Tuesday or Thursday/Friday:

- ½ School attend in-person classes, for a full day
    - Students organized in cohorts (A and B) and practice physical distancing to the greatest extent:
        - Cohort A will attend in-person Monday and Tuesday and will attend remotely Wednesday, Thursday and Friday
        - Cohort B will attend in-person Thursday and Friday and will attend remotely Monday, Tuesday and Wednesday
        - Siblings K-12 will default to attend on the same days (M/T or Th/F)
    - Teachers are encouraged to consider providing direct instruction/lecture via asynchronous platform (does not need to be in person) leaving classroom (synchronous) time to be used for:
        - Labs, group work, re-teaching, hands-on activities

        - Utilize essential standards guidelines
        - Social-emotional learning (SEL)
        - Specialized support services (Speech, Occupational Therapy (OT), Adapted Physical Education (APE), Resource Specialist Program (RSP), etc.)
        - English language development (ELD)
        - Intervention/acceleration
        - Assessment ‘of’ and ‘for’ learning
        - Daily live interaction (optional class labs/tutoring/group office hours)

Wednesday:

- Custodial:
    - Deep clean of school between cohorts A and B
- Certificated practitioner:
    - Provide daily live interaction (e.g. class meeting, class check-in, learning labs, tutoring, group office hours)
    - Classroom teacher planning/prep
    - Grading/assessments
    - Office hours for:
        - Drop in content specific support/tutoring
        - Student supports for targeted groups (ELD, Low Socioeconomic (SES), FY, Homeless, SWD)
    - Communicating with students and families
    - Additional student supports:
        - Small group intervention
        - Practice and review
        - SEL
        - Intervention/acceleration/additional ELD support
        - Individual Educational Plan (IEP) case management
- Certificated Support Staff (Counselors, Nurses, Librarians, Speech Language Pathologists, Mental Health Therapists, Educationally Related Mental Health Workers, Social Workers, Psychologists, etc.):
    - Outreach and follow-up
    - Student supports for targeted groups (ELD, Low SES, FY, Homeless, SWD)
    - Small group intervention
    - Support services (ELD, social-emotional/counseling)
    - Multi-tiered system of support (MTSS) services
    - SEL
    - Intervention/acceleration/additional ELD support
    - IEP case management
- Classified Support Staff (Instructional Assistants, Intermediate Clerk Typists, Media Technicians, Secretaries, Attendance Clerks, Counseling Office Secretaries, Campus Monitors, Controllers, etc.):

    - Connecting families to school
    - Classroom teacher planning/prep support
    - Grading/assessments
    - Office hours for:
        - Drop in content specific support/tutoring
        - Student supports for targeted groups (ELD, Low SES, FY, Homeless, SWD)
    - Communicating with students and families
    - Small group intervention
    - Practice and review
    - SEL supports
    - Intervention/acceleration/additional ELD supports
    - IEP case management support
- Professional Learning and Supports
    - Four hours per month (1 hour per week) total for staff collaboration and professional development staff to be determined by the Site Leadership Team based on consultation with the staff

Regardless of what learning model SJUSD is implementing (distance learning, modified in-person, full in-person), during the first nine weeks of school, teachers will administer assessments in order to identify students who have experienced significant learning loss. These assessments will help inform teachers on their students' current learning status in English language arts (ELA), mathematics and ELD standards. (Details for San Juan's assessment plan can be found in the Pupil Loss Of Learning section of this plan). The results of these assessments will help determine what interventions and support will be provided to all students performing below grade level. In addition to assessments, student progress monitoring will occur for both ELA, ELD and math in grades TK-12 using classroom formative and summative assessments to determine which students are continuing to struggle with concepts and may be in need of additional support. Instructional resources such iReady, IXL, ELLevation, and APEX have assessments that will allow teachers to regularly assess student progress. The district will monitor progress through progress reports and report card grades.

English language learners with experienced learning loss will be offered classroom-based instruction to remediate learning loss through the following actions:

- Teach designated and integrated ELD with established student progress expectations, using core adopted textbooks and other instructional materials
- Communicate student progress to families and appropriate staff in home language to the extent possible
- Assess students enrolled annually on English learner proficiency exam
- Work with administration, counselors and SPED staff to monitor and communicate the academic progress of EL students and dual identified students; recommend level changes and reclassification as appropriate
- Collaborate with administrators to coordinate ELAC meetings
- Using learning loss data, provide additional interventions and enrichment as available

- At both the elementary and secondary levels, there is access to supplemental materials that are common core aligned even for students at the early language proficiency levels that require intensive ELD support. Sites may make other requests to the central office as well as utilize site Local Control Funding Formula (LCFF) funding to purchase specific items.
- Bilingual instructional assistants (BIAs) provide direct support services to students under the supervision of a teacher; such as helping ELs understand tasks and restating directions in primary language as well as outreach to families and provide support at the site level
- Centralized interpreters translate and/or interpret both oral and written materials for parents and school site staff
- ELLevation program to organize EL student data, support reclassification meetings, monitor for early alerts and support instructional planning for multilingual students

Low-income students with experienced learning loss will be offered classroom-based instruction to remediate learning loss through the following actions:

- Summer intervention and re-teaching programs
- Before and after school tutoring through small group targeted instruction
- Intersession and Saturday School, if there is sufficient expressed interest

Foster youth students with experienced learning loss will be offered classroom-based instruction to remediate learning loss through the following actions:

- Provide differentiation and small group instruction within the classroom setting utilizing the classroom teacher and other certificated or classified support staff
- Summer school intervention, reteaching and credit recovery classes
- Provide one on one tutoring for students who have identified gaps
- Provide additional academic counseling to secondary students to get them on-track for graduation
- Support transitions for FY by providing alternative education programs and preparing students for comprehensive high schools
- Collaborate with County Independent Living Program to transition FY into extended foster care

Students with Disabilities with experienced learning loss will be offered classroom-based instruction to remediate learning loss through the following actions:

- Ongoing progress monitoring on growth toward IEP goals
- Provide differentiation and small group instruction within the classroom setting utilizing the classroom teacher and other certificated or classified support staff
- Summer school intervention and credit recovery for students in high school
- Communicate student progress to families
- At both the elementary and secondary levels there is access to supplemental materials that are common core aligned to support differentiation
- Specialized instruction to mitigate learning loss and maintain skills for moderate/severe SWD
- Before and after school tutoring through small group targeted instruction, in person or virtual as appropriate

- In class differentiation through small group instruction, use of instructional assistants (IA), in person or virtual as appropriate and per IEP goals

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Purchase of safety supplies/PPE	$1,250,000	YES
Implemented COVID-19 specific safety training and protocols for all employees	No additional cost	NO
Summer program for eligible low-income students with emphasis on recovery from experienced learning loss	$500,000	YES
Before or after school tutoring for eligible students attending Title I sites (site Title I funds)	$500,000	YES
Small group instruction and support of instructional assistants at Title l sites	$750,000	YES
Intervention specialists to provide direct re-teaching, remediation and pre-teaching to mitigate learning gaps	$2,000,000	YES
Purchase of additional furniture for social distancing for lunch	$1,400,000	YES

Distance Learning Program

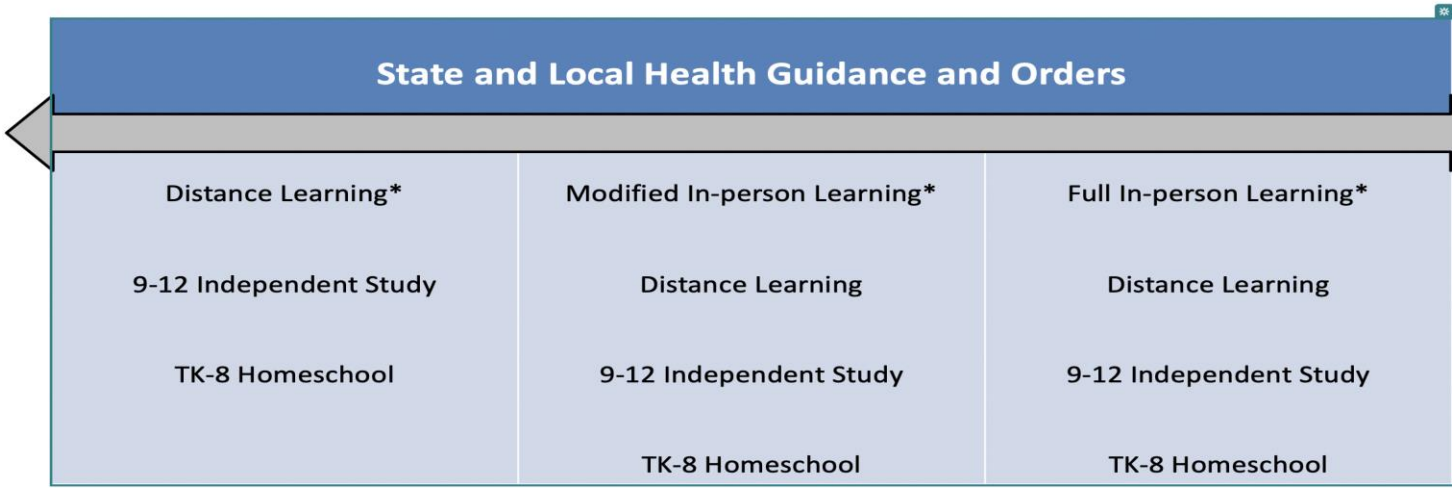
Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The COVID-19 pandemic has impacted our schools, students, families, staff members and community in ways never imagined. Making an unprecedented situation even more complex is the rapid change of pace for community health conditions, scientific understanding of the virus, and guidance from federal, state and local health officials. The district has developed specific protocols to help provide a safe learning environment on campuses including social distancing practices inside classrooms and common areas, enhanced cleaning procedures, extensive availability and use of PPE and plans should a possible COVID-19 exposure or positive case be reported among students or staff. Providing our students and families with high-quality instructional offerings that meet their individual needs in an

environment that is healthy, safe and engaging remains the district's focus. To that end, district and school staff have worked to develop a continuum of instructional models that provide families with multiple options as health guidance and orders change in response to local conditions.

Learning Model Continuum



The developed Learning Model Continuum offers three phases of instructional model menus for implementation as local health conditions improve. On the left side of the continuum, families will have the choice of strengthened distance learning, 9-12 ISP or TK-8 Homeschool during times when local health conditions do not support greater school openings.

- Distance Learning:
  - Building on experience from the spring of 2020, a strengthened distance learning model will provide daily live interaction between classroom teachers and students, instruction to meet state minute requirements, and benefit from a lesson bank developed over the summer by 80 of the district's most experienced teachers.
- TK-8 Homeschool:
  - The district has offered a successful homeschool option for several years with consistent waiting lists for enrollment. Under this model, capacity has been expanded in the program to accommodate growing family interest, offering parents/guardians who wish to lead their student's education with the support of a credentialed advisory teacher who provides parents/guardians with curriculum, pacing guidance and advice. In a homeschool program, the parent/guardian partners with the advisory teacher to create a customized educational plan for the student with the parent/guardian being responsible for planning lessons, delivering instruction, and grading assignments. The parent/guardian meets with the advisory teacher on a regular basis to review student work and assess academic progress, and the advisory teacher provides curriculum, resources, teaching tips, and educational advice

- 9-12 Independent Study Program (ISP):
    - Each high school will offer an ISP modeled after the district's existing program that has provided service to students for decades at El Sereno High School. Students are assigned a master teacher who helps guide their work, delivered primarily through online learning platforms. Students have the same district graduation guidelines and are required to complete 240 minutes of instruction per day. Students meet with their assigned master teacher once per week. Because students remain enrolled in their high school, they will be able to participate in athletics and extracurricular activities on campus. Students choosing the site-based ISP will be required to complete a minimum of one semester (traditional high school) or two terms (4x4 block high school) with both ending in December 2020. Independent Study FAQs Program Information

Moving towards the middle of the Learning Model Continuum, with state and local health guidance and orders allowing, families and students will have the opportunity to continue learning within the Distance Learning, TK-8 Homeschool or 9-12 ISP models, in addition to a modified in-person learning model as described within the previous section.

Towards the far-right side of the Learning Model Continuum, with state and local health guidance and orders allowing, families and students will have the opportunity to shift to a full, in-person learning model with the entire student body returning to campus and resuming a traditional in-person learning schedule with enhanced and expanded health precautions in place. Additionally, within this phase of the continuum, families and students may also continue learning within the Distance Learning, TK-8 Homeschool or 9-12 ISP models.

Instruction: The impacts of COVID-19 have been varied and significant for students and families. The need to provide not only quality instruction but social-emotional supports and opportunities for mental well-being have been demonstrated. Along the continuum, within each instructional model, new supports and efforts are embedded to build student connectedness and meet family needs.

In order to support practitioners in developing robust, online, culturally responsive lessons focused on social-emotional learning, lead practitioners selected essential standards guidelines, thus allowing teachers to focus on key standards (Essential Standards Process).

- Essential Standards (elementary)
- Essential Standards (MS)
- Essential Standards (HS)

Once essential standards were selected, 80 teachers were hired to create aligned lessons across content areas and grade levels (TK-12) using a consistent, vetted lesson plan and rubric. Prior to building the lessons the selected teachers engaged in professional development focused on a calibrated lesson plan template and student interfacing platform Distance Learning Lesson Modules. Embedded in these lessons are opportunities for teachers to support ELD students, SWD, as well as offer intervention and acceleration options. The lessons also include elements of social justice standards and highlight essential elements for System of Professional Growth (SPG). Due to the positive feedback from teachers who engaged in the distance learning lesson modules, the district invited any interested teachers to participate in the modules; over 600 teachers are engaging in the modules.

The Professional Learning and Innovation (PLI) team also conducted teacher surveys focused on technology resources and tools. As a result of this survey, PLI recommended purchasing technology resources such as Kami, Screencastify, Google Read & Write and Pear Deck. Instructional supplemental resources such as iReady, Apex, IXL, UCScout, Mystery Science and Labster will also aid teachers in delivering online learning.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Annually, parents and guardians of San Juan students complete emergency card information as a part of the district's re-enrollment process. This year the district embedded questions within the re-enrollment process to assess each student's access to an internet enabled device and internet service so that the district can determine the needs within the system. Utilizing this data, the technology team, in partnership with school sites and the Communication team, were able to gauge the number of approximate Chromebooks and cellular hotspots needed. In order to support all students with technology access, the district purchased 15,000 additional Chromebooks over the summer, and in August the district had 25,000 Chromebooks and 750 cellular hotspots in stock for deployment. Based on site data related to the re-enrollment process and spring utilization, the technology team deployed Chromebooks to each school site during the first week of August. To support our early learners, the district researched and spoke to early education practitioners to discover what technology needs were most appropriate, and as a result purchased touch enabled tablets and Chromebooks. These devices are expected to be available to students in late September.

The Office of Student Learning Assistance (OSLA) staff translated district communications, surveys and supporting materials to ensure language barriers did not prevent EL students and families from accessing critical information including computer distribution, distance learning training, and other resources available to lessen the impacts of school closures.

Each school site created a detailed technology distribution plan and communicated with families through a wide variety of methods including posting distribution schedules on both district and school websites, emailing and calling families, and using social media platforms such as Facebook and Instagram. In addition, bilingual instructional assistants and school community resource assistants were available to provide direct outreach to families in their home language and provide training and support to ensure students and families were able to access and use distance learning platforms and tools.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Full Distance Learning Model:
The district will provide a combination of daily synchronous and asynchronous learning activities to each student within the virtual classroom. Synchronous interactions will be conducted during school hours. Class size follows the current Collective Bargaining Agreement (CBA).

Elementary/K-8 Distance Learning Model:

Minimum daily instructional minutes are as follows:

- TK/Kindergarten: students receive a total of 180 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined).
    - Students receive a minimum of 45 minutes per day of synchronous instruction from their classroom teacher of record
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
    - Weekly schedule would include:
        - Specialty areas
        - Designated ELD
        - Intervention/differentiation
        - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch)
        - Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day
- 1-3 grades: students receive a total of 230 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined)
    - Students receive a minimum of 55 minutes per day of synchronous instruction from their classroom teacher of record
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
    - Weekly schedule would include:
        - Specialty areas
        - Designated ELD
        - Intervention/differentiation
        - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch)
        - Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day
- 4-6 grades (self-contained): students receive a total of 240 daily minutes of instruction (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined)
    - Students receive a minimum of 65 minutes per day of synchronous instruction from their classroom teacher of record
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
    - Weekly schedule would include:
        - Specialty areas
        - Designated ELD
        - Intervention/differentiation
        - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch)
        - Practitioners will need to collaborate to determine how to avoid exceeding the total time value minutes each day

- 6-8 grades (departmentalized): students receive a total of 240 daily minutes of instruction. Practitioners provide a pro rata share of the 240 daily minutes (total value of daily instructional minutes to be determined by time value of asynchronous assignments and time of synchronous instruction combined)
    - Students receive a minimum of 15 minutes per day of synchronous instruction for each course.
    - If a practitioner of cored classes chooses to combine synchronous minutes, students receive a minimum of 30 minutes of instruction delivered synchronously in the two classes
    - The teacher will create a consistent weekly schedule for the daily synchronous instruction to be shared with students (and families as appropriate)
    - Weekly schedule would include:
        - Specialty areas
        - Designated ELD
        - Intervention/differentiation
        - The total time value of asynchronous and synchronous time shall not exceed a traditional school day (excluding recess and lunch)
        - Practitioners will need to collaborate with each other to coordinate schedules and to determine how to avoid exceeding the total time value minutes each day

Common Elements within the Elementary/K-8 Distance Learning Model:

- Google Classroom (or Seesaw in grades TK-2) serves as a single-entry point
- Prioritizing relationship building with each student and between students to facilitate a safe and inclusive learning environment
- Integrated instruction for EL in the class
- 30 minutes of designated ELD time. Collaborate with colleagues to determine the best method to meet these minutes
- Special education services per each student's IEP. Collaborate with special education service providers to determine the best way to meet the IEP requirements
- 504 accommodations as determined by the student's 504 plan
- Specialty areas (music, art, physical education, etc.): Classroom teachers collaborate with specialists to provide services to students.
    - Note: Physical education is an important part of a comprehensive educational experience and should be provided. The required number of PE minutes per week has been waived by the state for 2020-2021
- Social-emotional and mental health services: Classroom teachers collaborate with social-emotional, and mental health staff to provide services to students
- Attendance
    - Track/monitor each student's **daily synchronous** participation and asynchronous assignment completion
    - Maintain a **weekly engagement** record for each student verifying daily participation and tracking assignments
    - Notify administration in the event that a student absence is unexpected or unexcused for three days
- Regularly communicate with parents and guardians regarding a student's academic progress
- Principals/administrators may attend synchronous sessions by coordinating pre-arranged times with a practitioner

- Site access: Members may choose to access their classrooms to either gather materials or conduct their distance learning instruction
- Additional distance learning resources can be found at the district's Distance Learning HUB

Secondary Distance Learning Model:

- Class size and contact maximums follow the current CBA.
- Secondary classroom teachers provide a combination of daily synchronous and asynchronous learning activities to a virtual class Minimum daily instructional minutes are as follows:
    - 6-12 grades (departmentalized) provide a pro rata share of 260-270 daily minutes (4x4 block, 7-period day and 6-period day) daily minutes. Total value of daily minutes to be determined by time value of asynchronous assignments and time of synchronous instruction
    - Students receive a minimum of 30 min per period per day of instruction delivered synchronously (excluding Wednesdays, 0 period classes, and 1st period classes on a 7-period schedule)
        - See schedules below for specific minimum synchronous requirements
        - Practitioners will collaborate to determine how to meet the minimum each day
- Track/monitor student's daily attendance in distance learning
    - If concerns related to student attendance arise notify site administration and certificated and classified support staff
- Track/monitor student's engagement in distance learning
    - Regularly communicate with parents and guardians regarding a student's engagement
- Provide integrated instruction for ELL in all classes
    - Collaborate with other certificated staff to provide needed supports including: academic intervention, ELD instruction, resource support, mental health and social-emotional supports

Common Elements within the Secondary Distance Learning Model:

- Structured start and end times that provides students scheduled synchronous engagement with practitioners
    - The first 15 minutes of each period will be synchronous
- Students receive a minimum of 30 min per period per day (excluding Wednesdays) of instruction delivered synchronously
    - 0 period students will receive their minimum 30 minutes of instruction delivered synchronously over the course of two days (excluding Wednesdays)
    - On 7-period schedules, 1st period students will receive their minimum 30 minutes of instruction delivered synchronously over the course of two days (excluding Wednesdays)
- Attendance
    - Track/monitor each student's daily synchronous participation and asynchronous assignment completion
    - Maintain a weekly engagement record for each student verifying daily participation and tracking assignments
- Google Classroom serves as a single-entry point for other learning platforms to be assigned to students at the discretion of the practitioner
- Practitioners will be available to students in real time for the duration of each class period

- 6-12 grades (departmentalized) provide a pro rata share of 260-270 daily minutes (4x4 block, 7-period day and 6-period day). Total value of daily minutes to be determined by time value of asynchronous assignments and time of synchronous instruction
    - Practitioners will collaborate to determine how to meet the minimum each day
- Prioritizing relationship building with each student and between students to facilitate a safe and inclusive learning environment Integrated instruction for ELL in the class
- Special education services per each student's IEP
    - Practitioners to collaborate with special education service providers to determine the best way to meet the IEP requirements
- 504 accommodations as determined by the student's 504 plan
- Embedded ELD Instruction
- IEP services based on goals
- Support center services
- Social-emotional and mental health services. Collaborate with social-emotional, and mental health staff to provide services to students
- Regular communication with parents and guardians regarding a student's academic progress
    - Members may use the MiCollab app (provided for use by the district) to mask their personal phone number if working from home
- Principals/administrators may attend synchronous sessions by coordinating pre-arranged times with a practitioner
- Site access: Members may choose to access their classrooms to either gather materials or conduct their distance learning instruction.
- Additional distance learning resources can be found at the district's Distance Learning HUB

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In the spring of 2020, approximately 80 staff worked in interdisciplinary, grade level teams consisting of SPED representatives, Teachers on Special Assignments (TOSAs), ELD specialists, administrators, and Early Childhood Education (ECE) staff to create professional learning opportunities and to collect and house resources for practitioners. The district created a web page titled The Hub to support distance learning. The HUB houses all of the professional development resources that have been created. Examples include training calendars, grade level Google Classroom collaboration spaces, technology training videos, curriculum training videos and drop-in support. The HUB houses the essential standards documents as well as the lessons (see access to curriculum section) that were developed over the summer for each grade level by content. Additional resources include support for SPED services, ELD, physical education (PE) and Visual and Performing Arts (VAPA) through distance learning. Professional development focused on supporting teachers with learning platforms. Based on teacher feedback and surveys, Google Classroom was selected as the single point of entry for students in grades 3-12. For grades TK-2, teachers have the option to select Seesaw or Google Classroom. Professional development focused on training in G Suite, Zoom, and Seesaw (Technology Tools/Resources for Teachers) as well as building online

content and instructional support. Online/virtual training focused on best practices for developing synchronous and asynchronous instruction. Given the district's focus on equity and social-emotional learning, key objectives in lesson design were to support teachers in building culturally responsive classrooms built on community. On August 11, the district also held a districtwide training focused on SJUSD's 8 Point Commitment to Educational Justice. Teachers had the opportunity to engage in collaborative modules and site discussions to build on understanding of the social justice standards and ways to increase inclusivity within synchronous lessons. Furthermore, professional development opportunities focused on supporting EL:

- Professional learning is offered at the district level, for designated ELD teachers and integrated ELD for sites and content areas.
- Training on designated ELD and compliance items
- Weekly collaboration meetings with designated ELD teachers, lesson sharing bank in Google Drive, online Zoom training for academic discourse and Guided Language Acquisition Design (GLAD)
- All staff were encouraged to engage in an online module for incorporating strategies specifically for EL

Professional development opportunities for SPED teachers focused on supporting reading skills for students with disabilities.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Due to the current unforeseen and unprecedented nature of this pandemic, the district and several of its labor groups have worked collaboratively to redefine job roles and responsibilities. For example, Side Letters of Agreement (SLA) and Memorandums of Understanding (MOU) were created for many labor groups addressing roles, responsibilities and working conditions as we navigate the effects of the COVID-19 pandemic. An example of this can be found in the SLA and MOU between the district, classified and teamster labor groups where there is a shared understanding that positions that support students:

- May need to work at school sites or district facilities while schools and sites are closed to students.
- May be required to temporarily perform other tasks and duties, even if out of their typical scope of responsibilities and job description, during the time that students are not attending school in-person. Affected employees will be assigned duties that may be associated with a different job classification or union.
- Will not be compensated out-of-class pay for the reassigned duties nor will their typical work hours increase or decrease. It is understood that reassigned employees will not be performing the full job description of another position but may be performing some duties from another job description.

With the shifting nature of the administrative responsibilities in a distance learning environment, we have identified six key areas to develop elementary, middle and high school administrative work groups to provide more comprehensive support for students, staff and families. Work groups are composed of principals and vice principals with the leadership of each group resting on a principal or vice principals to serve as lead. Each group is supported by a district "sponsor" whose expertise fits within each work group. The purpose of establishing the following six primary work groups is to create a regular and ongoing process to monitor and support students, staff and parents through a continuous improvement model that is coordinated and consistent through the elementary, middle and high school divisions.

The six identified areas are:

- Parent support
- Safety nets
- Learning loss
- Stakeholder engagement
- Teacher/staff support
- Professional development

Title I funded staff tasked with community engagement have transitioned from working directly, face-to-face with families, to using alternative means of communication including phone calls, emails and texts. This group of classified employees plays a critical role in bridging communication gaps between home and school and support our safety net practices.

Title I funded support staff, i.e. counselors, instructional coaches, and intervention teachers, are working remotely alongside classroom teachers to lower student-teacher ratio of virtual meetings. Counselors are working with families and students as various challenges to distance learning arise including keeping students engaged in the learning process and monitoring progress. Instructional coaches are helping teachers devise engaging distance learning lessons which adhere to grade level standards while providing support for learning loss. Intervention specialists are able to provide intervention virtually by meeting individually and in small groups through technology.

Title I funded co-teachers are able to provide distance learning to smaller groups of students, thereby allowing for increased differentiation, leveled groups, additional scaffolding to increase language proficiency and address learning gaps.

Foster youth staff, i.e. social workers, counselors, teachers and community support workers, are working with families and students with distance learning challenges including accessing technology and engagement in the learning process. Teachers provide intervention virtually by meeting individually and in small groups through technology.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

1. English Learners:
    - EL Distance Learning Student Support:

        - EL students receive both integrated and designated ELD daily through virtual learning. Students engage in synchronous lessons that apply all four domains of listening, speaking, reading and writing with students in homogenous proficiency groups. Designated ELD teachers seek out additional ways to have students produce language (Zoom, Flipgrid, recording apps) as well as include sound so students hear the spoken words for asynchronous lessons. Banks of videotaped lessons are housed by grade level and ELD standards. Lessons are shared in the ELD teacher folder to share as well as to support future learning. Specialized ELD lessons are created for newcomers as well. Primary language support is accessible for newcomer students through BIAs and translation applications. Additionally, specific scaffolds for integrated ELD such as the Read & Write software toolbar that helps students create and access content with literacy support features as well as images and sentence frames are added to content area lessons.
    - EL Distance Learning Teacher Support
        - All teachers have opportunities for professional learning specific to EL through an asynchronous professional learning module. The module helps model and clarify tools, strategies and important aspects of building integrated ELD into lessons. Follow up support is provided to sites and individual teachers as needed.
    - EL Distance Learning Family Support
        - Documents are translated and provided for learning how to log into the portal, use tools such as Google Classroom and Zoom as well as how to set up Chromebooks. Tutorials are videotaped in home language whenever possible and real time Zoom meetings also take place in home language. These are communicated on the parent HUB as well as distributed at sites and by classroom teachers.
2. Students with Disabilities (SWD):
    - SWD Distance Learning Support
        - Students will receive services through a virtual platform with daily synchronous and asynchronous instruction. In accordance with Senate Bill 98 (SB 98), *Individualized Distance Learning Plan*s (IDLP) will be drafted for every student with an IEP. The *IDLP* is activated when there is an emergency condition that prevents student instruction, services, or both, for more than ten school days. During a qualifying emergency, the IEP will be implemented by alternative means, to the greatest extent possible, in light of the emergency conditions and/or applicable public health orders.
    - SWD Distance Learning Teacher Support
        - SPED teachers can participate in professional learning specific to curriculum, lesson design, and teacher cadres for job-alike collaboration. The SJUSD SPED Department provides on-going professional development, coaching and workshops for new and veteran teachers.
    - SWD Distance Learning Family Support
        - Families are provided on-demand access via the SJUSD Parent HUB for self-help support in Google Classroom access and navigation, virtual technology and applications tutorials, health services, mental health resources, food banks and community partner resources. Additionally, families may access their case manager or program specialist for personalized support.

- Foster Youth/Homeless:
    - Pupils in foster care and students who are experiencing homelessness are monitored through an extensive support network managed and coordinated by staff partially or wholly funded by Title I. These students and their families are facing challenges related to poverty and lack of resources that must be mitigated before any learning can occur. This network has transitioned to virtual support and adjusted for distance learning in the following ways:
    - FY staff and McKinney-Vento staff will connect with families/guardians to ensure that students have the supplies, technology, and connectivity as appropriate.
    - FY staff and McKinney-Vento staff will monitor student engagement through Google Classroom and Zoom usage reports and reach out and provide additional academic interventions and technological training and support as appropriate.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
In elementary, 24 teachers moved from traditional school model to homeschool. These teachers attended two days of professional development.	$100,000	YES
Two lead teachers will receive stipends for supporting and training 24 homeschool teachers. $1,500 monthly stipend times two teachers.	$100,000	YES
FY department and McKinney-Vento focused on improving the customer service to our families who are in most need. Staff is tracking the students they serve in a data format and checking daily to ensure access to devices and connectivity. The staff divided the students among staff to reach out by calling families to ensure they have what they need and delivering devices and supplies as necessary.	$556,789	YES
Students experiencing homelessness are monitored by Title I funded staff and provided support for basic learning needs, such as school supplies, and counseling/intervention services as needed, virtually. The action contributes to increased services as this support is available only to students eligible for free/reduced lunch.	$220,672	YES
Sites are using supplemental state and federal dollars to purchase learning at home supplies, for students eligible for free/reduced lunch, to increase engagement, productivity and access to and with instruction, examples of these items include white boards, markers, earbuds, pencils, crayons, paper, etc.	$200,000	YES
Additional technology resources and tools were purchased to support teachers during distance learning: Zoom, Seesaw, Mystery Science, Screencastify, Kami, Pear Deck, etc.	$281,665	YES
Purchased additional licenses of APEX for chemistry, physics, health.	$217,644	YES
Additional purchase of hotspots and related service costs, continued use of all purchased hotspots for the full school year; it may change depending on whether in-person instruction is allowed in the future.	$200,000	YES
Additional purchase of Chromebooks (15,000 devices), touchpad Chromebooks (6,100 devices) and headphones to provide every student with their own device, if they did not already have one.	$6,000,000	YES

Selected teachers created online, asynchronous lessons (lesson bank): 80 teachers paid $4,000 stipend (plus 16 reviewers paid on timecard).	$400,000	YES
Ongoing professional development provided for all teachers and leaders around distance learning technology resources and tools such as Zoom, Seesaw, Google Classroom, iReady, IXL, etc.	No additional cost	NO

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–2021 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In order to determine students' learning status due to the COVID-19 school closures in the spring of 2019-2020 in ELA, mathematics and ELD, the district worked with teachers and administrators in the summer to develop a plan to assess students' learning status for the fall of 2020.

Within the first nine weeks of school, regardless of the learning continuum model, all students will be assessed to determine where their current learning status is in ELA, mathematics and ELD standards. The results of these assessments will help determine what interventions and support will be provided to all students performing below grade level.

- Primary Grades 1-2:
  - Reading: Running Record Text Level assessment
  - Mathematics: Teachers will use teacher developed assessments designed to measure the essential standards from the previous year or the iReady assessment (site choice)
  - ELD: Teachers will use teacher developed assessments designed to measure the foundations of reading or the iReady assessment (site choice)
  - SPED: iREADY reading assessment with recommendations to use CORE Phonic Survey or Heggerty to determine where gaps may lie
- Intermediate Grades 3-5:
  - Reading: iReady assessment (or the Measure of Academic Progress (MAP) assessment for those sites who opt to give MAP)
  - Mathematics: iReady assessment (or the MAP assessment for those sites who opt to give MAP)
  - ELD: iReady assessment (or the MAP assessment for those sites who opt to give MAP) ELPAC mirror assessment
  - SPED: iReady assessment for both, Language Live placement for students in SPED scoring far below grade level
- Middle Grades 6-8:
  - Reading/ELD: iReady assessment (or the MAP assessment for those sites who opt to give MAP)
  - Mathematics: iReady assessment (or the MAP assessment for those sites who opt to give MAP)
  - SPED: iReady assessment for both, Language Live placement for students in SPED scoring far below grade level
- High Grades 9-12

- ELA: Teacher developed assessment on reading comprehension or a district designed assessment on reading comprehension (site choice)
- Math: Teacher developed assessment on the foundation's skills for the math course or IXL Assessment for all students enrolled in Math Modeling, Financial Math, IM 1, 2, 2+, 3 or 3+ and iReady for all students enrolled in Math Foundations (site choice)
- ELD: Teachers will use teacher developed assessments designed to measure the ELD standards or the iReady assessment (site choice). Edge Placement test
- SPED: iReady Assessment

In addition to assessments, student progress monitoring will occur for both ELA/ELD and math in grades TK-12 using classroom formative assessments to determine which students are continuing to struggle with concepts and may be in need of additional support.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Synchronous instructional time will be used for teachers to assess and address student learning loss. Teachers will provide high quality lessons using the identified essential standards (Tier 1 instruction). Supports and interventions will be provided during small-group, synchronous lessons that are targeted to student's specific needs. Students who require additional support will be referred to tutoring, one on one support with teachers during asynchronous time, or MTSS referral for academic support and intervention. In addition to MTSS support, site teams will determine appropriate, research-based interventions for each student. Site teams will monitor student progress and adjust interventions as demonstrated by student need.

Based on the formative assessment results from the district assessments given in the first nine weeks, as well as data collected by teachers, each site will create a site support team that identifies students and creates appropriate supports and interventions for identified students. The support team, along with teachers, will monitor student progress throughout the year.

In elementary schools and K-8s, the support could include small group instruction or individual instruction during asynchronous time and utilization of designated Wednesdays as identified time for intervention. Using iReady diagnostic results, teachers can modify lessons to support student loss. Students identified could be referred to MTSS for academic intervention support in addition to site coaches and intervention teachers who work at Title schools. Additionally, Social, Academic, Emotional Behavior Risk Screener (SAEBRS) is utilized to identify students who are most in need of intervention.

In secondary schools, the supports could include tutoring programs led by students from programs such as AVID, Link Crew and other student community service programs, and content area teacher tutoring programs. The district also purchased online intervention tools to support students, including IXL for IM1, IM2 and IM3, iReady for Math Foundations, UC Scout and APEX. Specific, directed supports are also provided for ELD staff, SPED staff and outside organizations such as ASSETS and Improve Your Tomorrow (IYT). Students

identified with reading gaps may be placed in reading support courses to address learning loss. In middle school, SAEBRS will be utilized to identify students who are most in need of intervention.

English Learners: Extended supports for ELL tutoring and long-term English learner (LTEL) targeted supports will be driven by the diagnostic assessments and frequent formative assessments. Targeted support will be specific and skill based.

- Detailed analysis and monitoring of Part III ELD foundational skills and vocabulary and ongoing individualized ELD instruction in K-2, interventions, and/or additional instructional supports will be intended to increase language growth.
- Potential LTELs in grades 3-5 will have ongoing data conversations around the assessments in order to determine language needs vs intervention needs. They will have increased centralized monitoring and review of student iReady lesson alerts, lesson time-on-task, and percent of lessons passed using ELLevation.
- For grades 6-8 the Lexile results of iReady will determine the appropriate placement of students in the *Insight* supplemental instructional materials. ELD staff will monitor progress and review quarter grades in ELD and/or ELD classes.
- For ELL students in 9-12, the results from the assessments will determine the appropriate placement of students in the *Insight* supplemental instructional materials.

Low-income students with experienced learning loss will be offered virtual intervention to remediate learning loss through the following actions:

- Summer intervention and re-teaching programs, in person or virtual as appropriate
- Before and after school tutoring through small group targeted instruction, in person or virtual as appropriate
- Intersession and Saturday School, if there is sufficient expressed interest, in person or virtual as appropriate
- In class differentiation through small group instruction, use of instructional assistants, as available, in person or virtual as appropriate.
- Title I funded counselors, intervention specialists and instructional assistants will collaborate with teachers to fill in learning gaps with targeted groups of students, in person or virtual as appropriate.

Foster Youth students and students experiencing homelessness who are experiencing learning loss will be encouraged and provided additional virtual interventions through the following actions:

- Summer intervention: in person and virtual as appropriate
- Before and after school one-to-one tutoring
- Alternative case management and collaboration with groups homes and student support services to determine appropriate school placement

SWD who are experiencing learning loss will be encouraged and provided virtual intervention to remediate learning loss through the following actions:

- Ongoing progress monitoring on growth toward IEP goals
- Specialized instruction to mitigate learning loss and maintain skills for moderate/severe SWD
- Summer intervention: in person and virtual as appropriate
- Before and after school tutoring through small group targeted instruction, in person or virtual as appropriate

- In class differentiation through small group instruction, use of instructional assistants, in person or virtual as appropriate and per IEP goals
- IEPs will be held to discuss the impacts of the school closure and to determine whether compensatory education would be appropriate

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.] The district will measure the effectiveness of the supports and services provided by monitoring the results of ongoing assessments and students' grades throughout the school year and results will be disaggregated for all district student groups including EL, FY, homeless, low-income, and SWD, as follows:

- Primary: Grades 1-2:
    - Reading: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. The running record assessment will be given a total of three times throughout the year to measure growth.
    - Mathematics: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. Student grades in all mathematics standards will be monitored using progress report and trimester grades.
    - ELD: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. Student grades in all ELD standards will be monitored using progress report and trimester grades.
    - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the students' daily instruction. Student progress on goals will be monitored using IEP Progress on Goals report.
- Intermediate Grades 3-5:
    - Reading: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. The iReady assessment will be given a total of three times throughout the year to measure growth.
    - Mathematics: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. The iReady assessment will be given a total of three times throughout the year to measure growth.
    - ELD: Teachers will monitor student learning through formative assessments embedded using progress report and trimester grades.
    - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the students' daily instruction. Student progress on goals will be monitored using IEP Progress on Goals report.
- Middle Grades 6-8:
    - Reading/ELD: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. The iReady/MAP assessment will be given a total of three times throughout the year to measure growth. In addition, student grades in their English class will be monitored using progress report and quarter/trimester grades.
    - Mathematics: Teachers will monitor student learning through formative assessments embedded into the students' daily instruction. The iReady/MAP assessment will be given a total of three times throughout the year to measure growth. In addition, student grades in their mathematics class will be monitored using progress report and quarter/trimester grades.
    - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the students' daily instruction. Student progress on goals will be monitored using IEP Progress on Goals report.

- High Grades 9-12
    - ELA: Students performance in ELA classes will be monitored using progress report and semester grades.
    - Math: Students performance in mathematics classes will be monitored using progress reports and semester grades.
    - ELD: Students performance in ELD classes will be monitored using progress report and semester grades.
    - SWD: Teachers and specialists will monitor student learning through formative assessments embedded into the students' daily instruction and progress reports and semester grades. Student progress on goals will be monitored using IEP Progress on Goals report.

The district will know that the actions were effective if students are proficient in grade level standards at the end of the year or have shown improvement in closing the gaps that were identified in the beginning of the year assessments outlined above. The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Two options were provided for high school credit recovery summer program: independent study and distance learning, 2,237 students attended	$332,323	YES
For grades K-8, iReady for math and ELA: diagnostic and intervention resources; NWEA/MAP Diagnostic $100,000. For grades 9-11, IXL for math, Read & Write for Chrome was purchased to support SWD and ELD students.	2,083,551	YES
Purchase of iReady for ELD high school students for assessment and monitoring.	$30,000	YES
Purchase of *ELLevation* online instructional resource to support EL.	$145,000	YES
FY students are encouraged to participate in credit recovery to make up for credit loss during transitions. Two FY teachers work with FY to review credits and provide services. Increasing from two hours per week to three hours per week due to school closures in the spring. Will be adding APEX as a tool to improve services for FY.	$282,644	YES
Two FY counselors work with 300 youth to provide academic advice to be on track for graduation.	$194,288	NO
Work groups developed essential standards for each grade level.	No additional cost	YES
Tutoring support to low-income students will be provided.	TBD	NO
Additional instructional materials will be provided to supplement lessons to low-income students: novels.	TBD	YES

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

San Juan Unified multi-tiered system of supports (MTSS) is a layered continuum of practices and supports which responds to the academic, emotional, social and behavioral needs of each student. As part of our MTSS framework, resources are provided to school sites and a referral form to access services. All of the resources are housed on the district webpage https://www.sanjuan.edu/domain/7787. Due to distance learning, all prevention and intervention supports are provided virtually. Virtual resources being utilized include Zoom, Google Classroom, Everyday Language Solutions, iReady and TheraNest.

Tier 1: Universal Supports: Whole School Safety and Prevention Planning
What is the Local Education Agency (LEA) doing to promote wellness of students on a daily basis?
Sites are encouraged to create safety net or engagement teams with site administrators, counselors, social workers, teachers and classified staff to reach out to students who have not connected with distance learning. The focus of the team is to identify and remove barriers for students so they can fully engage with their teachers during distance learning. Students who do not attend distance learning or who do not complete work during distance learning are contacted by a member of the team and are offered the necessary support and resources to attend and engage.

- On August 11, 2,500 certificated staff participated in a six-hour virtual professional development focused on launching distance learning, integrating social justice into lessons and highlighting the importance of building an inclusive class community, thus creating welcoming environments. It is key that all teachers are intentional and explicit in building compassion, community and inclusion into their lessons. Through the virtual training, schools reviewed SJUSD's 8 Point Commitment to Educational Justice. Staff was provided resources and tools to assist individuals and sites along their equity journey. Sites also reviewed the bank of lessons developed by teachers during the summer, which included the social justice standards. Additional training is being planned and will occur throughout the school year.
- Restorative practices training is offered district-wide and classroom circles are encouraged. The International Institute for Restorative Practices (IIRP) trained 11 district staff in 2019-2020. District staff now offer restorative practices cohorts to certificated and classified staff throughout the school year. In 2019-2020, five full school sites and three additional cohorts of 25 staff were trained. To begin the 2020-2021 school year, a restorative practices overview was provided virtually to 75 staff as part of an online social justice professional development day. Restorative practices training in 2020-2021 will continue in an online format. Restorative practices staff trainers are currently modifying materials and professional development tools to continue this work. Restorative practices are a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making. The use of restorative practices helps to:
    - reduce crime, violence and bullying
    - improve human behavior
    - strengthen civil society

    - provide effective leadership
    - restore relationships
    - repair harm
- Naviance is an online College and Career Readiness program with a social emotional component. Students in grades 6-12 are led through activities of skill development and self-discovery by school counselors through a grade specific scope and sequence.
- The Where Everybody Belongs (WEB) program at middle schools identifies and trains 8th grade mentors to assist incoming 6th graders with a successful transition to middle school using academic follow ups, group based social support, and individual outreach under the guidance of staff advisors. WEB advisors are trained staff, primarily.
- The Equal Opportunity Schools (EOS) program focuses on student engagement and opportunity for underrepresented high school students. Using research-based practices and evidence, staff will support underrepresented students in AP and college preparatory courses. Sites will work to close the enrollment gaps of underrepresented students in advanced placement programs. In order to do this, staff will build connections with students and closely monitor progress using teacher feedback, grades and regular check ins.
- High School Programs:
    - Student Leadership/YPAR (Youth-Led Participatory Action Research) youth and their advisors will receive training to take an active role in improving their schools' climate through YPAR, a process of systemic research, action planning and implementation to address inequities and improve the lives of those in their communities.
    - Student Voice Facilitation: students will be trained to facilitate a qualitative data collection process that authentically engages students in district and school improvement efforts; student facilitators are trained in active listening, facilitation, data-collection and coding, and reporting and presentation skills (will be offered to Del Campo, Mesa Verde, Mira Loma, San Juan, and; possibly other district high schools).

Are staff trained in providing supports through a trauma-informed and responsive lens?

- A collaborative group of social-emotional staff and mental health staff created a mental health and trauma informed training that was shared with all sites through the shared drive. This is a tool for academic staff in understanding their students who may have experienced or are experiencing complex trauma and any mental health struggles associated. The topics included, mental health conditions such as, anxiety, depression and/or complex trauma experiences. This was an initiative already in the works prior to the onset of COVID-19 but the need for training and implementation increased significantly due to COVID-19.

What is the LEA doing to reduce the stigma associated with accessing services?

- In partnership with Kaiser Permanente's community outreach department, SJUSD was awarded a multi-year grant for the purpose of reducing stigmas and barriers in seeking and easing the accessibility of mental health services within our district's boundaries. The identified population were those students identified as vulnerable, including African American, Latinos and Refugees. The targeted populations reside predominantly on the west side of the district. This initiative was a three-pronged effort. Educators have access to Barriers to Success training, focused on minimizing the stigma around mental health for their students. This training also provided opportunities to learn new strategies for support of identified students and families. Caregivers were given opportunities for discussions, education and links to available services within and outside of SJUSD. Students were given opportunities to participate in an intensive skill building week-long intervention in collaboration with White

House Counseling staff and Kaiser's Educational Theatre on topics such as, building resilience, positive communication, mindfulness and stress reduction strategies.

Has the LEA adopted a suicide prevention policy?

- San Juan Unified School District BP 5141.52 Suicide Prevention, Interventions and Postvention policy was adopted in June 2017. Specific strategies, programs and resources have been developed as an extension of district board policy on suicide prevention.
- Signs of Suicide (SOS) trainings provided to school sites by a district team of trainers. SOS is a universal, school-based prevention program designed for middle school (ages 11-13) and high school (ages 13-17) students. The goals of this program are:
    - Decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression
    - Encourage personal help-seeking and/or help-seeking on behalf of a friend
    - Reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment
    - Engage parents and school staff as partners in prevention through "gatekeeper" education
    - Encourage schools to develop community-based partnerships to support student mental health

Has the LEA engaged the school community and mental health practitioners in a survey to understand its constituents' needs in order to build upon existing assets and determine the current mental health needs of staff, students and families?

- California School Climate, Health and Learning Survey (CalSCHLS) Learning from Home survey will be made available to sites. The California Department of Education is providing this online Learning from Home Survey to a nationwide audience to assess students' and parents' remote learning experiences. The student survey measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The parent survey asks about experiences, perceptions, and concerns about school building closures and the district's remote learning program. These surveys are intended to rapidly gather data to assess students' readiness to continue to learn from home. If a site chooses to have their students complete this screener, the results will be reviewed by Student Support Center staff to determine services needed based on the scores. Individual and group supports will be set up and implemented
- MySAEBRS screener is available for support center staff to utilize to identify students who need additional support to be successful with distance learning. Staff are notifying sites of the availability of this screener and will place the link into Google Classrooms of teachers who request their students be assessed. After students complete the screener, the support center staff will score it and will provide services in any at risk areas highlighted in the results. Individual, group and class supports will be developed and offered to assist students as indicated by the results of the screener. Behavior and academic success are intimately connected and need to be intelligently addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior, as well as risk for problems within the following specific types of behavior:
    - Risk for Social Behavior Problems: Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults

- Risk for Academic Behavior Problems: Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction
- Risk for Emotional Behavior Problems: Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events

Tier 1: Community and Family Engagement and Support
How are LEA's engaging community-based and local government partners in supporting the mental wellness of staff and students?

- Employee wellness:
  - SJUSD partners with Kaiser Permanente and Western Health Advantage (WHA) through the consulting services of Buck to offer an enhanced Wellness Program for SJUSD employees. We offer shot clinics, biometric testing, workshops online that focus on resilience in the workplace, life/work balance and stress management to name a few. We also offer through Kaiser, a reduced fee membership to Weight Watchers (WW) that is offered to all employees including substitutes. We hold online fitness challenges to engage employees in healthy activities and encourage healthy food choices
  - We link employees through the employee benefits webpage to their health care providers who provide mental health services and offer an Employee Assistance Program (EAP)
  - Resilience focused workshops to help staff at high risk sites focus on reducing stress and enhance workplace relationships. These workshops (brought to us through Kaiser and Resilience in School Environments (RISE)/Los Angeles Education Partnership (LAEP)) were offered when possible to assist staff who deal with very high stress environments throughout the district
- Online family resource center https://www.sanjuan.edu/family
- Family resource hub on Fall 2020 Distance Learning webpage https://www.sanjuan.edu/domain/8995
- CDE Link https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp added to resource hub
  - Care Solace is available to all employees and their families as well as all students and their families www.caresolace.com/sanjuanstaff
  - www.caresolace.com/sanjuanfamilies

Tier 1: Universal Supports: Staff Wellness
What supports are available to promote staff wellness and prevent burnout, compassion fatigue and secondary traumatic stress?

Supports to promote wellness are communicated through email, San Juan's website, and San Juan's online newsletter:

- Trauma informed training available to all school sites
- Mindful Moment taught as part of Barriers to Success training series
- Mindfulness page on district website (to be posted soon)
- Employee wellness page: https://swwebapp59.sanjuan.edu/employeebenefits/employeewellness/Pages/default.aspx
- Behind the Scenes includes staff wellness as a focus area
- Employee resource groups
- Employee book study on resilience - Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar

- COVID-19 employee resource page https://www.sanjuan.edu/domain/8853
- Self-care and wellness page https://swwebapp69.sanjuan.edu/distancelearning/Pages/Self-Care.aspx

Tier 1: Classroom Strategies
How do LEAs promote safety and consistency in the classroom?

- A distance learning SLA was negotiated with SJTA that outlines expectations.
    - https://drive.google.com/drive/folders/1yKobXGSze-0ZjJ9pmG9onH-wtnnBUB-5?usp=sharing
- Restorative Practices 2-day training by the IIRP or district trainers to promote building relationships, creating peaceful resolutions to conflict and restoring relationships if damaged.
- In addition to the nine hours of mandated equity training, the staff are encouraged to attend a number of professional learning opportunities that include strategies to have courageous conversations, implementing social justice standards into content curriculum and strategies to build a culture of equitable classrooms.
- Integrating social justice standards into the content curriculum provides a critical component of a well-rounded education and is an essential part in students developing cultural literacy, reducing prejudice and advocating for collective action, which challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups.
- Student listening sessions are implemented to deepen practices which result in authentic conversation and reflection around insight, input, and feedback on key initiatives and classroom climate with students, parents, staff, and community.
- The district provides support to school sites and advisors to encourage Identity Clubs (Black Student Union (BSU), Latinx, Gay Straight Alliance (GSA) at all high schools and middle schools.
- Responsive Classroom is being utilized at several sites. It is an approach to teaching that integrates academic and social emotional skills through positive community, engaging academics, effective management, and developmentally responsive teaching.
- “Why Try” curriculum will be implemented at middle schools. Why Try is a 10-unit SEL program that uses visual analogies to explore consequences of decisions, peer pressure, laws and rules, and accessing support system.

Tier 2 and 3: Early and Targeted Intervention for Students and Staff
What supports are currently in place to assist students and staff with mental health issues?

- EAP is available for all staff through ACI company. ACI’s EAP provides professional and confidential services to help employees and family members address a variety of personal, family, life, and work-related issues.
- SJUSD/GET HELP Friendly URL (www.sanjuan.edu/gethelp) with a universal referral and tracking system. Referrals are made via a link on the district webpage. Anyone can make a referral for a student to receive support and assistance. Requests are confidential and are forwarded by email to the administrative team in the Student Support Services Department. The team will forward the referral appropriately to follow up. Only those individuals with a need to know will be informed of the referral.
- Care Solace is available for students, staff and families via the district website. Care Solace is a web-based care navigation system that enables the fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. Care concierge experts are available 24/7 to help families through the process of accessing community-based mental health programs and resources or telehealth services.

- Site based counselors provide support at five elementary, eight K-8, nine middle school and thirteen high school sites:
    - Small group interventions
    - Social skills groups
    - Academic skills groups
- Our Student Support Center has three hubs located in different regions of the district. There is a hub at Arcade Middle School that services the schools in the Arden-Arcade region, one at Barrett Middle School that services the schools in the Carmichael, Fair Oaks region and one at Arlington Heights Elementary that services schools in the Citrus Heights and Orangevale region. A total of 36 high and medium density K-8 sites (as identified by unduplicated pupil counts of more than 40%) have access to teams of counselors, social workers and mental health therapists to provide case management services as well as tier 2 and tier 3 supports. Students are referred to these supports via each site's referral system. Due to COVID-19 restrictions and distance learning, services are currently provided virtually. Support center staff are also assisting with the school engagement/safety net teams as needed to ensure students are connected to their school sites.
    - Small group and individual interventions will be provided in a variety of areas including but not limited to grief, anger management, social skills and self-regulation.
    - Multiple curricula are available for use, including:
        - Zones of Regulation
        - Strong Kids
        - Second Step
        - Skill streaming
- Low density sites (less than 40% Unduplicated Pupil Percentage) also have social-emotional staffing supports. Thirteen low density K-8 sites (as identified by unduplicated pupil counts) have access to a team of three school social workers and one behavior therapist to provide case management services, as well as tier 1 consult, and tier 2/3 supports:
    - Small group and individual interventions
    - Curriculum utilized:
        - Zones of Regulation
        - Strong Kids
        - Second Step
        - Skill streaming
- Student mentoring programs with outside partner agencies provides wrap-around services to students in targeted groups (including African American students, students with disabilities and foster youth) by working with community partners (e.g., Improve Your Tomorrow (IYT), Sacramento Area Youth Speaks (SAYS), Reading Partners, volunteers from the community). IYT provides students with wraparound support services from 7th through 12th grade including, student development, weekly tutoring, internships, college tours, parent engagement and mentorship. United College Action Network (UCAN) provides assistance to students in accomplishing the goal of successful college admission, supporting students through an individual student academic evaluation and career assessment plan. SAYS supports youth voice, culturally responsive teaching, and innovative community-university-school partnerships.

- White House Counseling Center provides counseling to students and their families who need tier 3 supports and/or long-term and family inclusive support. Referrals are made directly from school sites, students, caregivers or online through the San Juan "Get Help" link.
- Suicide assessment team- A collaborative group of social-emotional support staff have been trained in the SOS model/curriculum. The team meets throughout the year to create and launch district protocols and processes for suicide prevention, intervention, postvention, school staff /parent education and student support for the purpose of identifying and addressing suicidal behaviors and decreasing deaths by suicide.
- Support link on website to refer anyone who needs mental health support: www.sanjuan.edu/gethelp.
- Care Solace services are available to students and their families to connect them with local mental health resources www.caresolace.com/sanjuanfamilies and www.caresolace.com/sanjuanstaff.
- Crisis response team is in place to respond when incidents occur to provide counseling and mental health support for students and staff as needed.
- Equity team is in place to assist school sites with response to hate and bias incidents. In addition, there is a protocol set in place to support school communities involving all stakeholders to heal the harm with the community after a hate incident and to build actions on steps that need to be taken to strengthen the community.

What technology is being used to deliver mental health services remotely? Is this technology platform HIPAA or FERPA compliant? Is it secure?

- TheraNest is utilized for our teletherapy-HIPPA and FERPA compliant Electronic Health Record and Virtual Platform. Mental health service providers are given access to the virtual platform and electronic health record system to maintain their treatment plans and case notes. The service providers use the virtual platform to invite their students to a video conference appointment. Students and/or their families click on the provided link and the platform connects them to their service provider.
- White House and support center staff (mental health therapists) offer a range of mental health services for students and families in SJUSD boundaries and training for social- emotional service providers on evidenced based practices such as (Cognitive Behavioral Therapy, Dialectical Behavioral Therapy), COVID-19 consideration for school based services, School-based Art and Play therapy, clinical supports for LGBTQ+youth, ADHD classroom considerations for school success, suicide prevention and awareness and understanding the effects of trauma experiences for academic staff, students and parents. These trainings are offered to educators, social-emotional service providers, students and caregivers on a continuing basis. Due to COVID-19 and concerns around physical distancing and safety, these training are being offered through a distance learning format.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

SJUSD Distance Learning Attendance Policy

Per SB98, *Each LEA must maintain a weekly engagement record for each pupil, documenting "synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments." A student who does not participate daily in either in-person instruction or distance learning shall be deemed "absent" by the LEA. The LEA "shall use documentation of the absence for purposes of reporting its chronic absenteeism rates in its local control and accountability plan." LEAs remain required to track student attendance and are responsible for responding to truancies when students are engaged in distance learning on a daily basis.*

- Daily participation to satisfy positive attendance in distance learning may include any of the following examples, but is not limited to:
    - evidence of participation in Google Classroom, Zoom or other online activities,
    - evidence of participation in synchronous classroom activities,
    - evidence of completion of asynchronous activities/assignments,
    - completion of assessments,
    - contact between employees of the local educational agency and pupils or parents/guardians regarding instruction or participation activities
- Because student attendance can occur through either synchronous or asynchronous activities, it is recommended that teachers do not spend synchronous learning time taking attendance. All students are considered present by default in SIS-Q. Teachers will now have permissions in SIS-Q to mark absences for the previous school day.
- Recommended steps to complete attendance:
    - *On the following school day, prior to 1:30 pm, complete your attendance for the prior day:*
        - *It is recommended teachers utilize online participation logs (i.e. from Zoom, Google Classroom, etc.), emails/communication from students and work completion as evidence of the previous day's daily participation (see the list above)*

            1. Once you have a list of students that did not participate in any way on the previous day, log into Q

            2. For each period, mark the students that showed no evidence of participation during the previous day

            absent
- It is expected that parents/guardians should, to the maximum extent possible, ensure that their child participates in synchronous and asynchronous distance learning activities.
- If a student will not be able to participate in any daily learning activities due to illness or other excused absence (per board policy), a parent should contact the school and report the absence as usual.
- Teachers should track/monitor each student's daily synchronous participation and asynchronous assignment completion and maintain a weekly engagement record for each student verifying daily participation and tracking assignments (the "weekly student engagement record" is pending further guidance from the state).
- Tardies – Due to daily participation requirements specified above, student tardies <u>do not apply</u> during distance learning.

- Students not participating in synchronous learning activities, and only participating in asynchronous activities, should be documented in the student engagement record for follow-up by school/district staff to determine possible barriers to synchronous learning and to provide support (the "weekly student engagement record" is pending further guidance from the state).
- As Google Classroom will be used as a single point of entry for distance learning in grades 3-12, technology services will provide a daily student participant list to school sites based on online sign-in. In response to practitioner requests, See Saw may be used as the single point of entry for distance learning in grade TK-2. The district is working to provide daily student participation lists. Technology services will continue to work on a sync between online student sign-in and Q-SIS to assist in automating attendance procedures.
- Following two school days, site attendance clerks must make any additional corrections.
- Attendance clerks should continue to reconcile weekly attendance reports with classroom teachers.
- The following attendance notifications during distance learning for uncleared absences to families should be made at least two days in arrears to allow for teacher/clerk attendance clean-up:
    - Daily site attendance calls, Q-SIS daily attendance notifications to families, attendance letters
- Students will receive an unexcused absence when:
    - they do not participate in any part of the learning activities for the day (synchronous or asynchronous); and
    - they have not checked in with the teacher, administrator or support staff; and
    - the student's parent does not clear the absence to the school within five days of absence; or
    - the student's parent/guardian informs the school of an absence for an unexcused reason (per SJUSD board policy)
- Excessive absences resulting in truancy and chronic absenteeism should be referred to the Attendance Improvement Program (AIP) and School Attendance Review Board (SARB) as required by board policy.
- Each school will monitor and document student contact, access to technology and potential barriers to distance learning for potential reengagement interventions.

Distance Learning Re-engagement Plan

Per SB 98, each LEA must develop *written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to: verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.*

Initial Outreach:

Beginning July, 2020:

- District initial contact with all families to promote online re-enrollment process to include, among other items: individual choice of instructional model to begin the 2020-2021 school year (distance learning, ISP or K-8 homeschool program), family/student technology needs to participate in instructional model, student emergency card information, and student health needs).

- School site distribution of Chromebooks and technology scheduled to begin August 4, 2020. Language translation will be available to assist families in languages other than English, as needed. Additional staff identified to assist in the drop-off of technology will be available, as needed.
- School site template developed and shared to track contacts with family, student connectivity, initial student engagement, identified needs and barriers and follow-up referrals to supports (academic, technology, social-emotional support).

Tier I Student Attendance and Reengagement Interventions:
Following a school's documentation of a student who is absent from distance learning for more than three school days or 60 percent of weekly instruction:

- School staff (i.e. attendance clerk) will verify student contact information on emergency card and ensure the updated information is correctly entered into the student information system
- School staff will contact parent/guardian and attempt to determine the reason for absences/disengagement. language translation will be available to assist families in languages other than English, as needed
- An updated distance learning attendance/absence phone call script and school absence letter will be communicated from the school site to families. Letters will be translated into multiple language
- If student information is not able to be verified or parent/guardian cannot be reached, school attendance staff will refer student to school site supports as appropriate including, but not limited to: school counselor, school social worker, support center staff, FY support staff, McKinney-Vento support staff, SPED support staff, bilingual or refugee program staff. Staff will attempt to follow-up with family remotely to identify needs/barriers (i.e. technology, food, child care, etc.) and provide appropriate referrals and supports
- Contacts and attempted contacts should be completed in the student's home language
- Contacts and attempted contacts should be documented in the student information system
- If staff is able to reach parent/guardian, a virtual parent, student, teacher conference may be needed to address needs/barriers and make referrals for additional support
- Unexcused absences - As required by education code, three unexcused absences will result in a truancy (1) letter being generated by the district AI/SARB department to be mailed to parent/guardian. Communication should be in the student's home language

Tier 2 Student Attendance and Reengagement Strategies:
If a student fails to reengage in distance learning following tier I interventions:

- Unexcused absences - Six unexcused absences will result in a truancy (2) letter being generated by district AI/SARB department to be mailed to parent/guardian. Communication should be in the student's home language
- School support staff (i.e. school counselor, school social worker, support center staff, FY support staff, McKinney-Vento support staff, special education support staff, bilingual or refugee program staff) will attempt to follow-up with family for a child welfare visit to identify needs/barriers (i.e. technology, food, child care, alternative education options, etc.) and provide appropriate referrals and supports. *Child welfare visits should*

comply with the use of appropriate Personal Protective Equipment (PPE) by all staff including mandatory masks in public (gloves will be provided upon request and should be disposed of following each visit). Staff should maintain social distancing and should not enter the home

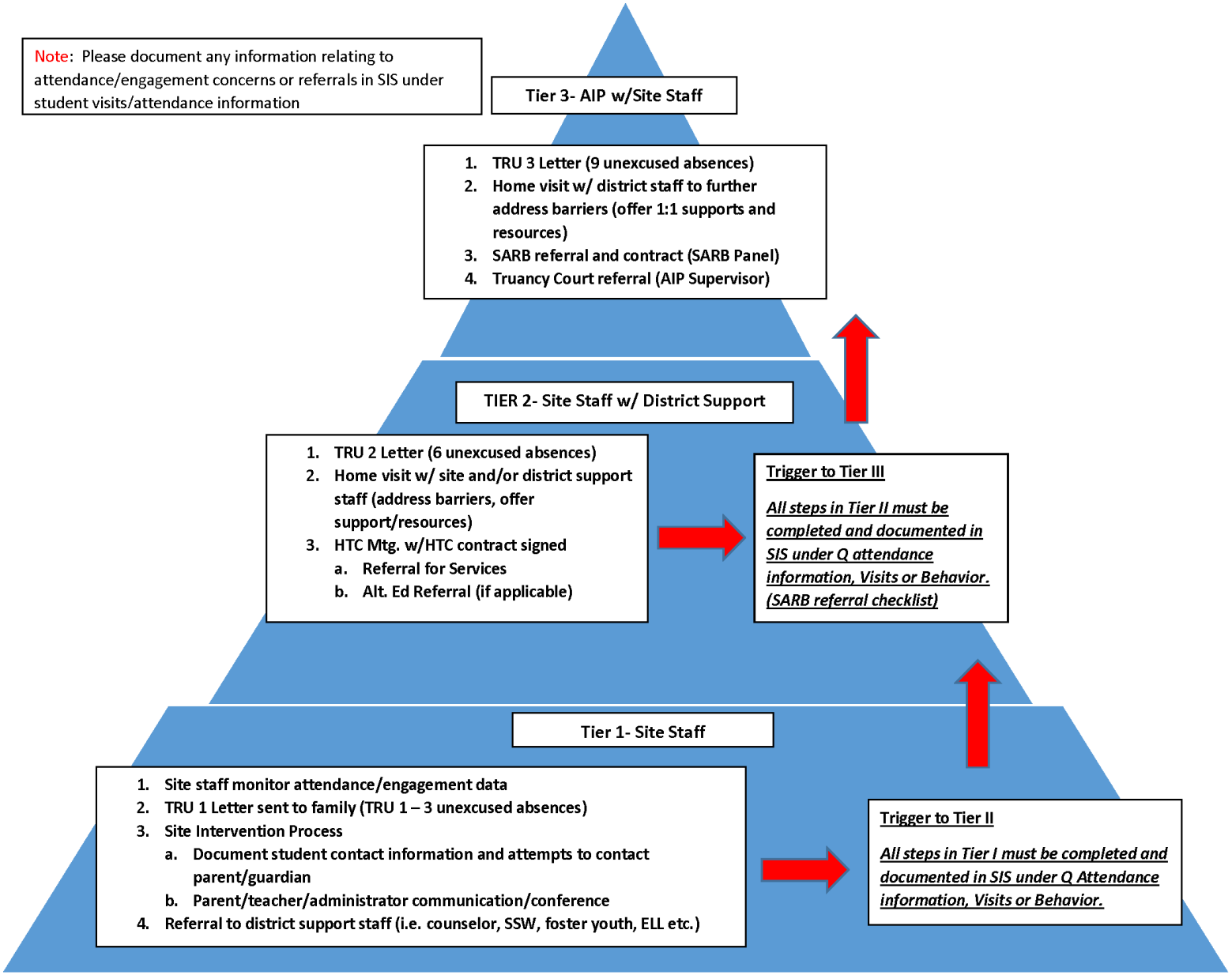
- If a child welfare visit is unsuccessful, support staff will inform school administrator and school attendance staff who will refer the student to AI/SARB department school community worker
- Based on referral/contact/follow-up, the AI/SARB school community worker may schedule a Habitual Truancy Conference (HTC) with parent/guardian, student, school administration, school support staff and AI/SARB staff as appropriate to further address barriers and provide interventions. An interpreter will be provided for a family if needed.

Tier 3 Student Attendance and Reengagement Strategies:

If student fails to reengage in distance learning following tier I and tier 2 interventions:

- Unexcused absences - Nine unexcused absences will result in a truancy(3) letter being generated by district AI/SARB department to be mailed to parent/guardian. Communication should be in the student's home language.
- AI/SARB staff and additional staff, as appropriate (i.e. safe schools, school support staff will attempt to follow-up with family for a child welfare visit to identify needs/barriers (i.e. technology, food, child care, etc.) and provide appropriate referrals and supports. *Child welfare visits should comply with the use of appropriate PPE by all staff including mandatory masks in public (gloves will be provided upon request and should be disposed of following each visit). Staff should maintain social distancing and should not enter the home.*
- Should all interventions fail to reengage the student in distance learning, site administrator will initiate SARB referral process
- AI/SARB supervisor will schedule virtual SARB meetings (online or by telephone) as appropriate to include parent/guardian, student, school support staff, AI/SARB staff, and community support members to discuss prior interventions, continued barriers/needs, provide additional resources/support and complete a SARB contract for attendance (failure to comply with SARB directives may result in a district referral to county truancy court). An interpreter will be provided for a family if needed.

Tiered Reengagement in Distance Learning



Measuring Attendance and Student Engagement in Distance Learning

The district will focus on the following four measures to track and monitor student engagement during distance learning: contact, connectivity, relationships and participation. (adapted from AttendanceWorks, 2020)

Measure	What engagement strategies are we measuring?	School and district engagement strategies	Data collection	Equity Implications
Contact	Can we consistently reach students and families?	Maintain regularly updated contact information Initial teacher and school contact attempts Monitor and document student access to technology	% of families with working contact information % of students unreachable, disaggregated by school, grade, race/ethnicity, homelessness, foster care, free and reduced lunch, refugee, ELL	Working contact information is essential to offering supports and learning opportunities
Connectivity	Are we ensuring all students and families have digital access and literacy?	Reenrollment technology survey Provide technology and access to technology for students and staff Equip and train school staff and families to use technology effectively	% of students/families with technology (have computer, software, and internet) % of staff who have the equipment and skills to support digital learning and literacy % of students who have logged on	Lack of technology = less access to quality learning opportunities Digital literacy requires offering support in the home languages of families.

Relationships	Are we building relationships with students and families and creating a sense of connection and support?	Ensure students and families have meaningful opportunities to connect regularly with staff and each other and receive needed supports Child welfare visits Promote online "Get Help" referral	% of students documented as regularly showing up/engaged in activities with teachers and school support staff	Students and families who feel connected and supported are more likely to do well academically and stay in school
Participation	Are students participating in learning opportunities?	Offer the opportunity to participate in meaningful learning opportunities (both synchronous and asynchronous)	% of students participating in classes % of students partially completing assignments % of students completing assignments	Students who participate regularly are less likely to fall behind and drop out

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Beginning August 31, 2020, the USDA has issued updated guidance that meals can be provided at no cost to all children ages 0-18 which includes one breakfast and one lunch per child, packaged together. Curbside delivery will occur at 44 school sites until December 31, 2020. Maintaining student access to this critical nutrition source, while keeping our employees and community safe, has, and continues to be, our top priority. Extensive collaboration took place with food service directors throughout California and Sacramento County where ideas, service models, and best practices were shared. When students are participating both in-person and/or distance learning, nutrition services have the waivers to provide meal service to all pupils. These waivers include: nationwide waiver to allow non-congregate feeding in the child nutrition programs – Extension #2; nationwide waiver to allow meal service time flexibility in the national school lunch, breakfast, and child and adult care programs – Extension #2; nationwide waiver to allow parents to pick-up meals for children – Extension #2; nationwide waiver to allow meal pattern flexibility in the child nutrition programs – Extension #4; child nutrition

response #37 – nationwide waiver to allow offer versus serve flexibility for high schools in the national school lunch program for the 2020-2021 school-year.

In-Person Learning
Nutritionally adequate meals will consist of pre-packaged items whenever possible, and they will be served on disposable trays for students coming through the cafeteria to pick up their breakfast and lunch. Students will give their names to the cashier who will then claim the meal by looking up the student in the Point of Service (POS) system. Students will then take their meals to designated eating areas to consume their meals. Share tables and salad bars will be discontinued. For high school, if students want something from the snack bar, they will walk up to the snack bar window to request a meal component; the cashier will then ring this up in the POS system. Communication between the teacher/student and nutrition services staff is necessary for students requiring specialized meals; specialized meals are based on a medical statement provided by the student's physician. Once nutrition services have received this medical statement, the dietetic team will communicate with the parent and school site staff as needed for meal accommodations. Family communications regarding meal distribution will be done through the nutrition services website and be available in multiple languages. This protocol will be reviewed and revisited as in-person learning becomes available.

Distance Learning
Nutritionally adequate meals will consist of pre-packaged items whenever possible, and they will be served in bags for students or parents /guardians coming to the school sites to pick up their meal's curbside during distance learning. The bags will contain both a reimbursable breakfast and a reimbursable lunch for same-day consumption. Students or parents /guardians will show the Nutrition Services Validation letter to the cashier who will claim the meals by looking up the students in the POS. Claimed meals will be placed on a curbside table to be picked by the students/parents; nutrition services staff will then step back to practice safe social distancing. For students requiring specialized meals, prior notice needs to be provided to nutrition services. Translated instructions are also placed in food packages to ensure safe handling and information for families with cultural dietary restrictions. Currently there are 44 distribution sites. Families can do a pickup from curbside by providing their student eligibility letter or meal validation letter. The validation letter was either emailed or hard copy mailed to parents to ensure access to eligibility. Meal pick up information is on the website and is available in multiple languages. In addition, working with the district administration team, a flyer about meal distribution has been sent out to families and to site administrators as well. Cultural brokers, who are staff who speak multiple languages and are familiar with parents at local schools, are present at sites to help provide instruction for families in their home language.

Personal Protective Equipment (PPE)
All nutrition services staff are following state, county, district and department protocols and guidelines for use of PPE such as masks, disposable gloves, and disposable aprons. Cleaning and sanitizing work areas will also follow food safety and sanitation guidelines. Approximately 197 staff completed the district COVID-19 training to ensure nutrition staff were aware of health and safety guidelines

California Department of Education, July 2020

and the role they plan in food distribution. In addition, safety protocol signage was posted at all site cafeterias. Department procedures have been updated for meal service as a result of the transition to distance learning. Employees received this and other health and personal information in a handbook format so they could read and understand and refer to it as needed. Staff also received information and training as it relates to the need for masks, disposable aprons due to health and safety

Collaboration
SJUSD is collaborating with community partners including food banks and other service organizations who have committed to offer additional food resources and support for families and students in the upcoming school year.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
School nutrition	Costs associated with food distribution include the purchase of 46 carts ($25, 224.68), 115 insulated bags ($11,296.86), plastic aprons, sanitizer, plastic bags, cups, lids, postage, paper, signage, and POS system upgrade.	$130,560	YES
Pupil and family engagement and outreach	Parent Ambassadors at each school site.	TBD	YES
Mental health and social-emotional well-being	Care Solace services are available to students and their families to connect them with local mental health resources.	$60,000	YES
Mental health and social-emotional well-being	TheraNest is utilized for our teletherapy-HIPPA and FERPA compliant electronic health record and virtual platform.	$500	YES
Mental health and social-emotional well-being	The Equal Opportunity Schools (EOS) program focuses on student engagement and opportunity for underrepresented high school students. Using research-based practices and evidence, staff will close the enrollment gaps of underrepresented students in advanced placement (AP) programs.	100,000	NO

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.29%	$36,478,187

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Access to technology
SJUSD is committed to closely monitoring and supporting all students during distance learning; specifically, increasing and improving services for FY, EL and low-income students has been an ongoing focus. First and foremost, the district was committed to ensuring and providing full access to technology. The district purchased and distributed Chromebooks, tablets, hotspots and other devices to any student in need. Targeted outreach occurred through multiple departments and schools within San Juan's organization to ensure all families had the opportunity to receive devices, particularly FY, EL and low-income students.

Software applications
The district has purchased an online application specific to monitoring and assessing the progress of at home learners so that gaps in the academic progress of groups of students are highlighted and can be addressed. Considerable funds were spent on ELLevation, a software that monitors the progress of EL and potential LTEL and reclassified students. Google Read & Write was purchased to provide accommodations for struggling readers who may have difficulty managing distance learning assignments due to low reading ability. This program features text to speech, dual color highlighting, text and picture dictionaries and dictation, all of which help to remove barriers to accessing content.

Building staff capacity
SJUSD is currently building the capacity of our teachers across our district to support our newcomers, ELL and LTEL. This includes instructional strategies within the context of distance learning and the effective use of BIAs. Additionally, TK-12 grade lessons designed over the summer were aligned with ELD standards and included strategies and practices to support ELD and access to content. These lessons, and the accompanying teacher training modules, are available to TK-12 grade teachers throughout the system.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

SJUSD recognizes that high poverty schools, serving high percentages of FY, EL and low-income students, require additional support to address resource inequities leading to gaps in student outcomes. During a pandemic, resource inequities become increasingly more apparent. To address these gaps, supplemental dollars are equitably distributed based on site-based needs, including:

($8.1M) Supplemental support staff to meet student's academic and socio-emotional needs. Staff include co-teachers where refugee students make up a high percentage of the population. These teachers provide scaffolds to newcomers and newly emerging English speakers. Intervention Specialists and Instructional Coaches are available to ensure that students receive the differentiation that they need in order to accelerate their learning and close outcome gaps. Counselors are on hand to provide academic guidance as well as socio-emotional support to both students and families. Counselors are currently working to assist families with trauma and anxiety related to distance learning, isolation and lack of normalcy. At the secondary level, Advocacy teachers work with disadvantaged youth to prepare them for college through AVID like strategies including study skills, organizational and other learning strategies.

($3,371,054) Administrative resources are provided to support the coordination of resources and staff related to assisting FY, providing MTSS, programs for low-income students, English language acquisition for ELs and basic services to maintain operations during the distance learning and the transition to in-person learning. Basic services include human resources to develop and maintain an effective work force, finance to provide equitable distribution of resources, technology to bridge the digital divide and create optimal virtual learning environments districtwide. The transition from in-person to online learning has greatly impacted professional learning, curriculum development, assessment and instructional models. School sites with over 70% of students eligible for free or reduced meals, are resourced with an Instructional Assistant Principal to promote effective teaching and learning while supporting student's socio-emotionally so that they remain in classrooms and engaged in distance learning. Homeless students are monitored and provided resources through the utilization of a full-time administrator and FY are supported with extra personnel for intervention and supplies.

($664,477) Programs to lessen the impact and obstacles of distance learning for EL have been put in place with the repurposing of BIA, School Community Resource Assistants (SCRA), and ELD teachers to a virtual platform. The BIAs are supporting ELs during online instruction, aiding parents in navigating the online system and personally reaching out to families who are struggling to engage with a virtual platform. SCRA's are assisting with coordination of technology for non-English speaking families, providing training to students and families and locating families who have not interacted or logged into digital classrooms. ELD teachers are providing online instruction related to English language acquisition through integrated and designated ELD.

($5.2M) Site allocations of supplemental funding (Title I and LCFF) for unduplicated students. These funds are used to provide intervention, extra staff support to meet community needs, parental engagement, engaging learning materials and professional learning opportunities including collaboration and lesson design. With the evident learning loss that occurred in the spring, site administrators are working with stakeholders to identify actions and budgets to reteach and accelerate learning. Each site engages in the school planning process to create a comprehensive needs assessment and identify resource inequities. The identified inequities are addressed using supplemental state and federal funds.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 09/22/2020

SUBJECT: Choices Charter School Learning Continuity and Attendance Plan

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 adopt the Choices Charter School Learning Continuity and Attendance Plan.

RATIONALE/BACKGROUND:
Senate Bill (SB) 98 established that the Local Control and Accountability Plan (LCAP) and an annual update to the LCAP are not required for the 2020-2021 school year and that the California Department of Education (CDE) shall not publish the California School Dashboard in December 2020 based on performance data on the state and local indicators.

For the 2020-2021 school year, SB 98 establishes California Education Code section 43509 and the Learning Continuity and Attendance Plan. The Learning Continuity and Attendance Plan replaces the LCAP for the 2020-2021 school year and answers the need for the Local Education Agencies to formally plan to return to school during the COVID-19 crisis. The Learning Continuity and Attendance Plan is intended to balance the needs of all stakeholders, including educators, parents, students and the community through transparent communication and stakeholder feedback.

The Learning Continuity and Attendance Plan adoption timeline of September 30, 2020 is intended to ensure the plan is completed in the beginning of the 2020-2021 school year. This plan includes details for in-person instruction, according to health guidance and distance learning, while providing critical opportunities for stakeholder engagement.

Key areas of focus in the plan are:
- addressing gaps in learning
- conducting meaningful stakeholder engagement
- maintaining transparency
- addressing the needs of unduplicated pupils
- providing access to necessary devices and connectivity for distance learning
- providing resources and supports to address student and staff mental and social emotional well-being

ATTACHMENT(S):
A: 2020-2021 Choices Charter School Learning Continuity and Attendance Plan Report

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 08/31/2020; 09/14/2020
Board of Education: 09/08/2020 (Discussion/Public Hearing)

FISCAL IMPACT:
Current Budget: $239,363
Additional Budget: $ N/A
Funding Source: Various funding sources
Current Year Only ■ On-going □

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

PREPARED BY: Michele Flagler, Director, Admissions and Family Services

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

Learning Continuity and Attendance Plan Report (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Juan Choices Charter School	Tony Oddo, Director	toddo@sanjuan.edu; (916) 979-8806

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a hybrid independent study program, the largest effect of the pandemic has been on: 1) in-person instruction, interventions and personal tutoring support; 2) student and family connections and relationships; 3) communication and collaboration, both with students/families and staff as a learning community.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Because Choices Charter School is an independent study program that relies heavily on communication via the internet, electronic communication with families is the norm. Recent parent survey results have indicated that Choices parents prefer written communication via email. Parents were invited via email to respond to a survey that solicits feedback about how Choices may most effectively serve families in distance learning and on campus, once legally permissible. Most survey questions are open-ended and welcome written comments as responses.

The school's leadership team and advisory council also responded to the survey and collaborated via Google docs to address the individual prompts within the Learning Continuity Plan template. A rough draft of the document was shared with both groups via email; additional feedback was requested.

[A description of the options provided for remote participation in public meetings and public hearings.]

The plan is shared with the school's governing body, the San Juan Unified School District (SJUSD) board, in an inclusive, open forum that welcomes participation from the public. SJUSD board meetings are held via the Zoom webinar platform and streamed via YouTube.

Attachment A

[A summary of the feedback provided by specific stakeholder groups.]

Choices Family Feedback Summary:

Parents suggested the following best way to spend resources (from most to least frequently requested):

- Individualized tutoring support (one-on-one tutoring, help with math, individualized teacher assistance/office hours, references to online tutoring resources)
- Strong, positive, clear, regular, readily-available, highly-responsive communication with teachers
- Reliable technology (including online curriculum, as well as computers for loan and WiFi at home)
- Quality curriculum, including fun activities (not just reading)
- Textbooks and other hands-on materials for students to use at home that correspond to coursework
- More hours of instruction on Zoom
- Mental health support for students
- Zoom meetings that bring students together virtually to promote a sense of community
- Once legally possible, modified learning environments that reduce viral transmission (classes outside)

When asked about how comfortable they would be about returning to campus:

- 21.43% responded that they would be “very comfortable”
- 4.29% said “a lot”
- 22.86% said “a moderate amount”
- 14.29% responded “a little”
- 37.14% said “not at all”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

- A majority of the community said they would want all Center for Disease Control (CDC) protocols followed, including masks/face coverings and social distancing; frequent cleaning and disinfecting; temperature and symptom screening and contact tracing.

When asked what the school can do to make the online-only experience better for students, parents suggested:

- Choices has been doing a great job
- Support from teachers via online tutoring and regular calls home to check in

2

- Simple instructions that require assignment completion on just one website
- Student participation encouraged in Zoom classes
- Solicit feedback during the first few weeks of school for informed recommendations
- Instructions for locking laptops to allow students to access only Choices-related websites

Choices Leadership Team Feedback Summary

The leadership team suggested the following best way to spend resources:

- Chromebooks and WiFi/hotspots for students in need
- Cellphones, microphones, cameras, etc. for teachers
- Training for teachers on technology/resources that contribute to effective distance learning
- Task force preparations for the campus reopening process
- Creation of a resources web page for students; possible allocation of funds to cover costs of supplemental learning resources for students in need

When asked about how comfortable they would be about returning to campus:

- 25% responded that they would be “very comfortable”
- 0% said “a lot”
- 25% said “a moderate amount”
- 50% responded “a little”
- 0% said “not at all”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

The leadership team requested strict, well-communicated and consistently-implemented measures to ensure that students are asymptomatic upon entry to campus and to control the flow of students through the school. Specific suggestions included: temperature checks, mandatory masks, plastic partitions on teacher desks, a single school entrance, antibacterial sanitizing gel, school passes that indicate that a student has been temperature-checked, students remain in a single room while teachers rotate, plan for what happens when someone becomes ill, ventilation encouraged through open doors and windows, social distancing and parents allowed on campus by appointment only.

When asked what the school can do to make the online-only experience better for students, teachers suggested:

- Parent and student training about best practices for online learning, specifically with respect to Paced Learning Plan (PLP) curriculum
- Zoom classes to take place at the same time as regularly scheduled classes
- Augmented communication with families via phone, text and email
- Clear and accessible online assignments, syllabi, due dates and late policies

Choices Advisory Council Feedback Summary:

The advisory council members suggested the following best way to spend resources:

- Ensure that all students have necessary technology/equipment/supplies for remote learning
- Extra tutoring for new students and all students who need support during online learning
- Technical support services for students struggling at home

When asked about how comfortable they would be about returning to campus:

- 33.33% responded that they would be “very comfortable”
- 0% said “a lot”
- 0% said “a moderate amount”
- 66.67% responded “a little”
- 0% said “not at all”

When asked a question about how the school could help ensure the safety of students and staff when school campuses are allowed to open:

Advisory council members suggested the following safety measures: temperature screenings, hand sanitizer, face masks, social distancing, classroom cleaning between classes, students on campus only while in class and antibacterial wipes and other cleaning supplies readily available to both teachers and students.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The following actions have been added to the Learning Continuity Plan (LCP) as a result of school stakeholder suggestions (stakeholder groups that suggested each item are annotated in parentheses):

- Return of one-on-one tutoring via Zoom (families, advisory council)
- Expansion of teacher office hours for tutoring support (families, advisory council)
- Commitment to improve frequency, quality and documentation of communication with families (families, leadership team)
- Commitment to provide more Zoom class meetings (during regularly-scheduled class times), as well as recordings of meetings/lessons to be posted online (families, leadership team)
- Expanded mental health support (families)
- Chromebooks and WiFi/hotspots for students in need (families, leadership team, advisory council)
- Technology purchases to support teachers with instruction from a distance (leadership team)
- Training for teachers on technology/resources that contribute to effective distance learning (leadership team)
- CDC protocols in place for safe campus reopening (task force preparation) (families, leadership team, advisory council)
- Parent and student training about best practices for online learning, specifically with respect to PLP curriculum (leadership team)
- Technical support services for students struggling at home. (advisory council)

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, classroom-based instruction is not permitted by the Sacramento County Office of Education (SCOE) and our chartering authority, SJUSD. As soon as permitted, students will be welcomed back to campus for classes and individual meetings with teachers in the independent study/blended learning format that is customary for the school. Students are typically in class for six or fewer hours per week; classes are made up of twenty or fewer students. Modifications will be made to minimize risk of viral transmission on campus. All preparation for and communication about campus reopening will be performed in accordance with California Department of Pesticide Regulation (CDPR) and CDC guidelines. These guidelines will also be closely followed as the Choices staff implements safety precautions once the campus is open. Every effort will be made to ensure student and staff safety; this includes supporting student mental health through consistent implementation of safety measures and modeling of positivity and resilience in the face of new challenges. Teachers will wear protective face shields that allow students to view their facial expressions and movements, especially essential for English Learner (EL) and students with various disabilities. Diagnostic assessments, supported by ongoing formative assessments, will guide teachers in understanding student skill sets and learning gaps, so that re-teaching will effectively target areas of need.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Task force preparations for campus reopening that will adhere to CDC guidelines.	$ 3,000.00	Y
At this time, classroom-based instruction is not permitted by SCOE and our chartering authority, SJUSD.	$ 0.00	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Choices Charter School utilizes an online curriculum system, PLP, that allows pupils and parents 24/7 access to academic content, assignments and grades. This program is highly prepared to seamlessly transition to an online-only learning environment. Teachers continue to provide classroom instruction online, at the same times that they traditionally offer on-campus instruction. Online office hours and tutoring services provide additional support. Choices families are well-equipped with the technology required for effective distance learning. Choices provides computers and assistance with low-cost internet access, as needed. WiFi hotspot devices are also available to Choices families.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning]

Choices students are accustomed to accessing their curriculum online and are typically well-equipped with the required technology to do so. Laptops are loaned to students in need. Administrators direct students to low-cost internet providers on a case-by-case basis. WiFi hotspot devices are also available to Choices families.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes and a description of how the LEA will measure participation and time value of pupil work.]

During periods of distance learning, students will attend live courses online and/or may watch recorded class sessions or "mini lessons" prepared by teachers. During live instruction sessions, teachers will check for understanding in various ways, including questioning students without notice and asking students to complete and submit work during class sessions. Ultimately, student attendance continues to be defined through students' independent completion of assignments. PLP allows teachers to monitor the amount of time that students spend on various assigned activities and may advise the student on how to most effectively devote their time for success in class. In some cases,

attendance in Zoom classes is required and will comprise a percentage of a student's grade in the course.

Distance Learning Professional Development

[A description of the professional development (PD) and resources that will be provided to staff to support the distance learning program, including technological support.]

The Choices staff selects two primary topics for PD focus each year. In 2020-21, the staff will focus on training (from both internal and external sources) and staff collaboration, throughout the year on: (1) the new PLP curriculum system and (2) the craft of delivering engaging standards-based academic content through distance learning (and specifically through the use of Zoom). Staff is supported with technology required for PD and instruction, upon request.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Staff members typically perform the same roles and responsibilities that they did prior to campus closure; however, they now operate from home offices and communicate exclusively via technology with coworkers, students and families. Whereas staff members would previously communicate with students informally while on campus, they are now strongly encouraged to reach out more often via phone, email or text, and to document the discussions in students' discipline files on the online School Pathways (SP) system.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including EL, pupils with exceptional needs served across the full continuum of placements, pupils in foster care and pupils who are experiencing homelessness.]

Both curriculum and instruction at Choices are highly adaptable to student needs.

PLP curriculum may be modified for individual pupils to accommodate a variety of learning styles and needs. Assignments may be supplemented with alternate curriculum and may be reduced for students who work slowly. Textbooks and hard-copy assignments may be distributed and collected on a case-by-case basis, utilizing safety protocols. PLP curriculum addresses students' various learning styles by presenting content in a variety of mediums, such as both video and written content. The same content is often made available via two mediums; for example, videos sometimes also include text versions or subtitles. Students demonstrate what they have learned through games, multiple choice responses and open-ended short answers.

Curriculum is reinforced through corresponding weekly instruction sessions. These sessions are recorded, or teachers provide recorded "mini lessons" with more concise explanations of concepts. Recordings are available to students on course websites and may be watched multiple times to enhance comprehension.

The Special Education department meets virtually with most students with an Individual Education Program (IEP) on a weekly basis to assess needs and work together to address them. Choices works closely with the district's foster youth program office, which resides on the same campus.

The foster youth program office continues to support foster youth students' unique needs and communicates regularly with Choices staff to be sure that academic challenges are addressed. Foster youth is in the process of planning an expansion of its career-related community outreach programs, designed to facilitate more interaction between students and community mentors.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Choices Charter School invested in a new online curriculum for the 2020/2021 school year in order to provide a more consistent online interface and high-quality course curriculum.	$ 108,300.00	Y
PD and curriculum development was offered to staff during the summer of 2020. Staff was compensated for developing lessons to better engage students, as well as help address pupil learning loss during the initial site closure of spring 2020.	$ 47,000.00	Y
Return of one-on-one tutoring by designated school tutor, via Zoom.	$ 0.00	Y
Expansion of teacher office hours for outreach and individualized tutoring. (Commitment to improve frequency, quality and documentation of interactions with families.)	$ 0.00	Y
Expansion of online class session offerings. Classes or "mini lessons" to be recorded so that students can view them online at any time.	$ 0.00	Y
Chromebooks and WiFi/hotspots for students in need.	$ 20,000.00	Y
Technology purchases to support teachers with instruction from a distance.	$ 6,800.00	Y
Training for teachers on technology/resources that contribute to effective distance learning.	$ 0.00	Y
Parent and student training on best practices for online learning, specifically with respect to PLP curriculum.	$ 0.00	Y
Technical support services for students struggling at home.	$ 2,000.00	Y
Personal staff delivery of supplies to family's homes when they cannot travel to site.	$ 0.00	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development and mathematics.]

At Choices, class sizes are small and teachers, through the use of diagnostic and formative assessment tools, are able to assess individual students' skill sets, identifying gaps and re-teaching where necessary. Choices teachers meet students where they are, in order to build upon previous knowledge and encourage academic success. Though it is expected that many students will have experienced learning loss during the 2019-20 school year, as families and schools were, in many cases, ill-prepared for an unprecedented disruption in traditional

school attendance, Choices teachers will seek to minimize the impact of those losses by focusing on essential information and skills and moving forward with grade-appropriate curriculum.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are EL, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.]

Diagnostic assessments will inform teachers about what students know and where gaps in knowledge exist. Teachers will work to incorporate lessons that address important areas of need (related to learning loss) as they logically align with existing course content. Online tutoring services and assistance from teachers during their expanded office hours will support students who are struggling.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Formative assessment results will reveal whether students have understood both the content that they missed and the related content from the course's original curriculum. This frequent feedback will empower teachers as they seek to make real-time adjustments in curriculum and/or instruction to respond effectively to the needs of their students.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
PD and curriculum development was offered to staff during the summer of 2020. Staff was compensated for developing lessons to better engage students, as well as help address pupil learning loss during the initial site closure of spring 2020.	$ 47,000.00	Y
Investment in time and resources for timely formative assessment using Renaissance Learning English Language Arts (ELA) and math assessments at time of enrollment, multiple times during the school year and at year-end.	$ 5,000.00	Y
Additional equipment needed to prepare and present quality online instruction (webcams, document cameras, audio equipment, etc.)	$ 22,027.00	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the PD and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Choices teachers are committed to frequent communication with students and parents and conversations are documented in the SP discipline file of each student. Teachers are able to view all notes from other teachers, which commonly provide important information

about student wellbeing. When students are struggling with health issues, teachers collaborate about intervention strategies that will support the student and minimize the risk of credit deficiency. Choices Charter School administration will run reports to ensure that at-risk students are receiving the interventions they need.

The school counselor reaches out to at-risk students to offer individualized counseling and/or referrals to other agencies and resources. In 2020-21, the school counselor will host weekly lunch chats for middle and high school students and will maintain office hours each day that are dedicated to students in need. Choices administration will seek training for staff in 2020-21 on working with students whose health has been impacted by COVID-19.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The core of the Choices Charter School program is the development of relationships between staff, students and families. Staff has regularly reached out to students and parents and as on-site activities have shifted during site closure, the result has been an increase of student and parent outreach via email, telephone and text messaging. The use of the communication tool ParentSquare enables staff to message families in multiple modes of communication at the same time, and can include surveys, the exchange of documents, requests for participation at events (if needed during closure) and private two-way communication between parents and staff. Numerous surveys have also been utilized during site closure via ParentSquare and SurveyMonkey involving graduation, needs of services and Local Control and Accountability Plan (LCAP) requirements. Additionally, our annual parent satisfaction and student satisfaction surveys will be done via online surveys at the start of the school year.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a dependent charter school, Choices is not able to be its own Food Service Authority (FSA), and therefore meals are provided by the chartering authority's Nutrition Services department. Although meals are not being served on the Choices Charter School site during campus closures, Choices families have been informed about locations throughout the district where they are able to acquire meals.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School counselor outreach to at-risk students to offer individualized counseling and/or referrals to other agencies and resources.	$ 8,000.00	Y
Mental Health and Social and Emotional Well-Being	Training for staff on working with students whose health has been adversely affected by COVID-19.	$ 0.00	y
Pupil and Family Engagement and Outreach	LCAP/WASC coordinator collection and analysis of school data via surveys to inform school programs, processes and spending to effectively serve students during distance learning and upon return to campus, per CDC guidelines.	$ 4,800.00	Y
Pupil and Family Engagement and Outreach	Personal staff delivery of supplies to family's homes when they cannot travel to site.	$ 0.00	Y

__WASC__ - Western Association of Schools and Colleges

Increased or Improved Services for Foster Youth, EL and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, EL and Low-Income students
25%	$ 22,027.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or County Office of Education (COE), an explanation of (1) how the needs of foster youth, EL and low-income students were considered first and (2) how these actions are effective in meeting the needs of these students.]

Our largest subgroup is low-income students. When the site closed in March 2020, there was an increased demand for technology hardware, primarily by Foster Youth, EL and low-income students. By purchasing/increasing the amount of Chromebooks/laptops, investing in WiFi hotspots and providing classroom materials to be taken home for learning and instruction available to all students in the school, we are also increasing the availability of resources to Foster Youth, EL and low-income students.

[A description of how services for foster youth, EL and low-income students are being increased or improved by the percentage required.]

As an online program, we will make sure foster youth, EL and low-income students have access to the resources they need to be successful. By providing these resources, these students will be able to access the curriculum, Zoom classroom meetings and individual online tutoring sessions provided by teachers and staff.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 09/22/2020

SUBJECT: CSBA Directors-at-Large Nominations

CHECK ONE:

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

DEPARTMENT: Administration

ACTION REQUESTED:
The board may wish to nominate candidates to fill directors-at-large seats for Asian/Pacific Islander and Hispanic, on the board of directors of the California School Boards Association (CSBA).

RATIONALE/BACKGROUND:
The CSBA Board of Directors is comprised of directors from throughout the state. There are five directors-at-large. The CSBA Directors-at-Large Asian/Pacific Islander and Hispanic are elected in even-numbered years. The directors, along with the officers and members of the Delegate Assembly, are a vital link in the Association's governance structure, ensuring that the association continues to effectively carry out its mission.

ATTACHMENT(S):
A: CSBA Nomination Memorandum

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 09/14/2020

FISCAL IMPACT:
N/A

APPROVED BY: Kent Kern, Superintendent of Schools KK

TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Friday, October 2, 2020
Please deliver to all members of the governing board

July 31, 2020

MEMORANDUM

TO: All CSBA Member Districts and County Offices of Education
FROM: Xilonin Cruz-Gonzalez, CSBA President
SUBJECT: Call for Nominations for CSBA Directors-at-Large, Asian/Pacific Islander and Hispanic

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Nominations for CSBA Directors-at-Large, Asian/Pacific Islander and Hispanic, are being accepted from August 1 until Friday, October 2, 2020. Information and required forms related to the nomination and election process are available online; please visit www.csba.org.

The nominations for Directors-at-Large must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. Elections will take place at CSBA's Delegate Assembly meeting, scheduled to occur virtually, on Wednesday December 2.* Directors-at-Large serve two-year terms and take office immediately upon the close of AEC. All newly elected Directors should plan to attend an orientation meeting at CSBA Headquarters on December 15, 2020.

Nomination materials are as follows:

- **Required - Nomination form from a member board:** A completed, signed, and dated nomination form. Member boards must secure permission from the candidate before placing their name into nomination.
- **Required - Candidate Form:** A signed and dated Candidate Form completed by the nominee.
- **Required - Two letters of recommendation:** Each letter shall be addressed to CSBA President Xilonin Cruz-Gonzalez. Recommendation letters must be from one of the following sources:
  1) A CSBA member district or county office of education (COE) board – *if the letter is signed by the Superintendent, the letter must state, "on behalf of the board."*
  2) An individual board member from a CSBA member district or COE board
  3) Another association of school or COE members
- **Optional - One-page, single-sided résumé**

In order to run for a Director-at-Large position, all required nomination materials must be submitted by **no later than 11:59 p.m. on Friday, October 2, 2020, via email to nominations@csba.org.** Nomination materials may also be sent via mail, to the CSBA Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95961, with a postmark of no later than October 2, 2020.

More information about the Directors-at-Large nomination and election process, as well as required documents, can be found at www.csba.org.

Thank you.

**Updated on August 10, 2020*

2020 Director-at-Large, Asian/Pacific Islander and Hispanic Nomination Form

TO BE COMPLETED BY THE NOMINATING BOARD

Deadline: Friday, October 2, 2020 | *Please submit this Nomination Form via e-mail to nominations@csba.org. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than October 2. Submission of this completed form is required for all Director-at-Large candidates.*

Nominations for Director-at-Large candidates must be made by a CSBA member board and the nominee must be a board member from a CSBA member district or county office of education. The nominating board must obtain permission from the candidate prior to making the nomination. Please submit a separate nomination form for each individual nominated.

The governing board of the _____ School District or
(Nominating District/COE name)

County Office Board of Education voted to nominate _____
(Nominee name)

as a candidate for the following Director-at-Large position:

❑ **Director at Large, Asian/Pacific Islander**

❑ **Director-at-Large, Hispanic**

The nominee is a member of the _____
(Nominee's District/COE name)

School District or County Office Board of Education, which is a member of CSBA.

❑ **The nominee has been has granted permission to be nominated.**

_____ _____
Signature of the Board Clerk or Board Secretary *Date*

2020 Director-at-Large, Asian/Pacific Islander and Hispanic Candidate Form

California School Boards Association

TO BE COMPLETED BY THE CANDIDATE

Deadline: Friday, October 2, 2020 | *Please submit this Candidate Form via e-mail to nominations@csba.org. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than October 2. Submission of this completed form is required for all Director-at-Large candidates. Do not submit your answers on a separate page.*

I am running for _____

Name: _____ Region: _____

District or COE: _____ Years on board: _____ ADA: _____

Contact Number: _____ Preferred E-mail: _____

Profession: _____

1. **CSBA's Board of Directors is the governing body for the Association. What do you see as CSBA's greatest strength as an organization and what can the Board of Directors do to make it even stronger?**

2. **Given the governing roles and responsibilities for the Board of Directors to set direction and provide leadership, please describe the skills and experiences you would bring to the Board.**

Continued on next page

3. **What is one characteristic that you believe every leader should possess?**

4. **What do you see as the biggest challenge facing governing board members and how can CSBA help?**

5. **Please provide any additional information about yourself for the Delegate Assembly to consider regarding your candidacy.**

Your signature indicates your consent to have your name placed on the ballot and to serve, if elected.

Signature

Date

Frequently Asked Questions

Election to CSBA's Board of Directors as a Director-at-Large

- **How many Directors-at-Large are there?** CSBA has five Directors-at-Large: African American, American Indian, Asian/Pacific Islander, Hispanic, and County. They serve on CSBA's Board of Directors along with the Association's 4 officers, 21 Regional Directors, and the President of the California County Boards of Education (CCBE).
- **Which Director-at-Large positions are up for election?** In even-numbered years, the Directors-at-Large, Asian/Pacific Islander and Hispanic are elected. In odd-numbered years, Directors-at-Large, African American, American Indian, and County are elected.
- **Who is eligible to run for a Director-at-Large position?** Any board member from a CSBA-member district or county office of education board can run for a Director-at-Large position once they have submitted all required nomination materials.
- **What materials do Director-at-Large candidates need to submit in order to run?** Candidates must submit a completed Nomination Form, Candidate Form, and two letters of recommendation. An optional one-page résumé may also be submitted.
- **Who can nominate someone to run for a Director-at-Large position?** Any district or county office of education whose board is a member of CSBA can nominate. However, only county offices of education may nominate a Director-at-Large, County.
- **Who should write a candidate's letters of recommendation?** Recommendation letters must be from one of the following sources: (1) a CSBA member district or county office of education (COE) board–if the letter is signed by the Superintendent, the letter must state, "on behalf of the board"; (2) an individual board member from a CSBA member district or COE board; or (3) Another association of school or COE board members.
- **When and where are the elections?** Directors-at-Large are elected by CSBA's Delegate Assembly, in December, at the Delegate Assembly meeting preceding CSBA's Annual Education Conference.
- **Will others have a chance to see my nomination materials?** Yes, the Candidate Form, letters of recommendation, and résumés of individuals running for a Director-at-Large position will be included in the agenda for the December Delegate Assembly meeting.
- **How long does a Director-at-Large serve on the Board?** Directors serve two-year terms, beginning immediately upon the close of CSBA's Annual Education Conference. Directors may run for re-election.
- **When and where are the required meetings for CSBA Directors?** Typically, there are five Board meetings and two Delegate Assembly meetings each year. Board meetings are held on weekends, except for the meetings in May and late November or early December. Meeting locations vary; please consult CSBA's calendar of leadership meetings for more information.
- **What do Directors do?** CSBA's Board of Directors sets the direction for the association by establishing the vision, mission and strategic directions and ensuring that the association's activities remain focused on those goals and the issues identified in the Policy Platform. **For more information, visit CSBA's website, csba.org.**

2021
EXECUTIVE COMMITTEE, BOARD OF DIRECTORS & DELEGATE ASSEMBLY MEETING CALENDAR

DATE	DAY(S)	MEETING	LOCATION
JAN 29	FRI	EXECUTIVE COMMITTEE	TBD
JAN 30-31	SAT-SUN	BOARD OF DIRECTORS	TBD
MAR 26	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
MAR 27-28	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
MAY 13	THUR	EXECUTIVE COMMITTEE	SACRAMENTO
MAY 14	FRI	BOARD OF DIRECTORS	SACRAMENTO
MAY 15-16	SAT-SUN	DELEGATE ASSEMBLY	SACRAMENTO
SEPT 24	FRI	EXECUTIVE COMMITTEE	SACRAMENTO
SEPT 25-26	SAT-SUN	BOARD OF DIRECTORS	SACRAMENTO
NOV 28*	SUN	EXECUTIVE COMMITTEE	SAN DIEGO
NOV 29*	MON	BOARD OF DIRECTORS	SAN DIEGO
NOV 30- DEC 1*	TUES-WED	DELEGATE ASSEMBLY	SAN DIEGO
DEC 2-4	TH-SAT	ANNUAL CONFERENCE	SAN DIEGO

Approved by the Board on 9/21/2019
**Dates revised on 3/28/2020*

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2020-2021

OCTOBER 13

Recognition: Week of the School Administrator (Oct. 11-17) – A	Oropallo
Special Education and English Learner Assessment Update – R	Calvin
Construction/Facilities Update – R	Camarda
Public Hearing No. 1: Aspire Charter School Renewal Petition – D	Flagler
Williams Complaint Report – R	Simlick
Revisions to BP 1312.3 Uniform Complaint Procedures – D	Simlick
Revisions to BP 4119.11 Employee Sexual Harassment – D	Simlick
Revisions to BP 5145.7 Student Sexual Harassment – D	Simlick

OCTOBER 27

Recognition: School Psychology Awareness Week (Nov. 16-20) – A	Calvin
K-8 Homeschool and Independent Study Update – R	Calvin
Encina Middle School Redesign Update – R	Shoemake
Assignment of Teachers Outside Regular Base Credential – A	Oropallo
Revisions to BP 1312.3 Uniform Complaint Procedures – A [Discussed 10/13/20]	Simlick
Revisions to BP 4119.11 Employee Sexual Harassment – A [Discussed 10/13/20]	Simlick
Revisions to BP 5145.7 Student Sexual Harassment – A [Discussed 10/13/20]	Simlick

NOVEMBER 17 *(3rd Tuesday)*

Special Education Update – R	Calvin
Family and Community Engagement Update – R	Allen
Public Hearing: Learning Continuity and Attendance Plan – A	Schnepp
Set Annual Organizational Meeting – A	Board
*2020-2021 School Plan for Student Achievement (SPSAs) – A	Calvin

NOVEMBER 26 (canceled)

DECEMBER 15 *(3rd Tuesday)*

Board Reception/Swearing-In (before board meeting)

Annual Organizational Meeting – A	Board
2019-2020 Audit Report – A	Stephens
2020-2021 First Interim & Budget/Financial Status Report – A	Stephens
Public Hearing No. 2: Aspire Charter School Renewal Petition – A [Public Hearing No. 1 - 10/13/20]	Flagler
Minimum Wage Increase – A	Oropallo
Governance Handbook Annual Update – D/A	Board

DECEMBER 24 (canceled)

JANUARY 12

Equity Update – R	Calvin
Williams Complaint Report – R	Simlick
*Resolution: Emergency Contracting – A	Stephens
*Resolution: Authorized Signature - Power to Contract on Behalf of the District – A	Stephens
*Resolution: Delegating Signature Authorization to the Superintendent – A	Stephens

JANUARY 26

Recognition: 2021 Classified Employees of the Year – A	Oropallo
Recognition: National School Counseling Week (Feb. 1-5) – A	Messer
Mitigating Learning Loss - Assessment Practices Update – R	Bassanelli
Annual Policy Review – D	Simlick

- BP 3430 Investing and Debt Management
- BP 5116.1 Intradistrict Open Enrollment
- BP 6145 Extracurricular/Cocurricular Activities
- BP 6020 Parent Involvement and Family Engagement

*School Accountability Report Cards (SARCs) – A	Schnepp

FEBRUARY 9

Recommendation for Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – D	Oropallo
Recommendation for Reducing/Discontinuing CCS & Criteria for Tie Break (Certificated ECE) – D	Oropallo
Notice of Intent to Reduce Classified Positions – D	Oropallo
*Annual Policy Review [Discussed 01/26/21] – A	Simlick
BP 3430 Investing and Debt Management	
BP 5116.1 Intradistrict Open Enrollment	
BP 6145 Extracurricular/Cocurricular Activities	
BP 6020 Parent Involvement and Family Engagement	
*Audit Report for Measures J, N, P and S – A	Stephens

FEBRUARY 23

Recognition: Arts Education Month (March) – A	Townsend
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) – A [Discussed 02/09/21]	Oropallo
Resolution: Reducing/Eliminating CCS & Criteria for Tie Break (Certificated ECE) – A [Discussed 02/09/21]	Oropallo
Resolution: Notice of Intent to Reduce Classified Positions – A [Discussed 02/09/21]	Oropallo
2021 CSBA Delegate Assembly Election – A	Board
*Consolidated Application, Winter Report 2021 (Part II) – A	Calvin

MARCH 9

Recognition: National School Social Work Week (Mar. 7-13) – A	Calvin
Second Interim Budget Report – R	Stephens

MARCH 23

Recognition: Week of the Young Child (Apr. 12-16) – A	Townsend
New Course Adoptions – D	Schnepp
*Head Start and Early Head Start Grant Application 2021-2022 – A	Townsend

APRIL 13

Recognition: School Bus Driver's Appreciation Day (Apr. 27) – A	Oropallo
Williams Complaint Report – R	Simlick
Proposed Board Meeting Dates for 2021-2022 – A	Kern
*New Course Adoptions [Discussed 03/23/21] – A	Schnepp

APRIL 27

Recognition: California Day of the Teacher (May 13) – A	Oropallo
Recognition: National Nurses Week and National School Nurse Day (May 6-12 & May 13) – A	Calvin
School Climate: Parent-Staff-Student Voice – R	Schnepp

MAY 11

Recognition: Classified School Employee Week (May 16-22) – A	Oropallo
Hearing Officer's Recommendation-2021 RIF (if applicable) – A	Simlick
*Approval of CTE 2021 Advisory Committee Roster – A	Messer

MAY 25

Recognition: National Science Bowl (if applicable) – A	Messer/Shoemake
Recognition: Science Olympiad (if applicable) – A	Messer/Shoemake
Recognition: Academic Decathlon (if applicable) – A	Messer
*Head Start/Early Head Start Contract Resolution FY 2021-2022 – A	Townsend

JUNE 8

Public Hearing: LCAP – D	Schnepp
Public Hearing: LCAP/Choices Charter School – D	Flagler
Public Hearing: Adoption of the 2021-2022 Budget – D	Stephens
Temporary Interfund Borrowing of Cash – A	Stephens
*CIF Superintendent Designation of Representatives 2021-2022 – A	Messer

JUNE 22

LCAP [Public Hearing 06/08/21] – A	Schnepp
LCAP/Choices Charter School – A [Public Hearing 06/08/21]	Flagler
Adoption of the 2021-2022 Budget – A [Public Hearing 06/08/21]	Stephens
*Consolidated Application, Spring Report 2020-2021 – A	Calvin
*2020-2021 Actuarial Report (OPEB) – A	Oropallo
*Charter School 2019-2020 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stephens