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

Board of Education Agenda
January 14, 2020

A. OPEN SESSION/CALL TO ORDER/ANNOUNCEMENT OF CLOSED SESSION TOPICS – 5:00 p.m.

B. CLOSED SESSION – 5:00 p.m.

1. Student expulsions in two cases and student readmission in one case (Education Code section 48918[f]).
2. Personnel matters (Government Code section 54957).
   a. Superintendent's mid-year evaluation.
3. Conference with legal counsel
   a. Uniform Complaint Procedure appeal pursuant to Board Policy 1312.3 [Education Code section 35146].
4. Collective bargaining matters – discussion with negotiator Jim Shoemake, assistant superintendent, Schools and Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units; and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

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

D. APPROVAL OF THE MINUTES – December 10, 2019, regular meeting, pages 2206-2209.

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

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

F. VISITOR COMMENTS – 6:45 p.m.

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

G. CONSENT CALENDAR – G-1/G-13 – 7:15 p.m.

Action: The administration recommends that the consent calendar, G-1 through G-13, regarding regular business items, be approved. Any item may be removed for further discussion and separate action following consideration of remaining agenda items.

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

2. *Purchasing Report – purchase orders and service agreements, change orders, construction and public works bids, piggyback contracts and zero dollar contract.

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

4. Acceptance of the following gifts (# = donor's est.):
   Department of Teaching and Learning: from Californians Dedicated to Education Foundation – for development/refinement of cultural brokers listening and learning in connection with strategic plan/LCAP development: $1,000.
   Encina Preparatory High School: from Kiwanis Club of Carmichael Foundation – for baseball: $600; from Taylor-Meyer Family Foundation – for soccer: $998; from Gordon and Christine Gerwig – for soccer: $100; from Gary and Cary Hart – for soccer: $200; from Hellman Fable Revocable Trust – for soccer: $100.
   Gold River Discovery Center: from Terry Finnegan – for acrylic paint bottles and art supplies: $300#.

Laurel Ruff Transition School: from Robert and Elizabeth Giovati – for four pairs of men's shoes, blender, ice cream maker, desk laminator: $300#.
Nutrition Services: from Shannon Parrish and Cathy Shinnamon – for payment toward the negative meal balance at Thomas Kelly Elementary School: $500.
San Juan High School: from John Hibbard – for drone: $750#.
White House Counseling Center: from Elaine Bonnington: $2,000.

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

6. *Adoption of Resolution No. 2969 allowing participation in the Federal Surplus Property Program, which authorizes district representatives to acquire surplus property through the auspices of the California State Agency for Surplus Property.

7. *Approval of the CEQA Notice of Exemption for the Barrett Middle School Modernization Project.

8. *Approval to implement the following funded grant: Project Cal-Well 2019-2022.

9. *Approval to implement, if funded, the following grant: After School Education and Safety Program Universal Grant 2020-2021.

10. *Approval to implement, if funded, the following grant: Career Technical Education Facilities Program Grant, Del Campo High School, Emergency Response Program, 2019-2022.

11. *Approval to implement, if funded, the following grant: Career Technical Education Facilities Program Grant, Del Campo High School, Production and Managerial Arts Program, 2019-2022.

12. *Approval to implement, if funded, the following grant: Career Technical Education Incentive Grant, 2019-2020.

13. *Approval to implement, if funded, the following grant: National School Lunch Equipment Assistance Grant, 2019-2020.

*Material provided.

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

I. BUSINESS ITEMS

1. Continuous Improvement Series: Equity Update – 7:20 p.m. (Calvin)
Material provided.

Report: regarding an equity update from the Department of Equity and Student Achievement.

2. Strategic Framework – 7:50 p.m. (Schnepp)
Material provided.

Discussion: regarding the draft strategic framework.

3. Williams Report – 8:20 p.m. (Simlick)
Material provided.

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

4. Notice of Intent to Reduce Classified Positions – 8:25 p.m. (Oropallo)
Material provided. (Discussed: 12/10/2019)

Action: The superintendent is recommending that the board adopt Resolution No. 2968, reducing or eliminating certain classified positions, effective March 16, 2020, due to lack of work and/or lack of funds.

5. Tentative Agreements: SJTA, SJPEC, SJSA, Teamsters – 8:30 p.m. (Shoemake)
Material provided.

Discussion: regarding the tentative agreements between the following employee groups and SJUSD. Action anticipated: 01/28/2020.

a. San Juan Teachers Association (SJTA)
b. San Juan Professional Educators Coalition (SJPEC)
c. San Juan Supervisors Association (SJSA)
d. Teamsters Local No. 150

6. One-time, Off-schedule Payment: SJAA, Cabinet, Confidential Group, Unrepresented – 8:35 p.m. (Shoemake)
Material provided.

Discussion: regarding the one-time, off-schedule payment for the following employee groups. Action anticipated: 01/28/2020.

a. San Juan Administrators Association (SJAA) and Cabinet
b. Confidential Group and Unrepresented Specialists

J. BOARD REPORTS – 8:40 p.m.

K. FUTURE AGENDA – 8:50 p.m.
The board may wish to identify items to be discussed at future meetings and the reason therefore.

L. VISITOR COMMENTS – 8:55 p.m.

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

M. ADJOURNMENT – 9:00 p.m.

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

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

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

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

Board of Education Minutes
December 10, 2019

Regular Meeting
Board of Education
5:30 p.m.

Call to Order (A)
The December 10 regular meeting was called to order by the president, Pam Costa.

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

Recess: Closed Session (B)
The meeting was immediately recessed, with the board convening in closed session to consider a student expulsion in one case and student readmissions in two cases (Education Code section 48918[f]); and to discuss with negotiator Jim Shoemake, assistant superintendent, Schools and Labor Relations, regarding CSEA Chapter 127 General/Operations support, Chauffeurs/Teamsters Local No. 150 Transportation, Supervisors, Teachers and Certificated Supervisory units, and regarding non-represented groups: management and confidential units (Government Code section 54957.6).

Reconvene Open Session/Pledge of Allegiance (C)
At 6:30 p.m., four members of the Casa Roble Fundamental High School Air Force Junior ROTC led the group in the Pledge of Allegiance.

Organizational Meeting: Election of Officers/Board Representatives/Meeting Dates, Times, Location and Remuneration (D)
Election of Officers:
It was moved by Ms. Costa, seconded by Ms. Creason, that Ms. Villescaz be elected president. MOTION CARRIED UNANIMOUSLY [Costa, Villescaz, McKibbin, Creason, Hernandez]

It was moved by Ms. Creason, seconded by Mr. Hernandez, that Dr. McKibbin be elected vice president. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez]

It was moved by Mr. Hernandez, seconded by Dr. McKibbin, that Ms. Creason be elected clerk. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez]

The board approved the selection of board representatives and alternates to the following committees:
- Citizens/Bond Oversight Committee — Mr. Hernandez; Ms. Villescaz, alt.
- Curriculum, Standards, Instructional and Student Services — Ms. Costa; Dr. McKibbin, alt.
- Facilities Committee — Mr. Hernandez; Ms. Creason, alt.
- District Audit Committee — Mr. Hernandez and Ms. Villescaz
- Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) and LCAP Ad Hoc Committee — Dr. McKibbin; Ms. Creason, alt.

- District English Learner Advisory Committee (DELAC) — Ms. Costa; Ms. Villescaz, alt.
- Special Education Community Advisory Committee (CAC) — Ms. Creason; Ms. Villescaz, alt.
- California School Boards Association (CSBA) Delegate Assembly — Dr. McKibbin [term ends March 31, 2020] and Ms. Costa [term ends March 31, 2021]. It was moved by Ms. Creason, seconded by Mr. Hernandez, to reappoint Dr. McKibbin to the CSBA Delegate Assembly by extending his term to March 31, 2022. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].
- City of Citrus Heights Education and Community Programs Committee — Ms. Villescaz and Dr. McKibbin
- Sacramento County School Boards Association (SCSBA) — Dr. McKibbin; Ms. Creason, alt.

The board also approved the following: that board meetings are scheduled on the second and fourth Tuesdays of the month at 6:30 p.m., unless indicated through public record that it has changed, and workshops will be scheduled as needed; that board meetings will be held in the board room at 3738 Walnut Avenue in Carmichael, unless indicated through public record that it has changed; and that the board members' remuneration, in accordance with Board Policy 9250(a) and Education Code section 35120, will be $787.50.

Minutes Approved (E)
It was moved by Dr. McKibbin, seconded by Ms. Creason, that the minutes of the November 12 regular meeting be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

High School Student Council Reports (F-1)
High school student council representatives Melissa Oxford and Jacquelyn Covey from Mesa Verde High School and Rachel Lawal and Brianna Huynh from Mira Loma High School updated the board on the goals, activities and achievements at their respective schools.

Employee Organizations (F-4)
Chapter President Karen Smith reported that CSEA Chapter 127 purchased $1,000 in toys and clothing for the San Juan Cares event and is donating $1,000 to the California Central Labor Council to support activities at Ralph Richardson Center; and she stated that CSEA requests that SJUSD participate in AB1808, the classified school employee summer assistance program.

Closed Session/Expulsion Actions (F-6)
Ms. Creason reported that the board voted unanimously to accept as written one stipulated suspended expulsion in case number M-04, and to accept as written two readmissions in case numbers RA-05 and RA-06.

Visitor Comments (G)
Laurien Spiller, principal at California Montessori Project, Carmichael, shared details about upcoming events at the school.

Consent Calendar Approved (H-1/H-5)
Ms. Costa pulled item H-6. It was moved by Mr. Hernandez, seconded by Ms. Costa, that the consent calendar items H-1 through H-5 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Personnel (H-1)
Appointments, leaves of absence, separations and job description/salary range change — approved as submitted.

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

Business/Financial Report (H-3)
Warrants and payroll — approved as submitted.

Gifts (H-4)
Acceptance of gifts to Camp Winthers, Earl LeGette Elementary School, Encina Preparatory High School, Laurel Ruff Transition School, McKinney-Vento program and Mesa Verde High School.

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

Consent Calendar (H-6 continued) (I)
Approval of 2019-2020 School Plans for Student Achievement (SPSAs) (H-6)
Ms. Costa acknowledged principals and district staff for their work on the SPSAs. It was moved by Ms. Costa, seconded by Dr. McKibbin, that the consent calendar item H-6 be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

2018-2019 Audit Report (J-1)
Deputy Superintendent Kent Stephens introduced Ms. Jennifer Hall, who presented the 2018-2019 audit report as prepared by Crowe LLP, the district's independent auditor. Ms. Hall explained that the audit was unmodified, or clean, and no findings were reported. Board members Hernandez, Creason and Costa as well as Superintendent Kern thanked the entire fiscal team for their efforts and offered congratulations on the remarkable report.

It was moved by Dr. McKibbin, seconded by Ms. Costa, to accept the 2018-2019 audit report as prepared by Crowe LLP. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Budget Financial Status Report/First Interim Financial Report (J-2)
Deputy Superintendent Kent Stephens presented the 2019-2020 first interim report, certifying it as positive, with the understanding of the fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The first interim report reflects actual revenue and expenditures through October 31, 2019, forecasts the remainder of the 2019-2020 fiscal year and provides a multi-year budget projection for years 2020-2021 and 2021-2022. Mr. Stephens noted that the 2020-2021 state budget will be released by the governor in January 2020.

It was moved by Ms. Costa, seconded by Mr. Hernandez, to approve the 2019-2020 first interim report, which reflects a positive certification of the district's ability to maintain fiscal solvency for the current and subsequent two fiscal years. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Continuous Improvement Series: Accountability Dashboard (J-3)
Senior Director of Professional Learning and Innovation Kristan Schnepp and Director of Assessment, Evaluation and Planning Susan Green provided an update regarding the results of the fall 2019 accountability dashboard, which is expected to be released on Thursday. Ms. Schnepp provided an overview of the dashboard, and Ms. Green reviewed the results of the dashboard, focusing on state indicators. Ms. Schnepp and Ms. Green shared the district, school and group results of each indicator. Ms. Schnepp acknowledged two accomplishments — the slight growth in English language arts (ELA) results and the fact that there are no longer any student groups in the ELA red category. Ms. Green noted that for the first time, fifth-year graduates are included in graduation-rate calculations, which slightly increased the results at some high schools. Ms. Schnepp spoke about differentiated assistance, pointing out that African American and American Indian are two groups that are no longer identified for differentiated assistance. Ms. Schnepp discussed next steps, which include developing feedback loops with students, parents and staff to gather information pertinent to student needs; exploring data and monitoring student progress toward graduation and college and career readiness; and further analyzing data related to chronic absenteeism. Board members made comments, and staff answered questions from the board.

Ms. Creason stated that she was happy about the progress. Ms. Costa offered congratulations on the progress and asked how the continuous improvement model is changing the stance and conversations across the district. Ms. Schnepp and Ms. Green each provided a specific example related to recent staff conversations. Superintendent Kern commented on the continuous improvement model and how it pertains to the graduation, college/career and chronic absenteeism indicators. Dr. McKibbin questioned how schools might better address chronic absenteeism and suspension rates in their future SPSAs. Ms. Villescaz stated she looks forward to future growth results for foster youth and is optimistic about the progress of English learners, and she also commented on the chronic absenteeism rate.

Notice of Intent to Reduce Classified Positions (J-4)
Assistant Superintendent of Human Resources Paul Oropallo explained that a resolution is necessary to address the statutory process for reducing or eliminating certain classified positions, effective March 16, 2020, due to lack of work and/or lack of funds. Action was scheduled for January 14, 2020.

Minimum Wage Increase (J-5)
Assistant Superintendent of Human Resources Paul Oropallo presented a proposal for a minimum wage increase. Mr. Oropallo explained that, effective January 1, 2020, the minimum wage will increase to $13 per hour for the following classifications: instructor, project parent liaison, school psychology intern I, special events leader I, student, work experience intern and announcer/scorekeeper/timekeeper. The ticket seller rate will also be increased from $13 per hour to $14 per hour to compensate individuals performing these duties for the cash handling responsibilities they have.

It was moved by Dr. McKibbin, seconded by Ms. Creason, that the minimum wage increase be approved. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Governance Handbook Annual Update (J-6)
The board discussed the governance handbook. Dr. McKibbin inquired about the use of the terms trustee and board member. Ms. Costa clarified that CSBA uses the terms interchangeably. It was moved by Ms. Creason, seconded by Ms. Costa, to approve the governance handbook for 2020. MOTION CARRIED UNANIMOUSLY [Villescaz, McKibbin, Creason, Costa, Hernandez].

Board Reports (K)
Ms. Costa shared information regarding the recent CSBA conference, stating that SJUSD gave two outstanding presentations related to school facilities and the system of professional growth, and that she and Dr. McKibbin enjoyed the profound presentation by speaker Ron Suskind.

Mr. Hernandez reported that he, Ms. Costa and Dr. McKibbin attended the annual Arden-Arcade Rotary luncheon at Laurel Ruff Transition School, which was a great event.

Ms. Creason reported that she and Ms. Villescaz attended a recent youth and community forum which emphasized student voice, and it was a moving event that took place at Encina Preparatory High School; that everyone is encouraged to support the fundraising efforts for Encina's senior class trip to Santa Cruz; and that she, Dr. McKibbin, Superintendent Kern and other district staff attended the California League of Middle Schools dinner where Carnegie Middle School teacher Dana Smith was honored as the Region 6 Middle School Teacher of the Year.

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

Adjournment (N)
At 8:10 p.m., there being no further announcements or business, the regular meeting was adjourned.

_____ _____
Paula Villescaz, President Kent Kern, Executive Secretary

Approved: _____
:sc

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-1
MEETING DATE: 1/14/2020
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	2
Pre-Retirement Reduced Workload	
Reassignments/Change in Work Year	
Errata	
Job Description/Salary Range Change	
Management	2 – 5
Certificated	
Classified	2 – 11
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 January 14, 2020 Board Meeting

1. APPOINTMENTS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
New Hire	Costa, Simona	Temp	Preschool Teacher	Early Childhood Education	08/21/19	06/10/20
New Hire	Feizi, Farahnaz	Temp	Tch-Child Develop Permit	Early Childhood Education	09/09/19	06/10/20
New Hire	Gonzales, Janelle	Temp	School Social Worker	Arcade	12/09/19	06/09/20
New Hire	Stokes, Amy	Temp	Preschool Teacher	Early Childhood Education	08/21/19	06/10/20
New Hire	Waters, Masako	Temp	Preschool Teacher	Early Childhood Education	10/14/19	06/10/20
Rehire	Broaddus, Becky	Temp	Kindergarten Teacher	Carriage	08/13/19	04/16/20
Rehire	Kitz, Barbara	Temp	Counselor 9/12	La Entrada East	12/02/19	06/10/20
Rehire	Lusson, Kathleen	Temp	Teacher Grade 3	Cambridge Heights	12/01/19	06/10/20
Rehire	Martinez, Silvia	Temp	Tch-Dual Lang Immersion	Edison	11/07/19	01/30/20
Rehire	Saylors, Stephanie	Temp	Teacher Grade 9/12	Rio Americano	12/03/19	04/30/20
Rehire	Twilling, John	Temp	Teacher Grade 9/12	El Camino	12/17/19	03/20/20

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
New Hire	Al-Obaidi, Ammar	Prob	IA-Ortho/Visual Impaired	Ralph Richardson	10/22/19
New Hire	Allensworth, Amanda	Prob	Child Develop Assistant – SA	Mariemont ECE	11/21/19
New Hire	Campos Gomez, Raul	Prob	Custodian	Del Campo	12/17/19
New Hire	Coyle, Jordan	Prob	School Playground Rec Aide	Sierra Oaks	12/02/19
New Hire	Davis, Patricia	Prob	Non-Instruct Support Aide	Fair Oaks ECE	11/21/19
New Hire	Deboy, Kevin	Prob	Nutrition Services Worker I	Coyle Avenue	12/17/19
New Hire	Duong, Dung	Prob	School/Community Worker	Pupil Personnel Services	12/02/19
New Hire	Estey, Monica	Prob	School Playground Rec Aide	Dewey	12/05/19
New Hire	Fitzgerald, Jessica	Prob	IA-Deaf and Hard-of-Hearing	Marvin Marshall	12/17/19
New Hire	Fox-Clay, Robyn	Prob	Instructional Assistant I	Howe Avenue	12/10/19
New Hire	Glasgow, Scott	Prob	Instructional Assistant III	Ralph Richardson	12/03/19
New Hire	Hardin, Jonathan	Prob	Nutrition Services Worker I	San Juan	12/17/19
New Hire	Harvey, Tyler	Prob	School Playground Rec Aide	Lichen	12/02/19
New Hire	Hernandez, Jessica	Prob	School Playground Rec Aide	Carmichael	12/17/19
New Hire	Hojatoleslami, Farhad	Prob	Campus Monitor	Meraki	11/15/19
New Hire	Janamian, Sanam	Prob	IA-Bilingual – Farsi	Del Paso Manor	12/03/19
New Hire	Kaur, Amarjit	Prob	Nutrition Services Worker I	Arcade	12/03/19
New Hire	Lambert, Jordin	Prob	School/Comm Prevent Spec	Pupil Personnel Services	12/16/19
New Hire	Marsh-Macias, Daijah	Prob	Instructional Assistant I	Northridge	08/15/19
New Hire	Martinez, Catalina	Prob	Payroll Technician I	Payroll	12/09/19
New Hire	Mata, Daniel	Prob	Plumber	Maintenance and Operations	12/02/19
New Hire	McIntosh, Zak	Prob	Social Emotional Spprt Tech	LSC Region 1 @ Arcade	12/02/19
New Hire	Saldivar, Charles	Prob	Custodian	Arcade	12/03/19
New Hire	Scoggins, Sherese	Prob	Campus Monitor	Encina	12/03/19
New Hire	Spencer, Matthew	Prob	Instructional Assistant III	Coyle Avenue	12/05/19
New Hire	Vizcay, Angela	Prob	Instructional Assistant III	Special Ed – Kenneth	12/17/19
New Hire	Wallace, Isabel	Prob	Culinary Arts Program Assist	San Juan	12/16/19
New Hire	Wheeler, Kimberly	Prob	School Bus Driver Instructor	Transportation	12/16/19
New Hire	Williams, Latuasha	Prob	Instructional Assistant III	Oakview	12/17/19
Rehire	Ahmady, Mustafa	Prob	Sch/Comm Res Assist-Farsi	Early Childhood Education	11/26/19
Rehire	Carlson, Justine	Prob	Child Develop Assistant – SA	Trajan ECE	11/15/19
Rehire	Guerra, Amber	Prob	Ground Maintenance Tech	Maintenance and Operations	11/25/19
Rehire	Roberts, Kendra	Prob	Instructional Assistant III	Carmichael	12/17/19
Rehire	Wilkey, Ashra	Prob	Child Develop Assist – SA	Gold River ECE	12/16/19

2. LEAVES OF ABSENCE

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)	
Unpaid	Crackel Fischl, Dana	Perm	Tch-Learning Hndcp 9/12	San Juan	11/08/19	01/06/20

3. SEPARATIONS

CERTIFICATED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Butz, Kaitlyn	Temp	Teacher Grade 7/8	Churchill	11/22/19
Resignation	Larson, Melanie	Prob	Counselor K/6	LSC Region 2 @ Barrett	12/20/19
Suspension	CE 314	Perm	Teacher Grade 9/12	Teaching and Learning	01/17/20

3. SEPARATIONS (Continued)

CLASSIFIED

Type	Name	Status	Assignment	Location	Effective Date (s)
Resignation	Amiri, Ahmad	Prob	IA-Bilingual – Farsi	Mira Loma	09/11/19
Resignation	Anderson, Justine	Prob	IA-Multi/Severely Hndcp	Ralph Richardson	12/11/19
Resignation	Bonds Jr., Michael	Perm	Lead Plumber	Maintenance and Operations	11/27/19
Resignation	Conn, Ronald	Perm	Project/Planner Coordinator	La Entrada East	11/15/19
Resignation	Craig, Stefani	Perm	Instructional Assistant I	Howe Avenue	12/06/19
Resignation	Gannon, Raime	Prob	Non-Instruct Support Aide	Marvin Marshall ECE	12/03/19
Resignation	Gardner, Corbin	Prob	Nutrition Services Worker I	Churchill	11/22/19
Resignation	Grant, Terrell	Perm	Youth/Adult Employ Tech	Workability	12/03/19
Resignation	Keele, Ashley	Prob	Instructional Assistant II	Cowan	12/02/19
Resignation	Lipp, Jeannine	Prob	Nutrition Services Worker I	Charles Peck	11/22/19
Resignation	Mallory-Boyd, Malaika	Prob	Bus Attendant	Transportation	11/22/19
Resignation	Moxley, Amanda	Perm	Instructional Assistant III	Oakview	12/06/19
Resignation	Naveed, Mohd	Perm	IA-Bilingual – Farsi	Arcade	11/20/19
Resignation	Skow, Eric	Perm	Custodian	Encina	11/22/19
Resignation	Stamp, Terry	Prob	Custodian	Rio Americano	11/25/19
Resignation	Strack, Debra	Perm	Nutrition Services Worker I	Casa Roble	11/22/19
Resignation	Wilberg, Eric	Prob	Campus Monitor	Mira Loma	12/06/19
Retirement	Durston, Lisa	Perm	High School Secretary I	San Juan	11/29/19
Retirement	Greve, Dana	Perm	Instructional Assistant II	Kingswood	11/22/19
Retirement	Hogans, Lonnie	Perm	Custodian	Fair Oaks	11/22/19
Retirement	Meiborg, Sherrie	Perm	Bus Driver	Transportation	11/14/19
Retirement	Rodriguez, Kenneth	Perm	Ground Maintenance Tech	Maintenance and Operations	11/22/19
Retirement	Toledo, Joseph	Perm	Nut Srvcs Warehouse Supv	Nutrition Services	12/06/19
Retirement	Webb, Linda	Perm	Bus Driver	Transportation	12/03/19
Dismissal	CL 481	Prob	Instructional Assistant III	Special Education	11/19/19
Dismissal	CL 482	Perm	Custodian	Maintenance and Operations	12/17/19

4. JOB DESCRIPTION / SALARY RANGE CHANGE

MANAGEMENT

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Coordinator, Family/ School Problem Resolution	SJAA	New	N/A	TBD	01/15/19

CLASSIFIED

Class Title	Unit	New/Update	Old Salary Range	New Salary Range	Effective Date (s)
Instructional Assistant - Bilingual	CSEA	Update	14	N/A	01/15/20
Safety Communication Technician	CSEA	New	N/A	27	01/15/20

JOB DESCRIPTION

Position Code: TBD
Management Group: SJAA
Salary Range: TBD
Work Calendar: 003

POSITION TITLE: Coordinator, Family/School Problem Resolution

DEFINITION: Under direction, acts as an impartial dispute resolution intermediary to resolve differences, disagreements and miscommunications between stakeholders that come to the Community Relations department; implements strategies which encourage the development of a culture supporting responsibility, trust, cooperation and fairness in the administration of policies and procedures.

DIRECTLY RESPONSIBLE TO: Director, Family Engagement and Partnership Development

SUPERVISION OVER: Classified staff as assigned

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

1. Collaborates with families to provide a variety of services including client advocacy, crisis support, case management, information and referral to provide students access to high quality learning options and programming.
2. Provides impartial and confidential consultation to families, students, staff and others related to a problem resolution concern regarding an alleged violation, misinterpretation or improper application of district policies and procedures or alleged improper treatment.
3. Serves as an ombudsperson to advocate for fairness and assists in the resolution of concerns and critical situations.
4. Facilitates the informal resolution process to address concerns of families, students, district staff and others through mediation.
5. Investigates all concerns brought forth by parents/guardians or community members related to schools that are not resolved at the school level, redirecting issues to the appropriate department.
6. Collaborates with district administration to investigate formal complaints from parents or community members.
7. Develops and conducts district-wide training programs for all staff related to dispute resolution, de-escalation, and related skill sets and evaluates the effectiveness of trainings provided.
8. Develops systems within the district to improve communication and resource sharing among school sites and district departments related to complaint resolution and other assigned topics.
9. Collaborates with district departments, school sites, family groups, outside agencies and other personnel to coordinate activities, resolve issues or concerns, exchange information, and accomplish district stated goals.
10. Fosters a culture supporting equity and social justice within school communities served by the district.
11. Advocates for families and students in obtaining access to social services to improve self-sufficiency for the family unit.
12. Collects, analyzes and reports data to ensure effectiveness of efforts and to foster greater understanding of work among stakeholders for assigned areas of responsibility.
13. Serves as a department representative on district and community committee, as required.

14. Provides direction to families and district staff to ensure comprehension of established procedures and processes.
15. Attends workshops, meetings, and other trainings related to assigned areas of responsibilities and incorporates knowledge gained in providing services to students, families, and school sites.
16. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Any combination of education and experience equivalent to a bachelor's degree from an accredited college or university with at least three years of experience developing family/school partnerships or implementing formal problem resolution strategies in an organization; postgraduate coursework is preferred; experience as a school site vice principal or principal is highly desirable; experience working with diverse groups of stakeholders is also highly desirable.

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

Knowledge, Skills, and Abilities:
- Knowledge of planning, organization and direction of problem resolution workflows and techniques
- Knowledge of applicable district policies and procedures and business practices
- Knowledge of budgeting and financial principles to maximize resources and control expenditures
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge and skill in the use of computers and assorted software programs
- Ability to understand, interpret, apply, and explain applicable rules, regulations, policies and procedures
- Ability to work effectively with all levels of district staff, stakeholders, and members of the community
- Ability to communicate effectively both verbally and in writing with all levels of district staff, stakeholders, and members of the community
- Ability
- Ability to analyze data and prepare clear and concise written and verbal reports
- Ability to analyze situations and adopt an effective course of action
- Ability to establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work
- Ability to analyze and resolve problems with tact and diplomacy
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to establish priorities and meet deadlines

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- Continuous contact with staff, students, parents, and the community
- Frequent interruptions and significant distractions
- Contact with dissatisfied and/or uncooperative individuals
- Drive a vehicle to conduct work

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

Hazards:
- May work under highly stressful and/or emergency situations

Other Characteristics:
- Ability to work additional hours and weekends on occasion
- Ability to travel locally

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

Board Approved: TBD

JOB DESCRIPTION

Position Code: 977
Classified Group: CSEA
Salary Range: 14
Work Calendar: 018 A/B

POSITION TITLE: Instructional Assistant – Bilingual

CLASS CODES:

790 – Pashto	962 – Mandarin	993 – Spanish
791 – Dari	963 – Russian	994 – Vietnamese
823 – Arabic*	974 – Farsi	995 – Tagalog
927 – Armenian	988 – Laotian	996 – French
949 – Hmong	989 – Portuguese	997 – German
950 – Romanian	990 – Cantonese	998 – Polish
951 – Ukrainian	991 – Korean	
961 – Cambodian	992 – Japanese	

DEFINITION: Under general supervision, provides assistance to certificated staff in meeting the educational and personal needs of bilingual students; performs miscellaneous related duties as required.

DIRECTLY RESPONSIBLE TO: Site Administrator

SUPERVISION OVER: N/A

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

1. Provides instruction to individuals or groups of students in reading, writing, and speaking English as a second language and assists bilingual students in other academic subject areas; uses flashcards, games, worksheets, drills, and a variety of study aids and techniques.
2. Interprets for limited English speaking students in a regular classroom by translating assignments, explanations or instructions.
3. Assists non-English speaking students and parents in adjusting to the school and community by providing information and interpreting in a variety of situations.
4. Administers a variety of tests and quizzes, records results, and consults with teacher regarding student progress.
5. Performs a variety of recordkeeping activities.
6. Files classroom materials and places information in student folders.
7. Organizes work areas and assembles learning materials.
8. May order supplies, forms, instructional or audiovisual materials.
9. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Higher education desirable; previous experience working with groups of students.

Knowledge, Skills, and Abilities:

- Proficiency in reading, writing and speaking a second language
- Competency in basic academic skills such as reading, math, spelling, English grammar
- Skill in oral communication, good articulation, speech and language patterns
- Skill in written communication
- Ability to write a simple paragraph in two languages
- Ability to successfully supervise children
- Ability to read English well enough to understand test instructions, teacher manuals and guides
- Ability to understand other cultures and work effectively with bilingual students
- Ability to follow oral and written instructions with a minimum of direction
- Ability to adapt to individual needs of teachers and students and work with interruptions
- Ability to work harmoniously with students and staff
- *Individual languages specified will require fluency in the specified language
- Ability to read, write and speak English in addition to the specified language
- Ability to maintain consistent, punctual, and regular attendance

WORKING CONDITIONS:

Work Environment:

- Indoor office environment
- Moderate noise
- Continuous contact with staff and students

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Communicate to exchange information in person and on the telephone
- Inspect written materials with fine print
- Recognize documents and individuals
- Remain in a stationary position for extended periods of time
- Operate office equipment requiring repetitive hand movement and fine coordination including the use of a computer keyboard
- Move about the facilities to conduct work

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

Board Approved:	9/23/1980
Revised:	4/28/1987
Revised:	4/26/1988
Revised:	10/24/1989
Revised:	12/5/1989
Revised:	1/15/1991
Revised:	6/22/1993
Revised:	9/10/2013*
Revised:	1/15/2020

JOB DESCRIPTION

Position Code: TBD
Classified Group: CSEA
Salary Range: 27
Work Calendar: 001

POSITION TITLE: Safety Communication Technician

DEFINITION: Under general direction, facilitates the flow of information related to safety, security and complaint resolution concerns that come to the district Safe Schools office; utilizes sound independent judgement to connect appropriate district and community-based resources in resolving issues; ensures data integrity of systems and resources used for tracking related work; compiles and prepares analysis of data to identify trends and evaluate efforts.

DIRECTLY RESPONSIBLE TO: Senior Director, Community Relations

SUPERVISION OVER: N/A

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

1. Processes incident data received from a variety of sources including phone calls, emails, system notification reports, etc. and uploads data to applicable district information systems.
2. Reviews data to ensure accuracy and completeness in compliance with established policies and procedures and follows up with responsible parties as needed.
3. Provides technical information and support to district personnel and the public regarding district policies as well as federal, state, and local laws to assist with ensuring appropriate responses to critical incidents.
4. May be responsible for the relaying of information to the district's incident command center during critical incidents.
5. Resolves issues and de-escalates situations with individuals experiencing stress, anxiety, or anger through various communication channels (i.e. phone call, emails, etc.) and escalates higher-level questions and issues to appropriate personnel for resolution as needed.
6. Identifies appropriate district departments or staff to respond to concerns received from students, staff, parents or community members and/or critical incidents.
7. Compiles data and generates reports periodically related to safety and complaint resolution.
8. Assists with tracking data and information required for compliance with federal and state laws or specific requirements of safety related grants.
9. May assist with facilitating trainings related to safety and security best practices, changes to legal requirements, and may make recommendations for additional professional development training opportunities.
10. Provides logistical support for departmental and district-wide trainings (i.e. event registration, venue reservation, setup, cleanup, signage, etc.).
11. Assists with preparing a variety of materials including brochures, flyers, agenda, etc. related to safety and security and other areas of assigned responsibility.
12. Schedules meetings, conferences, travel and appointments for assigned areas of responsibility.
13. Assists in the development of program instructions, operating procedures and other related materials.
14. Receives, reviews, and submits purchase requisitions, timecards, budget transfer requests, and other applicable forms in compliance with established policies and procedures.
15. Performs related work as required.

QUALIFICATIONS:

Education and Experience:
Any combination of training, education and experience which demonstrates the ability to perform the duties of the position and at least one year of experience in a law enforcement or educational institution; coursework in the National Incident Management System (NIMS) is highly preferred; bi-lingual speaking skills are preferred.

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

Knowledge, Skills, and Abilities:
- Knowledge of applicable federal, state, and local laws, statutes, ordinances, regulations and requirements
- Knowledge of principles and practices in the equitable delivery of services to students and families
- Knowledge and skill in use of computers and assorted software programs
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines
- Ability to work effectively with all levels of district staff, parents, the community, and local law enforcement agencies
- Ability to establish and maintain records and maintain the confidentiality of privileged information obtained in the course of work
- Ability to remain calm in stressful situations
- Ability to perform research, compiling information from a variety of sources
- Ability to understand and follow verbal and written instruction
- Ability to communicate effectively both verbally and in writing with all levels of district staff, families, and members of the community
- Ability to establish priorities and meet deadlines
- Ability to maintain consistent, punctual and regular attendance

WORKING CONDITIONS:

Work Environment:
- Indoor office environment
- Moderate noise
- Continuous contact with staff, students, and parents
- Frequent interruptions and significant distractions
- Contact with dissatisfied and/or uncooperative individuals

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).
- Communicate to exchange information both in person, in small groups, and/or on the telephone
- Inspect documents and other written materials with fine print
- Move about facilities to conduct work, including walking, sitting, standing, or remaining in a stationary position for extended periods of time

- Operate office equipment requiring repetitive hand movement and fine coordination

Other Characteristics:
- Ability to work additional hours and weekends on occasion
- Ability to respond to emergency calls during evenings and weekends

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

Board Approved: TBD

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-2
MEETING DATE: 01/14/2020

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	✓	3
Piggyback Contracts	✓	4
Zero Dollar Contract	✓	5
Bids/RFPs	NA	
Other	NA	
ERRATA	NA	

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

November 20, 2019 - December 17, 2019

PO#	Date	Vendor Name	Description	Amount $	Site/Department
TBD	12/17/2019	National Auto Fleet Group	3 new 2020 Chevrolet Express cargo van RWD 3500 harbor HVAC package	$ 104,271.18	212 - Maintenance & Operations
TBD	12/17/2019	National Auto Fleet Group	3 new 2020 Chevrolet Express cargo van RWD 3500 harbor Electricians package	$ 103,973.79	212 - Maintenance & Operations
004895	12/06/2019	International Baccalaureate	IB Exam Fees	$ 94,367.00	0205-Mira Loma High School

Purchasing Contracts Board Report
Change Orders/Amendments for Items $92,600

November 20, 2019 - December 17, 2019

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
001527	11/27/2019	Sysco	Decrease in volume of products purchased.	$ 175,000.00	-	$ (60,000.00)	115,000.00	804 - Nutrition Srvs
001529	11/27/2019	Perrin Bernard Supowitz, LLC	Increased usage	$ 125,000.00	-	$ 23,000.00	148,000.00	804 - Nutrition Srvs
001508	11/27/2019	P&R Paper Supply Company	Increased usage	$ 100,000.00	-	$ 30,000.00	130,000.00	804 - Nutrition Srvs

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
806615	12/06/2019	Nacht & Lewis	Additional Architectural/Engineering service for Ottomon HVAC 173-9390-J1	$ 111,185.00	-	$ 4,220.00	115,405.00	216 - Facilities
806613	12/08/2019	Nacht & Lewis	Additional Architectural/Engineering service for Twin Lakes HVAC 151-9390-J1	$ 169,410.00	-	$ 4,220.00	173,630.00	216 - Facilities
806616	12/08/2019	Nacht & Lewis	Additional Architectural/Engineering service for Carriage HVAC 171-9390-J1	$ 116,325.00	-	$ 4,220.00	120,545.00	216 - Facilities
709047	12/03/2019	3QC	Additional QA/QC for 114-9512-N1 Dyer Kelly New Construction	$ 87,265.00	13,329.22	$ 18,500.00	119,094.22	216 - Facilities
808282	12/06/2019	Consolidated Engineering Laboratories	Additional scope for Dyer Kelly New Construction 114-9512-N1	$ 35,975.54	348,983.71	$ 4,725.12	389,684.37	216 - Facilities
807262	12/17/2019	BCA Architects	Additional scope for Casa Roble Outdoor Learning project 209-9513-N1	$ 111,100.00	$ 32,591.00	$ 4,370.00	$ 148,061.00	216 - Facilities
906229	12/17/2019	Innovative Construction Services, Inc	Construction Management for 004-9512-P1 Cottage New Construction from Design only to full project scope	$ 30,000.00		$ 705,867.00	$ 735,867.00	216 - Facilities

General Contract/LeaseLease Back/Design Build Contract 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
907572	12/6/2019	Buskirk Construction, Inc	Additional scope added for Del Campo MOD 207-9495-J1 project	$ 111,000.00	$ -	$ 9,183.00	$ 120,183.00	216 - Facilities

November 20, 2019 - December 17, 2019

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

General Contract/LeaseLease Back/Design Build Contracts

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
14	12/16/2019	TBD	20-107	Sauren Construction & Electric	Removal and Replacement of all fencing materials for Del Campo WO193444-207DM project; Girls Varsity softball field	$ 145,881.00	212 - M&O

Other Contracts

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

New Addendum to Master Agreements

Fund	Date	PO#	Bid #	Vendor Name	Description	Amount $	Responsibility
26	11/20/2019	TBD	20-101	WLC Architects	Architect contract for Barrett MOD 004-9495-P1; using the master contract agreement	$ 1,559,250.00	216 - Facilities
26	12/17/2019	TBD	20-101	PBK Architects	Architect contract for Cottage New Construction 108-9512-P1; using the master contract agreement	$ 140,000.00	216 - Facilities
26	12/17/2019	TBD	16-132	Innovative Construction Services, Inc.	Construction management contract for Barrett MOD 004-9495-P1 project; using the master contract agreement	$ 772,628.00	216 - Facilities

Purchasing Contracts Board Report
Board Pre-Approval
Piggyback Contracts

November 20, 2019 - December 17, 2019

Staff has determined that purchasing through contracts issued by various state agencies within the State of California will save administrative time and expense, provide favorable pricing, and will be in the best interests of the District. District staff is requesting the Board of Education's authorization to piggyback on the approved bids in accordance with Public Contract Code Section 20118.

Fund	Date	PO#	Piggyback #, Title	Vendor Name	Description	Term
01	12/01/2019	TBD	CMAS 4-07-51-0020A	Turf Star, Inc.	Lawn/AG Equipment	11/09/17 - 11/30/22
01	12/01/2019	TBD	CMAS 4-17-72-0057B	KYA Services, LLC	Flooring	12/08/17 - 09/24/22
01	12/01/2019	TBD	CMAS 7-14-70-06	Hewlett Packard Enterprise	IT goods and services	05/31/19 - 05/31/20
01	12/01/2019	TBD	CMAS 4-18-78-0053B	Lakeshore Learning Materials	Classroom Supplies/Furniture	05/31/18 - 09/22/22
01	11/05/2019	TBD	CMAS 3-19-70-2905F	SHI International	IT goods and services	11/05/19 - 09/26/24
01	11/05/2019	TBD	CMAS 3-19-70-2905F	SHI International	Software and Hardware Installation	08/30/19 - 05/03/21
01	12/01/2019	TBD	CMAS 4-19-78-0095A	Pacific Play Structures	Fitness, Park and Playground Equipment	04/30/19 - 06/30/23
01	12/01/2019	TBD	CMAS 4-10-78-0057A	Landscape Structures Inc.	Playground equipment and supplies	12/1/17 - 04/7/23
01	12/01/2019	TBD	CMAS 4-10-78-0082A	Landscape Forms, Inc.	Outdoor lighting and recreational lighting	12/28/19 - 12/31/21

Purchasing Contracts Board Report
Board Pre-Approval
Zero Dollar

November 20, 2019 - December 17, 2019

Date	Vendor Name	Description	Responsibility
12/06/2019	Assistance League of Sacramento	Philanthropic program that will provide goods and services to various sites within San Juan Unified School District	Family and Community Engagement

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **G -3**
MEETING DATE: **01/14/2020**

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		
E-Rate		
ERRATA		

Notices of Completion - Board of Education

CONTRACTOR	PROJECT	DATE OF ACCEPTANCE	DATE RECORDED
KYA	PO#905508 Provide all labor, materials, equipment, tools, transportation and incidentals to install flooring throughout the entire site at Carriage ES, 7519 Carriage Drive, Citrus Heights, CA 95621 located in the San Juan Unified School District. Sacramento, CA Vendor: KYA	11/19/2019	11/27/2019
KYA	PO#905507 Provide all labor, materials, equipment, tools, transportation and incidentals to install flooring throughout the entire site at Ottomon ES, 9460 Ottomon Way, Orangevale, CA 95662 located in the San Juan Unified School District. Sacramento, CA Vendor: KYA	11/19/2019	11/27/2019

SAN JUAN UNIFIED SCHOOL DISTRICT
Accounting Services

WARRANTS & PAYROLL

VENDOR AND CONTRACT WARRANTS		
Fund		**November 2019**
01	General Fund	$ 4,365,026.63
09	Charter Schools	12,948.15
10	Special Ed Pass-Thru	389,938.71
11	Adult Education	11,039.84
12	Child Development	81,067.16
13	Food Service/Cafeteria	291,909.70
14	Deferred Maintenance	226,909.90
21	Building Fund	69,365.20
22	Measure S Building Fund	250.00
23	Measure J Building Fund	1,537,739.56
24	Measure N Building Fund	6,750,701.75
25	Capital Facilities	3,101,373.05
26	Measure P Building Fund	317,553.08
35	State Schools Facilities Fund	-
40	Sp Res FD -- Capital Outlay Proj	-
67	Self Insurance	472,044.41
95	Student Body	-
	TOTALS	**$ 17,627,867.14**

PAYROLL AND BENEFITS	
All Funds	**November 2019**
Certificated Payroll	$ 19,839,154.77
Classified Payroll	7,031,492.04
Benefits	12,731,216.75
TOTALS	**$ 39,601,863.56**

GRAND TOTAL $ 57,229,730.70

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-5

MEETING DATE: 01/14/2020

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: 01/06/2020

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: Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Board of Education Agenda Item
Surplus Property *January 14th 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
Arcade			2 Refrigerators		Ewaste
Arcade			Broken Recliner		Discarded
Arlington Heights			8 Single desks and 6 double desks		recycled
Barrett			3 Boxes of Instructional Materials		recycled
Cambridge Heights			15 Boxes of Instructional Materials		recycled
Casa Roble	Zenith		TV	421-03320117	Ewaste
Casa Roble	Zenith		TV	921-34210180	Ewaste
Casa Roble	Zenith		TV	921-34210137	Ewaste
Casa Roble	Zenith		TV	421-03320183	Ewaste
Casa Roble	Zenith		TV	321-05210382	Ewaste
Casa Roble	Zenith		TV	321-36300130	Ewaste
Casa Roble	Zenith		TV	321-05210363	Ewaste
Casa Roble	Zenith		TV	322-36300421	Ewaste
Casa Roble	Zenith		TV	721-46421228	Ewaste
Casa Roble	Zenith		TV	421-03320147	Ewaste
Casa Roble	RCA		TV	9017628	Ewaste
Casa Roble	Zenith		TV	421-03320131	Ewaste
Casa Roble	Zenith		TV	421-1022232	Ewaste
Casa Roble	Zenith		TV	421-1200233	Ewaste
Casa Roble	RCA		TV	94582165	Ewaste
Casa Roble	Zenith		TV	421-03320077	Ewaste
Casa Roble	Zenith		TV	522-13490335	Ewaste
Casa Roble	Zenith		TV	321-05210332	Ewaste
Casa Roble	Zenith		TV	321-36300159	Ewaste
Casa Roble	Panasonic		VHS	D3SA10636	Ewaste
Casa Roble	Panasonic		VHS	D3SA10678	Ewaste
Casa Roble	Panasonic		VHS	H3SA52437	Ewaste
Casa Roble	Panasonic		VHS	D3SA10952	Ewaste
Casa Roble	Panasonic		VHS	I4SA15593	Ewaste
Casa Roble	Panasonic		VHS	D3SA10935	Ewaste
Casa Roble	Panasonic		VHS/DVD COMBO	196X0775	Ewaste
Casa Roble	Panasonic		VHS/DVD COMBO	U35265517	Ewaste
Casa Roble	Sony		VHS/DVD COMBO	HR-XVC14BU5	Ewaste
Churchill			Accordion wall room divider		recycled
Cottage			Keyboard, mouse		Ewaste
Cottage			Computer tower	42815	Ewaste
Cottage			Computer monitor	DJ91151015	Ewaste
Coyle			4 Boxes of Instructional Materials		recycled
Howe Ave	Apple		Apple TV	707418211	Ewaste
Howe Ave			Table		recycled
Mariemont Elementary			27 - 18" x 24" Single flip top desks		recycled
Mariemont Elementary			4 - 2' x 4' Double desk with pockets		recycled
Mariemont Elementary			1 - 30" x 36" Computer desk		recycled
Mariemont Elementary			62 - 16" High student chairs		recycled

Board of Education Agenda Item
Surplus Property *January 14th 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
Mariemont Elementary			2 - 4 Drawer file cabinet		recycled
Mariemont Elementary			2 - 2 Drawer file cabinet		recycled
Mariemont Elementary			1 - Teacher desk 30" x 60" top needs one leg fixed		recycled
Student Support Services			Table in 2 pieces 3' x 5' each		recycled
Twin Lakes			5 Boxes of Instructional Materials		recycled

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-6

MEETING DATE: 01/14/2020

SUBJECT: Resolution to Participate in the Federal Surplus Property Program

CHECK ONE:

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

DEPARTMENT: Business Support Services

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 2969 authorizing district representatives to acquire surplus property through the auspices of the California State Agency for Surplus Property.

RATIONALE/BACKGROUND:
The Department of General Services offers surplus state and federal personal property for sale at a fraction of the original cost. California law gives public schools first priority to purchase this material. A wide variety of cost-effective items are available, such as printers, copiers, vehicles, furniture and more. The district would have the ability to search a national database of available surplus material at locations throughout the United States. If adopted, this program will provide sites and departments the opportunity to acquire needed items at reduced prices.

ATTACHMENT(S):
A: State of California Application for Eligibility, State & Federal Surplus Property Program

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

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, Interim Director, Business Support Services
Kent Stephens, Deputy Superintendent KS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Attachment A

Application Checklist

Government and Special Districts

State Agency
County
City
Public School / District (College's, Universities)
Special District (Water Districts, Cemetery's, Utilities)

Name of Organization: San Juan Unified School District

Contact Name: Susan Kane

Contact Name: Phone Number/Email Address:

(916) 971 - 7005 susan.kane@sanjuan.edu

Form 201 – Application	Yes ☑ No ☐
Form 202 – Resolution with Board Minutes (When Applicable)	Yes ☑ No ☐
Form 203 – Non-Discrimination Certification	Yes ☑ No ☐
Form 204 – Racial Demographic and National Origins of all Persons within your service Area **(https://factfinder.census.gov)**	Yes ☑ No ☐
Debarment Form	Yes ☑ No ☐
Sign and Date Terms and Conditions	Yes ☑ No ☐
Proof of State/Public Agency Status (Listing in State Directory etc.)	Yes ☐ No ☐
Current CBEDS or WASC (if applicable) **(https://dq.cde.ca.gov/dataquest/)**	Yes ☐ No ☐
Return Completed Original Application to: Federal Surplus Property Program 1700 National Drive Sacramento, CA 95834 **(Please maintain a copy for your records)**	Yes ☐ No ☐

- Eligibility is limited to the period covered by the certification. Certifications are generally issued on an annual basis; therefore, the provider must update annually or as required by the approval on their certification.

Notes:

Reviewed by:		Date:
Approved:	Yes ☐ No ☐ New ☐ Renewal ☐	Expires:
Donee Number:		Billing Code:

STATE OF CALIFORNIA
APPLICATION FOR ELIGIBILITY
STATE & FEDERAL SURPLUS PROPERTY PROGRAM

In completing this form please print or type information.

A. Name of Organization San Juan Unified School District Telephone (916) 971-7293

Address 3738 Walnut Avenue City Carmichael County Sacramento Zip 95608

E-Mail Address robert.bright@sanjuan.edu Fax Number (916) 971-7617

1. Application is being made as a (please check one) (a) Public agency ☑ or (b) qualified nonprofit and tax-exempt organization ☐ Check all spaces that apply and provide all requested data.

B. **PUBLIC AGENCY**: Check either state ☑ or local ☐

_____ Conservation
_____ Economic Development
☑ Education
Grade Level _____
(Preschool, K-12, college)
Enrollment ADA - 37,693
No. of faculty _____
No. of days in school year _____
_____ Parks & Recreation
_____ Public Health
_____ Public Safety
_____ Two or more of above
_____ Other (specify) _____

NONPROFIT AGENCY OR ORGANIZATION:

_____ Education
_____ Grade Level _____
(Preschool, K-12, college)
_____ School for the mentally or physically handicapped

Enrollment _____
No. of faculty _____
No. of days in school year _____
No. of school sites _____
_____ Educational radio or television station
_____ Museum
_____ Library
_____ Medical institution
_____ Hospital
_____ Health center
_____ Clinic
_____ Other (specify) _____

1. Are the applicant's services available to the public at large? _____. If only a specified group of people is served, please indicate who comprises this group. _____

2. Checklist of signed and completed documents submitted with this application:

___ SASP Form No. 202 "Resolution," properly signed and approved by the Governing Board designating representatives, including their signatures, authorized to bind the applicant organization to service fees submitted by the State of California.
___ SASP Form No. 203, nondiscrimination compliance assurance.
___ Certification Regarding Debarment, Suspension, Ineligibility, & Voluntary Exclusion as required by the General Services Administration of the U.S. Government.
___ Other statements or documentation required, as may be specified.

Printed Name and Title of Administrator or Director: Susan Kane, Director of Business Support Services

Date: 1/14/20 Signature of Adminstrator or Director: _____

FOR STATE SURPLUS AGENCY USE ONLY

Application approved _____ Application disapproved _____

Comments or additional information: _____

Date: _____ Signed: _____

Donee Number: _____ Billing Code: _____

STATE OF CALIFORNIA
DEPARTMENT OF GENERAL SERVICES
OFFICE OF FLEET AND ASSET MANAGEMENT
ELIGIBILITY APPLICATION
CASASP 202 (Rev 2/2019)

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Governor Gavin Newsom

RESOLUTION No. 2969

"BE IT RESOLVED by the Governing Board, and hereby ordered that the offical(s) and/or employee(s) whose name(s), title(s), and signature(s) are listed below shall be and is (are) hereby authorized as our representative(s) to acquire surplus property through the auspices of the California State Agency for Surplus Property and accept responsibility for payment of incidental fees by the surplus property agency under the Terms and Conditions accompanying this form or listed on the reverse side of this form."

	NAME (Print or Type)	TITLE	SIGNATURE*	E-MAIL ADDRESS
A.	Susan Kane	Director		susan.kane@sanjuan.edu
	Robert Bright	Supervisor		robert.bright@sanjuan.edu
	Kasey Jay	Warehouse Worker		kasey.jay@sanjuan.edu
	Dominic Perez	Warehouse Worker		dominic.perez@sanjuan.edu
	Laura Fry	Supervisor		laura fry@sanjuan.edu

***Note: All signatures must be in original form. No copied or stamped signatures**

B. The above resolution was PASSED AND ADOPTED this 14 day of January ,20 20 , by the Governing Board of the:

San Juan Unified School District by the following vote: AYES: ____ ; NOES: ___ ; ABSENT: ____
Agency Name

I, Zima Creason Clerk of the Governing Board known as San Juan Unified School District

Do hereby certify that the foregoing is a full, true and correct resolution adopted by the governing board of the below named organization at the meeting thereof held at its regular place of meeting on this date and by the vote above stated, a copy of said resolution is on file in the principap office of the Governing Board.

Signed by: ____

San Juan Unified School District
Name of Organization

3738 Walnut Avenue
Mailling Address

Carmichael / 95608 / Sacramento
City / Zip Code / County

NOTE: ALL LOCAL GOVERNMENT & NON-PROFIT INCORPORATED ORGANIZATIONS HAVE A GOVERNING BOARD, THEREFORE COMPLETE ONLY SECTIONS "A" & "B". THE FOLLOWING SECTION "C" IS FOR STATE AGENCIES ONLY

C. AUTHORIZED this ____ day of ____ 20 ____ , by: ____
Signature of Administrative Officer

/
Printed Name of Chief Administrative Officer / Title

/
Organization Name / Street Address

/ /
City / ZIP Code / County

STATE OF CALIFORNIA AGENCIES ARE REQUIRED TO PROVIDE THEIR STATE BILLING CODE: ____

STATE OF CALIFORNIA
DEPARTMENT OF GENERAL SERVICES
OFFICE OF FLEET AND ASSET MANAGEMENT
CASASP 203 (Rev 5/2018)

ASSURANCE OF COMPLIANCE WITH GSA REGULATIONS UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, SECTION 606 OF TITLE VI OF THE FEDERAL PROPERTY AND ADMINISTRATIVE SERVICES ACT OF 1949, AS AMENDED, SECTION 504 OF THE REHABILITATION ACT OF 1973, AS AMENDED, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, AS AMENDED AND SECTION 303 OF THE AGE DISCRIMINATION ACT OF 1975

San Juan Unified School District, (hereinafter called the "donee"),
(Name of donee organization)

HEREBY AGREES THAT the program for or in connection with which any property is donated to the donee will be conducted in compliance with, and the donee will comply with and will require any other person (any legal entity) who through contractual or other arrangements with the donee is authorized to provide services or benefits under said program to comply with, all requirements imposed by or pursuant to the regulations of the General Services Administration (41 CFR 101-6.2) issued under the provisions of Title VI of the Civil Rights Act of 1964, Section 606 of Title VI of the Federal Property and Administrative Services Act of 1949, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, Title IX of the Education Amendments of 1972, as amended, and Section 303 of the Age Discrimination Act of 1975, to the end that no person in the United States shall on the ground of race, color, national origin, sex, or age, or that no otherwise qualified handicapped person shall solely by reason of the handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity for which the donee received Federal assistance from the General Services Administration; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

The donee further agrees that this agreement shall be subject in all respects to the provisions of said regulations; that this agreement shall obligate the donee for the period during which it retains ownership or possession of any such property; that the United States shall have the right to seek judicial enforcement of this agreement; and, this agreement shall be binding upon any successor in interest of the donee and the word "donee" as used herein includes any such successor in interest.

Date _____ San Juan Unified School District
Donee Organization

BY _____
(President/Chairman of the Board
or comparable authorized official)

3738 Walnut Avenue
Carmichael, CA 95608

Donee Mailing Address

STATE OF CALIFORNIA
APPLICATION FOR ELIGIBILITY
STATE & FEDERAL SURPLUS PROPERTY PROGRAM

Pursuant to Federal Regulation 28 C.F.R. §§ 42.401 - 42.415, a recipient is mandated to report to the Federal Government the racial and national origins of all persons within your service area. You are therefore asked to supply the Office of Fleet and Asset Management with the race and national orgins of individuals you serve in your service area (it may be helpful to refer to the US Census to determine the racial makeup of your service area at www.factfinder.census.gov/). This form must be completed and returned with the rest of the eligibility packet in order to qualify for the Federal Surplus Property Program. Your answers on this form in no way affect your eligibility; however, not returning the form will delay the processing of your application.

American Indian or Alaskan Native % 0.60	Persons having origins in any of the tribal people of North America, and who maintain cultural identification through tribal affiliation or community recognition.
Asian / Pacific Islander % 8.70	Persons having origins in any of the original peoples of the far east, Southeast Asia, Pacific Islands, or the Indian Subcontinent. This includes China, Japan, Korea, The Philippines, and Samoa.
Black % 6.80	Persons having origins in any of the black racial groups of Africa.
Hispanic % 21.40	Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
White % 53.10	Person having origins in any of the original people of Europe, North Africa, or the Middle East.
Other % 6.70	(Specify) 2 or more races

Print Name Julie Towers Title Administrative Asst.

Signature Julie Towers Date 9/16/19

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the General Services Administration regulations implementing Executive Order 12549-41 CFR 105-68 – for all lower tier transactions meeting the requirements stated at 41 CFR 105-68.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department of agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or had become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," suspended," ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage section of rule implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. 6. The prospective lower tier participant further agrees by submitting this proposal that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitation for lower tier covered transactions.

7. A participant in a covered transaction my rely upon a certification of a prospective participant in a lower tier covered transaction that it is not proposed for debarment under CFR part 9, subpart 9.4, debarred, suspended, in eligible, or voluntarily excluded from covered transactions, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Nonprocurement Programs.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR part 9, subpart 9.4, suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF DONEE APPLICANT San Juan Unified School District

NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Susan Kane, Director of Business Support Services

SIGNATURE [signature] DATE 1/14/20

Certifications and Agreements including Terms, Conditions, Reservations and Restrictions to be included On Agency Issued or Distribution Documents

The Donee Certifies That:

1) It is a public agency; or an approved non-profit institution or organization, exempt from taxation under Section 501 of the Internal Revenue Code of 1986; within the meaning of Section 203(j) of the Federal Property and Administrative Services Act of 1949, as amended, and the regulations of the General Services Administration (GSA).
2) The property is needed and will be used by the recipient for carrying out for the residents of a given political area one or more public purposes, or, if a nonprofit tax-exempt institution or organization or 8(a) business, the property is needed for and will be used by the recipient for educational or public health purposes, or for programs for older individuals, or for business purposes. The property is not acquired for any other use or purpose, or for sale or other distribution; or for permanent use outside the State, except with prior approval of the CSASP.
3) Funds are available to pay any and all costs and charges incidental to the receipt of surplus property, and that property is not being acquired for any other use(s) or purpose(s), is not for sale. The fee schedule is available upon request from the CSASP.
4) Any transaction shall be subject to the nondiscrimination regulations governing the donation of federal surplus personal property issued under Title VI of the Civil Rights Act of 1964 (41 USC 2000d-2000d-4a), as amended, section 504 of the Rehabilitation Act of 1973, as amended, Title IX of the Education Amendments of 1972, as amended, section 303 of the Age Discrimination Act of 1975, and the Civil Rights Restoration Act of 1987.
5) If the Donee is designated by the Federal Small Business Administration 8(a) Program as a socially and economically disadvantaged small business and the SBA and CSASP have both determined the Donee is eligible to receive federal surplus property as a donation, the Donee certifies that the property acquired is needed and will be used solely for the conduct of the Donee's business enterprise: and the Donee certifies to A. (3), (4) and (5),

The Donee Agrees to the Following Federal Conditions:

6) All items of property, other than items with a unit acquisition cost of $5000 or more and passenger motor vehicles, regardless of acquisition cost, shall be placed in use for the purpose(s) for which it was acquired within one year or receipt, and shall be placed in continuous use for one year from the date the property was placed in use. In the event the Donee does not place the property in use, or continuous use, the Donee shall immediately notify the CSASP, and, at the Donee's expense, make the property available for transfer or other disposal as directed by the CSASP.
7) Special handling or use limitations as are imposed by Federal GSA on any item(s) under which the item(s) are being allocated to the Donee.
8) In the event the Donee does not use the property as required by *Sections C (1)* and *(2)* below, at the option of the GSA, title and right to the possession of such property shall revert to the United States of America and, upon demand, the Donee shall release such property to such person as GSA or its designee shall direct.

B) The Donee Agrees to the Following Conditions Applicable to Items with a Unit Acquisition Cost of $5,000 or More and Passenger Motor Vehicles, Regardless of Cost. Except Vessels 50 Feet or More in Length and Aircraft Regardless of Acquisition Cost:

1) The property shall be place in use within one year of receipt, and shall be used only for the purpose(s) for which it was acquired and for no other purpose(s).
2) There shall be a period of restriction which will expire after such property has been used for the purpose(s) for which it is acquired for a period of 18 months from the date the property is placed in use, except for such item(s) of major equipment for which the CSASP designates a further period of restriction.
3) In the event the property is not so used as required by *Sections C (1)* and *(2)*, at the option of the CSASP, title and right to the possession of such property shall, at the option of the CSASP, revert to the State of California, and the Donee shall release such property to such person as the CSASP shall direct.

C) The Donee Agrees to the Following Terms, Reservations and Restrictions:

1) From the date it receives the property and throughout the time period(s) imposed by Sections B and C (as applicable) remain in effect, the Donee shall not sell, trade, lease, lend, bail, cannibalize, encumber, or otherwise dispose of such property, or remove it permanently, for use outside the State of California, without the prior approval of GSA or the CSASP. The proceeds from any sale, trade, lease, loan, bailment, encumbrance or other disposal of the property, when the GSA or the CSASP authorizes such action, shall be remitted promptly by the Donee to GSA or the CSASP, as applicable. If the Donee takes action in ignoring or disregarding the foregoing restrictions after the date the Donee received the property and before expiration of the time periods imposed by Sections C or D as applicable, at the option of the GSA or the CSASP, the Donee shall pay to the GSA or the CSASP any proceeds derived from the disposal, and/or the fair market or rental value of the property at the time of such unauthorized disposal as determined by the GSA or the CSASP as applicable.
2) If at any time, from the date the Donee receives the property throughout the time periods by Sections B and C as applicable, the Donee determines that some or all of the property is no longer suitable, usable, or further needed for the purpose(s) for which it was acquired, the Donee shall promptly notify the CSASP and shall, as directed by the CSASP, return the property to the CSASP, or release the property to another Donee or another state agency, or a department or agency of the United States, or sell or otherwise dispose of the property. The Donee shall remit the proceeds from the sale promptly to the CSASP.
3) The Donee shall make reports to the CSASP which shall state the use, condition, and location of the property, and shall report on other pertinent matters as may be required from time to time by the CSASP.
4) At the option of the CSASP, the Donee may abrogate the conditions set forth in Section B and the terms, reservations and restrictions pertaining in Section D by payment of an amount as determined by the CSASP.

D) The donee Agrees to the Following Conditions, Applicable to all Items of Property:

1) The property acquired by the Donee is on an "As Is," "where is" basis, without warranty of any kind.
2) If the Donee carries insurance against damages to or loss of property due because of fire or other hazards, and the damage to, loss or destruction to donated property with unexpired terms, conditions, reservations or restrictions, occurs, the CSASP will be entitled to reimbursement from the Donee out of the insurance proceeds, in an amount equal to the unamortized portion of the fair value of the damaged or destroyed donated property.

E) Terms, conditions, reservations and restrictions set forth in the Conditional Transfer Document executed by the authorized Donee representative are applicable to the donation of Aircraft and Vessels of 50 Feet or more in length having an acquisition cost of $5,000 or more in length or more, regardless of the purpose for which acquired.

SIGNATURE: _____ **DATE:** _____

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-7

MEETING DATE: 01/14/2020

SUBJECT: CEQA Notice of Exemption for Barrett Middle School Modernization Project

DEPARTMENT: Facilities

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

ACTION REQUESTED:
The superintendent is recommending that the board approve the California Environmental Quality Act (CEQA) notice of exemption for the Barrett Middle School modernization project.

RATIONALE/BACKGROUND:
The project consists of modernizing/renovating 45,330 square feet of the existing on-site school classroom buildings, modernizing/repurposing the existing multipurpose building and constructing two new on-site buildings. In addition to this modernization total, 29,460 square feet will be new buildings, for a total of 74,790 square feet of building space. Two new buildings — a science classroom wing (13,400 square feet) and a multipurpose room/gymnasium (16,060 square feet) — will be added to the existing school campus, and a new quad will connect the two buildings. The proposed modernization will include shifting and repurposing the classroom spaces to better meet student needs and will also include new roofing on buildings and walkways; heating, ventilation and air conditioning (HVAC) system replacements and upgrades; replacing the doors and hardware; replacing and upgrading the windows; ceiling repair and upgrades; improved energy-efficient lighting; upgrades to classroom interior finishes; and staff and student restroom upgrades. The project also includes a new school bus drop-off area and a new parent drop-off and pickup area to improve both the on-site traffic flow and the flow of traffic on Barrett Road during the peak school traffic hours. The outdoor asphalt play areas will be reconstructed. New water-efficient landscaping, shade trees and turf grass (playfields) will be installed. Underground utility improvements and upgrades with existing utility providers will be performed, as needed, to service the two new buildings and for modernization of existing buildings. The existing 12 portable classrooms at the southern end of the campus will continue to be used during the modernization project and then will be demolished and removed from the campus. The proposed project is not intended to increase the school's maximum student capacity; rather, the project is necessary to upgrade the existing learning and administration spaces and to provide additional learning spaces, such as laboratories and performing arts that are an important part of today's school curricula, for the existing student body. The updated facilities would be designed to meet all requirements of the Division of the State Architect (DSA).

ATTACHMENT(S):
A: CEQA Notice of Exemption

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

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: Nicholas Arps, Director, Facilities, Construction & Modernization

APPROVED BY: Frank Camarda, Assistant Superintendent, Operations, Facilities and Transportation
Kent Kern, Superintendent of Schools KK

SAN JUAN UNIFIED SCHOOL DISTRICT
NOTICE OF EXEMPTION, CALIFORNIA ENVIRONMENTAL QUALITY ACT

To: Office of Planning and Research
1400 Tenth Street, Room 100
Sacramento, CA 95814

Sacramento County Clerk/Recorder
600 8th Street
Sacramento, CA 95814

Project Title: Barrett Middle School Modernization Project

Project Address: 4243 Barrett Road

Project Location: Carmichael, CA **County of:** Sacramento

Project Description: The project consists of modernizing/renovating all of the existing on-site school classroom buildings, modernizing/repurposing the existing Multipurpose Building, and constructing two new on-site buildings. The existing school campus includes 57,497 square feet of building space. The proposed modernization will include shifting and repurposing the classroom spaces to better meet student needs. The proposed modernization includes 32,480 square feet of classrooms, 9,500 square feet of administration and learning commons/library space, and 3,350 square feet of locker rooms, for a total of 45,330 square feet of building space. In addition to this modernization total, 29,460 square feet will be new buildings, for a total of 74,790 square feet of building space.

The existing Multipurpose Building (which currently houses the kitchen and a gymnasium) will be repurposed to solely be a dining commons and kitchen. A new interior mezzanine for larger group meeting spaces will be added to maximize the volume of the existing building's barrel roof. Two new buildings—a Science Classroom Wing (13,400 square feet) and a Multipurpose/Gymnasium (16,060 square feet)—will be added to the existing school campus and new quad will connect the two buildings. Barrett Middle School is the only school in the District that does not have a performing arts stage even though it has been designated as a "San Juan Arts Integration School," where band, choir, dance, and visual arts are woven into the curriculum. Therefore, the modernization project will include a new dedicated performing arts stage with associated storage and restrooms as part of the new Multipurpose Building.

The modernization project will include new roofing on buildings and walkways; heating, ventilation, and air conditioning (HVAC) system replacements and upgrades; replacing the doors and hardware; replacing and upgrading the windows from single pane to double pane to improve energy efficiency and provide better ventilation; ceiling repair and upgrades; improved energy-efficient lighting that provides better illumination for student workspaces; upgrades to classroom interior finishes; and staff and student restroom upgrades, including improvements to comply with the Americans with Disabilities Act (ADA). The project also includes a new school bus drop-off area on the east side of the campus, and new parent drop-off and pick-up area on the south side of the campus, to improve both the on-site traffic flow and the flow of traffic on Barrett Road during the peak school traffic hours.

The outdoor asphalt play areas will be reconstructed. New water-efficient landscaping, shade trees, and turf grass (in the playfields) will be provided. The existing 12 portable classrooms at the southern end of the campus will continue to be used during the modernization project, and then will be demolished and removed from the campus. The proposed project is not intended to increase the school's maximum student capacity; rather, the project is necessary to upgrade the

existing learning and administration spaces and to provide additional learning spaces, such as laboratories and performing arts that are an important part of today's school curricula, for the existing student body.

The updated facilities would be designed to meet all requirements of the Division of the State Architect (DSA). Underground utility improvements and upgrades with existing utility providers will be performed, as needed, to service the two new buildings and for modernization of existing buildings.

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

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

Exempt Status: (check one)

_____	Ministerial Project (Section 21080[b][1]; 15268)
__X__	Categorically Exempt (Section 15314)
_____	Declared Emergency (Section 21080[b][3]; 15269[a])
_____	Emergency Project (Section 21080[b][4]; 15269[b][c])
_____	Statutory Exemption (Public Resources Code Section 21080.35)
_____	The project clearly will not have a significant effect on the environment (15061[b][3])

Reasons why project is exempt: California Environmental Quality Act Guidelines (CEQA Guidelines) Sections 15300–15332 include a list of classes of projects that have been determined not to have a significant effect on the environment and that are categorically exempt from the provisions of California Environmental Quality Act (CEQA).

The project is exempt under the following section of the CEQA Guidelines: 15314 (Class 14– Minor Additions to Schools). The project meets the conditions for a categorical exemption described in this section of the CEQA Guidelines, as explained below.

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

The project is intended to modernize existing old, outdated school buildings to improve the learning environment and to comply with current building codes and California Department of Education (CDE) and Americans with Disabilities Act (ADA) requirements, and to remove 12 existing portable classrooms. The project would also provide two new buildings for sciences and the arts, along with a new gymnasium and administration space. The proposed project would not expand the existing student capacity. The project would provide five new science laboratory classrooms, and a new Information Technology (IT)/computer laboratory for student learning (i.e., six classrooms). The remaining new space would be devoted to a gymnasium, library, performing arts stage, broadcast studio, and administration space. Therefore, the proposed project would not increase the student capacity by more than 25 percent or 10 classrooms.

(2) The project is consistent with applicable general plan designation, applicable policies, and applicable zoning designation and regulations.

The Barrett Middle School campus is zoned as Residential 5 (RD-5). Pubic, K–12 schools are a permitted primary use on parcels zoned RD-5 under the Sacramento County Zoning Code. The County's zoning implements the General Plan.

(3) The project site has no value as habitat for endangered, rare, or threatened species.

The project site is fully developed as a school campus with associated landscaping. The project would be confined to the existing Barrett Middle School campus, which is surrounded on all sides by existing residential development. The project site does not contain any sensitive habitat or habitat for special-status species. Thus, the project site has no value for endangered, rare, or threatened species.

Exceptions to the Exemptions

Certain exceptions to the use of a categorical exemption are found in CEQA Guidelines Section 15300.2. The District has determined that the project is not subject to any of these exceptions for the reasons discussed below.

(a) ***Location. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.***

This exception only applies to Classes 3, 4, 5, 6, and 11. These classifications do not apply to this project; therefore, this exception is not discussed further.

(b) ***Cumulative Impact. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time, is significant.***

Improvements at the Barrett Middle School in the District's Master Plan are focused on modernization of the existing school campus to meet current code requirements and improve the learning environment, and to provide necessary specialized learning platforms that are currently not present on the campus (e.g., science and computer laboratories and a performing arts area). The project would remove 12 older portable classrooms, which would be replaced with permanent buildings. The project would not contribute to any cumulative environmental impacts due to the small size of the project and the lack of significant environmental impacts attributable to project construction and operation.

(c) ***Significant Effect. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.***

There are no unusual circumstances at the project site or part of project operations that would result in significant effects on the environment. The project site is currently developed with an existing school campus and would continue to be used as a school. The project would be constructed within the existing school campus. There are no sensitive natural resources, hazardous materials sites, areas of severe geologic constraints, cultural or tribal resources, or agricultural resources on this existing developed school site that would be affected by the project.

The proposed project does not include expanding the size of the existing outdoor turf sports fields or hardcourt play areas. However, a new parent drop off and pick up area, along with additional parking, would be added to the southern part of the campus where the 12 portable buildings are currently located. Parking spaces are currently located immediately adjacent to the south campus property line, where several houses are

present. A house with a barn and agricultural field are located immediately across from the new drop off/parking area. Southwest of the proposed new drop-off/pick-up area, there are three additional residences (immediately west of the agricultural field). The new drop-off/pick-up area would be approximately 100 feet from the nearest residential property boundary to the south.

In order to accommodate the new Multipurpose/Gymnasium building, the existing paved hardcourt play areas (which are in a deteriorated condition and require replacement) would be reconstructed to the west of the new Multipurpose/Gymnasium building in a vacant area of the campus that currently consists of turf grass. As a result of these changes, the new Multipurpose/Gymnasium building would be constructed approximately 150 feet from the existing residences to the south (at the closest point). The new outdoor hardcourt playfields would be constructed approximately 100 feet from the existing residences to the south and west (at the closest points).

Ambient noise surveys were conducted on June 27, 2019, to document the noise environment and noise sources. Dominant sources of ambient noise identified in the ambient noise sources consisted of local and distant traffic, and natural sources (wind, birds, etc.). Average daytime hourly noise levels documented during the measurements ranged from approximately 51 to 66 A-weighted decibel (dBA) Equivalent Noise Level (Leq), with maximum noise levels between 67 and 83 dBA maximum noise level (Lmax). Noise levels during the construction of the project would be approximately 77 dBA Leq, which would exceed the ambient noise levels in the project area. However, this increase in noise levels would be temporary, no roads would be closed during construction, and equipment would be parked on the project site. Project-related construction activities would comply with the Sacramento County Noise Ordinance (Sacramento County Code Chapter 6.68), which limits construction-generated noise to the daytime hours. Because the project is not designed to increase the student body enrollment or increase the number of outdoor sports playfields, project operations would result in the same low levels of long-term noise impacts as are currently generated by the existing Barrett Middle School. Please see Appendix A for more details.

The project site is developed with an existing school and supporting facilities, such as outdoor sports fields, roads, and parking lots. The project site does not support 10 percent native tree cover, does not allow for management of one or more forest resources, and does not include habitat for sensitive plant or animal species.

The project site is already served by existing water, sewer, and electrical utilities, and only minor upgrades would be implemented as necessary to ensure the quality of long-term service for the new facilities. The existing on-site underground storm drain system would continue to be used.

Because only minor additions to the existing systems would be required to serve the two new buildings, the project would not substantially alter the on-site drainages in a manner that would result in downstream erosion or flooding, or create additional runoff that would exceed the capacity of existing storm drainage conveyance systems. The District will be required to prepare and implement a Storm Water Pollution Prevention Plan (SWPPP) with associated Best Management Practices (BMPs) specifically designed to reduce erosion and subsequent downstream sedimentation, as required by the Central Valley Regional Water Quality Control Board. Therefore, the project would not violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or ground water quality.

The District would coordinate with the Sacramento Area Sewer District and the Carmichael Water District to determine the most appropriate types of new connections to the existing sewer and water conveyance systems for the new Science Classroom Wing and the new Multipurpose/Gymnasium Building. Because the proposed project would not increase the student capacity, the minor new sewer and water connections required to serve the new buildings, along with minor changes to the on-site storm drainage system for the same purpose, would not result in operational impacts that would increase the amount of stormwater runoff, require additional supplies of potable water, or require additional wastewater treatment capacity at the Sacramento Regional Wastewater Treatment Plant.

The District would coordinate new fire-flow requirements and the locations, geometry, and signage of new fire lanes accessing the new Science Classroom Wing and the new Multipurpose/Gymnasium Building, with the Sacramento Metropolitan Fire (SMF) Department. Facilities would be constructed to meet SMF Fire Protection Standards.

All aspects of proposed building modifications would comply with the requirements of the current California Building Standards Code and the Uniform Building Code.

The proposed construction effort is not large enough to result in significant short-term air quality, greenhouse gas, or traffic impacts. The project would implement Sacramento Metropolitan Air Quality Management District Basic Construction Emission Control Practices during construction, which include watering of exposed surfaces for dust control, minimizing idling time to five minutes or less, and covering all exposed surfaces.

No roads would be closed during construction, and equipment would be parked on the project site.

Construction of the new dedicated bus drop-off and pick-up area at the east side of the campus, and the new parent drop-off and pick-up area on the south side of the campus, would alleviate much of the school traffic that currently backs up on Barrett Avenue during the morning and afternoon peak-school traffic hours. Because the project would not increase the student capacity, and with incorporation of the proposed on-site circulation improvements, the project would result in an improvement to the long-term operational traffic situation adjacent to the school campus.

(d) ***Scenic Highways. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified EIR.***

The project site is not visible from any state- or locally-designated scenic highway. The closest designated scenic highways to the school site are State Route 160 near Freeport, which is approximately 16 miles to the southwest, and the Garden Highway, which is approximately 9.5 miles to the west.

(e) ***Hazardous Waste Sites. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.***

Based on a review of hazardous materials databases maintained by the State Water Resources Control Board[1] and the California Department of Toxic Substances Control[2], there are no open, active cases of hazardous materials contamination, or any permitted underground storage tanks, at or within 0.5 mile of the Barrett Middle School Campus.

Project-related activities would involve the use and temporary storage of small amounts of hazardous substances necessary for the operation of construction equipment, such as fuels, lubricants, and oils, as well as small amounts of paint and solvents. All materials are required to be used and stored in compliance with local, state, and federal ordinances, laws, regulations and policies related to hazardous materials. None of the substances would be acutely hazardous.

Due to the age of on-site structures and underground pipelines, asbestos-containing materials (ACMs) may be encountered during project-related demolition activities. However, demolition activities would be conducted over the summer months while school classes are not in session, and the District would comply with all state and federal requirements related to asbestos abatement. These requirements may include (as required), a survey and report of ACMs that is prepared and submitted to the Sacramento Metropolitan Air Quality Management District, providing construction workers with personal protective equipment (as required by the Occupational Safety and Health Administration) such as respirators and Tyvek coveralls, covering of ACMs during the demolition phase, and disposal of ACMs at a landfill that is permitted to accept hazardous materials. Therefore, students, teachers, and construction workers would not be subject to any health hazards related to ACMs.

(f) ***Historical Resources. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.***

This property has been evaluated in accordance with Section 15064.5(a)(2)-(3) of the CEQA Guidelines, using the criteria outlined in Section 5024.1 of the California Public Resources Code. The campus does not meet any of the significance criteria necessary for eligibility for listing in the CRHR and is not a historical resource for the purposes of CEQA. Please see Appendix B for more detail.

Project Applicant:	San Juan Unified School District		
Lead Agency:	San Juan Unified School District		
Contact Person:	Nicholas Arps	**Telephone:**	(916) 971-5780
Address:	5320 Hemlock Street, Sacramento, CA 95841		
Signature:		**Date:**	12/12/19
Title:	Director, Facilities Construction & Modernization		

1 State Water Resources Control Board. 2019. GeoTracker. Available: https://geotracker.waterboards.ca.gov/.
2 California Department of Toxic Substances Control. 2019. EnviroStor. Available: https://www.envirostor.dtsc.ca.gov/public/.

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-8

MEETING DATE: 01/14/2020

SUBJECT: Project Cal-Well 2019-2022

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:
• Project Cal-Well 2019-2022

RATIONALE/BACKGROUND:
The Project Cal-Well grant will provide funds to hire a 1.0 FTE mental health therapist to provide school-based mental health services at Encina Preparatory High School, Howe Avenue Elementary School and Thomas Edison Language Institute for three years. These schools have been chosen because of a demonstrated need in the area of mental health support for students and their families as well as the opportunity to take advantage of the feeder patterns, which will allow for a coherent mental health plan for students in TK-12th grade across an entire elementary/middle/high school system. The goals of this project are to prevent and reduce the development of student mental health needs by creating a positive school climate, implement coordinated and effective school-based mental health services on school campuses and provide intensive mental health interventions and supports through school-community partnerships.

The Sacramento County Office of Education is the funding agency for this grant utilizing pass-through funds from the California Department of Education and Department of Health and Human Services.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
N/A

FISCAL IMPACT:
Current Budget: $0.00
Additional Budget: $109,000 each year
Funding Source: Sacramento County Office of Education
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 2, 3, and 4
Action: 5

Strategic Plan: 2 and 4

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-9

MEETING DATE: 01/14/2020

SUBJECT: After School Education and Safety Program Universal 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):

• After School Education and Safety Program Universal Grant, 2020-2021

RATIONALE/BACKGROUND:
The After School Education and Safety (ASES) Program Universal Grant will provide funds to expand the number of students served in the Bridges After-School Program at Winston Churchill Middle School, Thomas Edison Language Institute, Kingswood Elementary and Will Rogers Middle School. The Bridges program increases access to academic support, tutoring and homework assistance for elementary and middle school students. The program provides extended learning opportunities in areas such as collaboration, creativity and critical thinking, all while improving social-emotional development among these students.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
N/A

FISCAL IMPACT:
Current Budget: $3,934,500
Additional Budget: $190,209
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 3 and 5
Action: 5

Strategic Plan: 1 and 2

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-10

MEETING DATE: 01/14/2020

SUBJECT: Career Technical Education Facilities Program Grant, Del Campo High School, (Emergency Response Program), 2019-2022

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):

• Career Technical Education Facilities Program, Del Campo High School (Emergency Response Program), 2019-2022

RATIONALE/BACKGROUND:
The Career Technical Education Facilities Program Grant will provide funds to modernize the classroom and support learning spaces for the emergency response CTE pathway at Del Campo High School. The goal of this project is to create learning spaces that mimic real-world workplaces, so students are better-equipped for careers in their chosen field. Funds will be used to modernize the CTE building and to purchase updated equipment.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
This CTE facilities modernization project was approved by the Board of Education on March 12, 2019.

FISCAL IMPACT:
Current Budget: $0.00
Additional Budget: $908,533
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☒

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 4 and 6
Action: 5

Strategic Plan: 1

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-11

MEETING DATE: 01/14/2020

SUBJECT: Career Technical Education Facilities Program Grant, Del Campo High School (Production and Managerial Arts Program), 2019-2022

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):

• Career Technical Education Facilities Program, Del Campo High School (Production and Managerial Arts Program), 2019-2022

RATIONALE/BACKGROUND:
The Career Technical Education Facilities Program Grant will provide funds to modernize the classroom and support learning spaces for the Production and Managerial Arts CTE pathway at Del Campo High School. The goal of this project is to create learning spaces that mimic real-world workplaces, so students are better-equipped for careers in their chosen field. Funds will be used to modernize the CTE building and to purchase updated equipment.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
This CTE facilities modernization project was approved by the Board of Education on March 12, 2019.

FISCAL IMPACT:
Current Budget: $0.00
Additional Budget: $1,078,930
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☐ Ongoing ☒

LCAP/STRATEGIC PLAN:
Goal: 1 Focus: 4 and 6
Action: 5

Strategic Plan: 1

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-12

MEETING DATE: 01/14/2020

SUBJECT: Career Technical Education Incentive Grant, 2019-2020

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):

• Career Technical Education Incentive Grant, 2019-2020

RATIONALE/BACKGROUND:
The Career Technical Education Incentive Grant will provide funds to improve San Juan Unified School District's CTE program through enhanced recruitment and informational materials (including translation of CTE materials in the most prevalent languages spoken) specifically targeting underrepresented groups, additional professional development opportunities for CTE teachers, expanded opportunities for students to participate in Career and Technical Student Organization (CTSO) activities as well as the development of new formal agreements with post-secondary institutions and industry partners. The goal of the CTE program is to prepare students to be competitive applicants when they enter the workforce upon graduation from either high school or college.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
N/A

FISCAL IMPACT:
Current Budget: $1,211,582
Additional Budget: $1,717,372
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ Ongoing ☐

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

Strategic Plan: 1 and 4

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: G-13

MEETING DATE: 01/14/2020

SUBJECT: National School Lunch Equipment Assistance Grant, 2019-2020

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 implementation of the following grant (if funded):

•National School Lunch Equipment Assistance Grant, 2019-2020

RATIONALE/BACKGROUND:
The National School Lunch Equipment Assistance Grant will provide funds to El Camino Fundamental High School, Mariposa Elementary, Howe Avenue Elementary, Charles Peck Elementary and Thomas Kelly Elementary to purchase school lunch equipment. The grant funding will help these schools serve healthier meals with a focus on providing more fruits and vegetables, improving food safety and energy efficiency as well as expanding access. Funds will be used to purchase equipment, including reach-in freezers, food warmers, serving counters, hot and cold serving units, a refrigerated display case and a cash register stand.

BOARD COMMITTEE ACTION/COMMENT:
Superintendent's Cabinet: 01/06/2020

PREVIOUS STAFF/BOARD ACTION:
N/A

FISCAL IMPACT:
Current Budget: $0
Additional Budget: $96,323
Funding Source: CDE
(Unrestricted Base, Supplemental, other restricted, etc.)
Current Year Only ☒ Ongoing ☐

LCAP/STRATEGIC PLAN:
Goal: 2 Focus: 2
Action: 5

Strategic Plan: 2

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

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

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-1**

MEETING DATE: 01/14/2020

SUBJECT: Continuous Improvement Series: Equity Update

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

DEPARTMENT: Equity and Student Achievement

ACTION REQUESTED:
The superintendent is recommending that the board review the continuous improvement update of the Department of Equity and Student Achievement.

RATIONALE/BACKGROUND:
The Department of Equity and Student Achievement was established in 2015 and currently oversees eight Local Control and Accountability Plan (LCAP) actions/services and collaborates with a number of departments on other projects related to equitable practices in the district. It is the equity department's goal to help build a systemic, sustainable culture that is inclusive, empowering and socially responsible.

ATTACHMENT(S):
A: Presentation
B: Department of Equity: Summary of Actions for 2019/20
C: Alliance for the Study of School Climate (ASSC) Executive Summary

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

FISCAL IMPACT:
Current Budget: $1,499,206
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: 6, 8, 9
Goal: 2 Focus: 4, 5
Action: N/A
Strategic Plan: 4

PREPARED BY: Diana Marshall, Director, Equity and Student Achievement

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

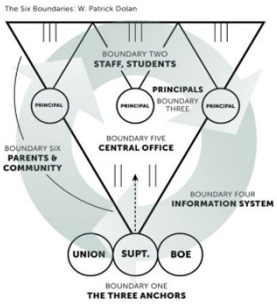
Continuous Improvement – Equity Update

San Juan Unified School District

Board Presentation
January 14, 2020

Debra Calvin, Assistant Superintendent, Educational Services
Diana Marshall, Director, Equity and Student Achievement
Aaron Wurtzer, Principal, Will Rogers Middle School
Amy Day, Teacher, Will Rogers Middle School

Through a Continuous Improvement Process ...



What are the ways we can leverage and build upon our collaborative culture to create a system of continuous improvement in which we listen to, learn from and respond to the needs of students, practitioners and community members?

2

Purpose of Educational Equity



The purpose of educational equity is to foster personal, cultural and systemic transformation that institutionalizes educational justice by engaging and empowering youth, staff and our community to become agents of positive social change.

3

Equity Theory of Action

INTRAPERSONAL	INTERPERSONAL	ORGANIZATIONAL	LEADERSHIP	CULTURAL
Commit to professional learning and a belief that implicit bias contributes to equity gaps.	Promote opportunities for staff and students to engage in conversations about needs, institutional impacts and intersectionality.	Identify and respond to institutional barriers impeding student success and perpetuating equity gaps.	Commit to equitizing the institution and to leading and coaching for equity.	Build and sustain an inclusive and supportive space for all types of students and employees, which includes multiple perspectives and cultural backgrounds.

4

Climate and Culture

The Equity task force's recommendation is that the district ensure that school-life experiences of students, family, staff and the greater community are consistently inclusive and supportive for everyone.



5

Our Levers to Improve Culture and Climate

- Building a culture of inclusivity
- Moving toward socially responsible mindsets
- Engaging in voice and choice



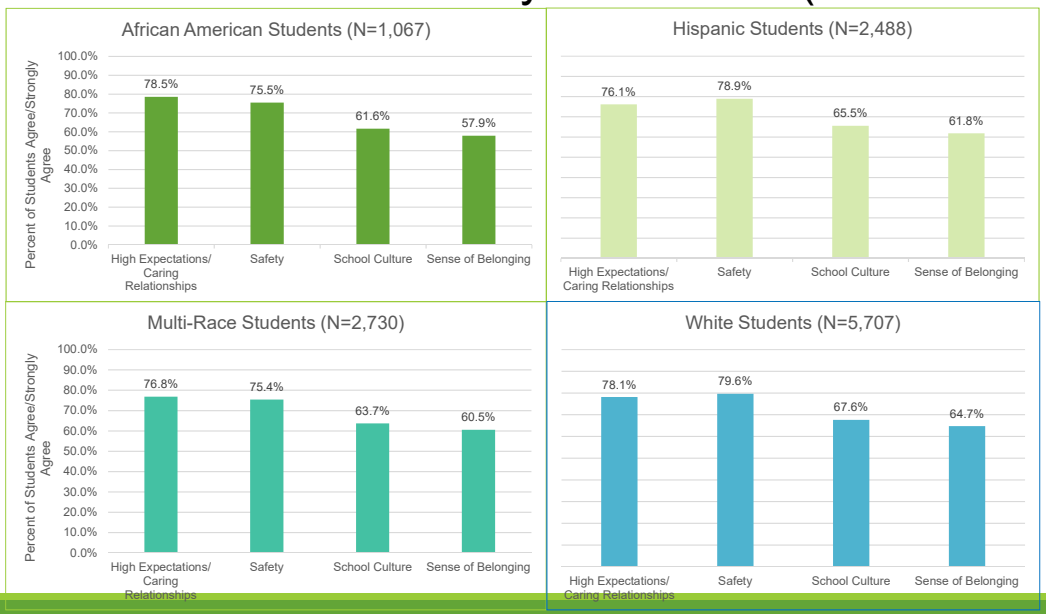
6

Improvement in Action

2015	2016	2017	2018	2019
Established the Department of Equity	**Explored access and opportunity**	**Increased student voice**	**Incorporated community partners**	**Expanded practices across the system**
Director of Equity	PSAT for all	Listening circles	Mentoring	Expanding social justice
Professional learning for administrators	Increased access to AP/IB courses	Focus groups	Workforce diversity	Equity liaisons
Professional learning for certificated staff	Expanded professional learning to include classified	Student leadership		Site-level support around climate and culture

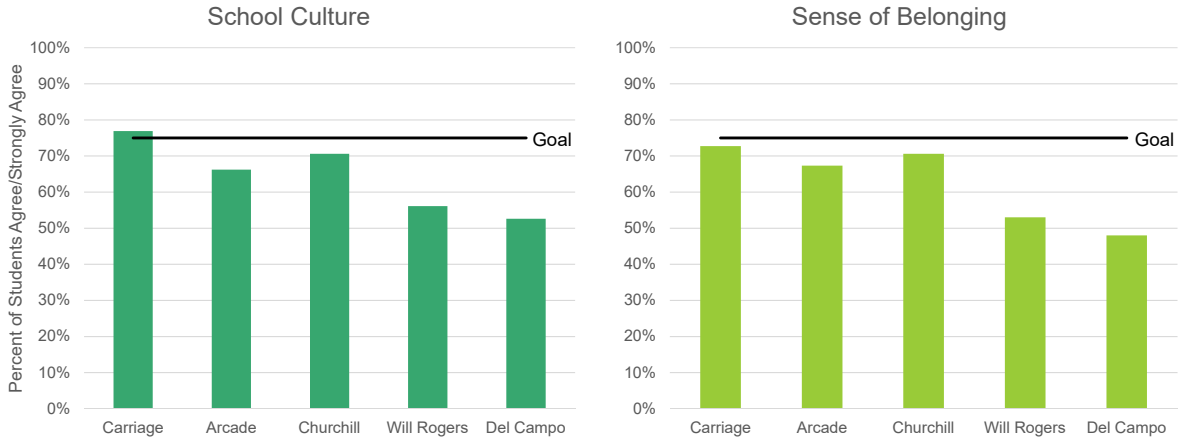
7

District – Student Survey 2018-2019 (All Schools)



8

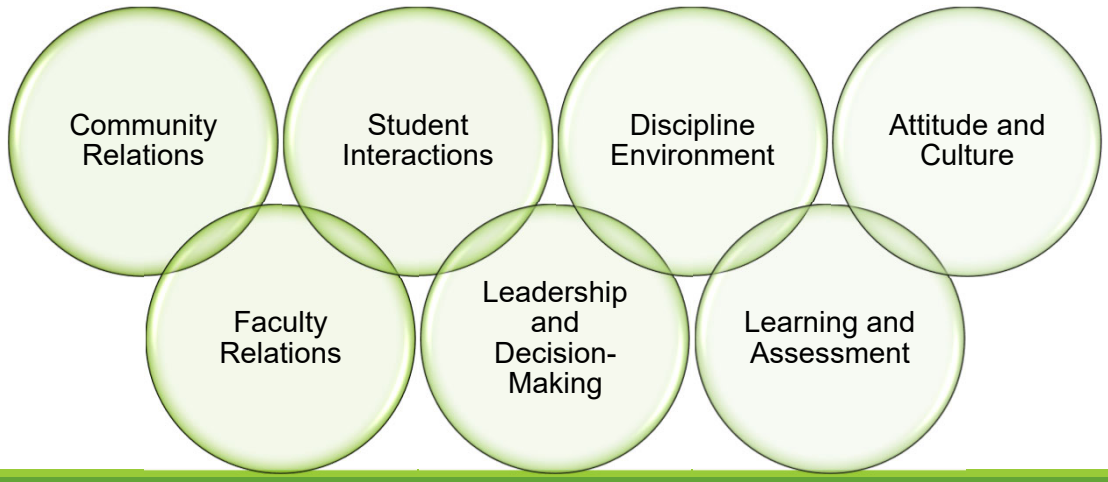
Going Deeper into Climate and Culture



9

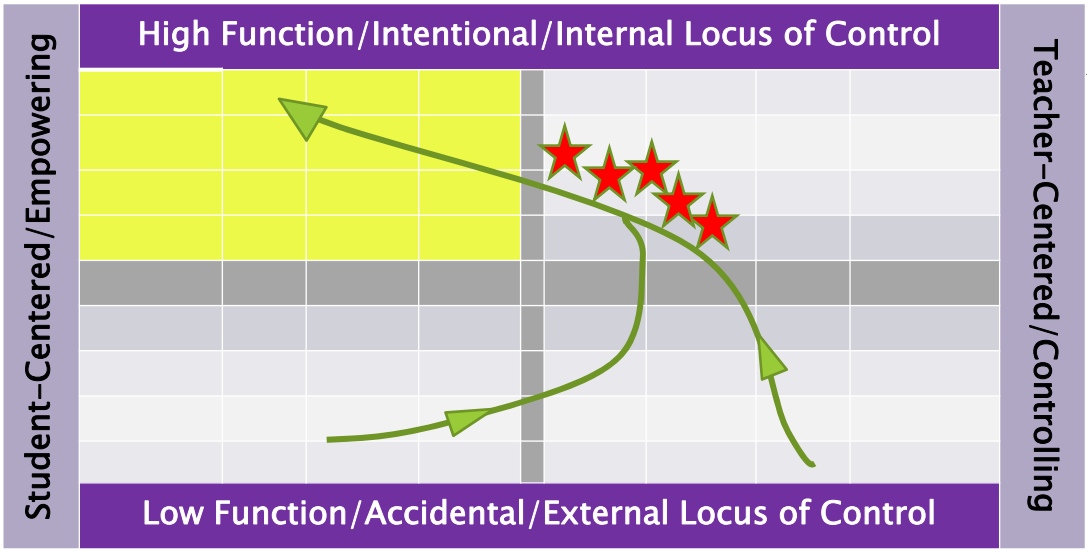
Deeper Study of School Climate:

Alliance for the Study of School Climate (ASSC)



10

Study of School Climate Results 2019 – Five Schools



11

Gathering Student and Parent Voice 2019

- Thought Exchange
- Student Panels/Focus Groups
- Cultural Brokers



12

Themes from Students

"We can show students that racism is not okay, especially in a safe environment."

"We should stop judging each other by our races and nationalities."

"Learn about how derogatory terms affect other people."

"We should continue to appreciate culture on our campus, or do more to do so."

"We need to learn how to break down the barriers."

"I think that we should make school a better place for African Americans and for the LGBTQ communities. This is important because many students are being bullied for being different from others."

13

Themes from Parents

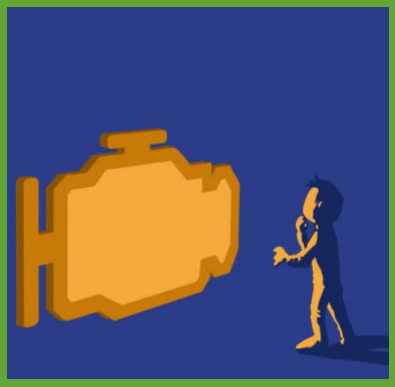
"Look at the school climate and see what needs to be addressed. Start by being alert. Are staff or students hearing putdowns or slurs? In order to move forward, the school needs to know what the current climate is and make appropriate changes as needed."

"Would like to see schools be culturally aware and sensitive to other cultures because students are from many ethnicities and backgrounds."

"We all need to take responsibility for our part in a better climate for students. Climate cannot be addressed by only some teachers, staff or students. It is everyone's responsibility."

14

Check Engine Light Indicators



African American students rate significantly lower on the district survey in the areas of Sense of Belonging and School Culture (Gaps ranging from 3-6%).

Across all schools who have participated in the ASSC, areas identified for improvement are:

- Student interactions
- School culture

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Questions that we are asking …

Considering our purpose is to create systemic transformation, what are some actions or adjustments that can be made to build a culture which is inclusive, empowering and socially responsible?

How might we motivate and engage practitioners to incorporate a more socially responsible mindset and inclusive practices?

How do we continue to increase students' choice and voice in their learning?

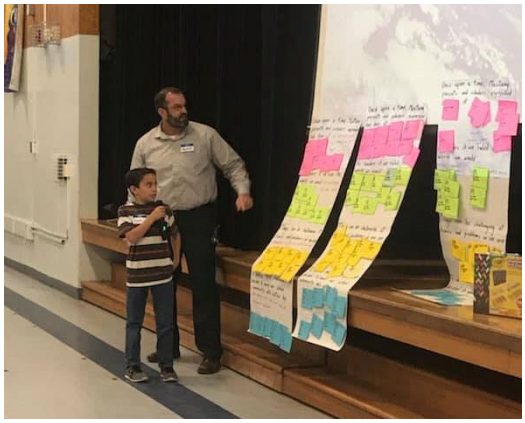
How might we better identify the variations in the system to meet the needs of sites and departments?

16

Voices from the Field

Will Rogers Middle School Case Study

Developing Culture and Climate



Leadership Team Role:

- Implemented continuous improvement cycle
- Prioritized culture and climate
- Developed structures for collaborative decision making with the whole staff

Advisory Team Role:

- Gathered feedback from stakeholders on a regular basis
- Interpreted feedback data and made recommendations
- Developed social emotional lessons

The Journey …

- Site implemented advisory period to focus on social and emotional learning (SEL)
- Data suggested the need to go deeper
  - Student surveys
  - Anecdotal observations
  - Requested support from Equity Department
- Completed ASSC climate assessment
  - Resulted in four focus areas
- Next Steps



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Next Steps in Building Educational Equity

- Continue to build capacity of the equity liaisons
- Refine ways to provide site-level support and professional development around equitable practices
- Support the integration of social justice standards into curriculum content
- Build coherence between equitable practices and the social justice standards

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Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
1.6.5	**Barriers to College** Implement/refine solutions to course and program access barriers, including accelerated/honors programs and identify student support structures to ensure success once open access is created.	Support districtwide college fair and Historically Black Colleges and Universities Recruitment 9/12/19 • 112 completed applications received • 35 students admitted on the spot	All HS (200)	Support districtwide college fair and Historically Black Colleges and Universities Recruitment 9/13/18 *With 16 of the 37 institutions reporting • 45 completed applications received • 17 students admitted on the spot • $318,000 in scholarships offered	All HS (250)	United College Action Network (UCAN)
		CSU Annual American Indian College Motivation Day CSU Cesar Chavez Day	(20) (TBD)	Envo8 STEM Trip-CSUS 9/24/18	Mira Loma (45) El Camino (20) Encina (20)	
		Middle School College trips 11/19/19-4/9/20 two trips per school Cal State University, Sacramento (CSUS) Cal State Chico, University of California, Davis (UCD), University of California Berkley (UCB)	Churchill (45) Arcade (45) Will Rogers (50) Sylvan (45) Lichen (40) Kingswood (42)	Middle School College trips 1/19/19-3/19/19 American River College (ARC) Cal State University, Sacramento (CSUS) University of California, Davis (UCD)	Encina (150) Churchill (45) Arcade (45) Will Rogers (45)	
		Sacramento Area Youth Speaks (SAYS) Summit UC Davis 5/3/19	Mira Loma (30) Mesa Verde (30) Encina (30) San Juan (30) Rio Americano (25)	Sacramento Area Youth Speaks (SAYS) Summit UC Davis 5/3/19	Sylvan (30) Mira Loma (30)	SAYS

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
1.6.60	**Student Mentoring** Pilot and implement mentoring services for students in targeted groups (including African American students, students with disabilities and foster youth) by working with community partners (e.g., Improve Your Tomorrow, Sacramento Area Youth Speaks, Reading Partners, volunteers from the community).	Improve Your Tomorrow (IYT) provides students with wraparound support services from 7th through 12th grade including student development, weekly tutoring, internships, college tours, parent engagement and mentorship.	Will Rogers (48) Del Campo (68) Mira Loma (70) Encina (64) Churchill (33)	Improve Your Tomorrow (IYT) provides students with wraparound support services from 7th through 12th grade including student development, weekly tutoring, internships, college tours, parent engagement and mentorship.	Will Rogers (28) Del Campo (32) Mira Loma (42) Encina (39) Churchill (30)	IYT
		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.	Seniors Only Encina (26) Del Campo (6) Mira Loma (22) El Camino (18) Mesa Verde (10) San Juan (15) Juniors start in January 2020 (TBD)	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.	Encina (30) Del Campo (32) Mira Loma (29) El Camino (32) Mesa Verde (15) San Juan (28)	UCAN
		SAYS supports youth voice, culturally responsive teaching, and innovative community-university-school partnerships. Award-winning critical literacy and spoken word performance poetry organization.	Mira Loma (30) Encina (25) San Juan (30) Mesa Verde (TBD)	SAYS supports youth voice, culturally responsive teaching, and innovative community-university-school partnerships. Award-winning critical literacy and spoken word performance poetry organization.	Sylvan (30) Mira Loma (30)	SAYS
		Education Talent Search (ETS) is designed to prepare and motivate low-income, first	Sylvan (266) Mesa Verde (199)	Education Talent Search (ETS) is designed to prepare and motivate low-income, first	Sylvan (266) Mesa Verde (199)	ETS

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
		generation college students for success in college.		generation college students for success in college.		
		UC Davis Early Academic Outreach Program (EAOP) provides college prep support services to students.	Arcade (TBD) Mira Loma (TBD)			
1.8.30	**Social Justice** Partner with CSUS to increase capacity of an interdisciplinary team of teachers to enhance student learning through civic engagement, economic empowerment, social status, and societal roles (25 teachers per cohort).	Advanced Social Justice: The Advanced Social Justice Institute supports the development of teacher leaders in San Juan Unified. The goal of the Advanced Social Justice Institute is to take a deeper dive into the integration of social justice standards in content curriculum and prepare the participants to be leaders of equitable practices.	(15)	Social Justice Institute integrates social justice curriculum based on the Teaching Tolerance Social Justice Standards that is organized in four domains: identity, diversity, justice and action. Teachers will develop and implement a youth participatory action research project as their culminating project for the year.	Dyer-Kelly (1) Mariemont (5) Kingswood (1) Carnegie (2) Arden (1) Encina (5) San Juan (5) El Camino (3) Bella Vista (1) Rio Americano (2)	CSUS
		Teaching Tolerance: Anti-bias curriculum for K-12 social studies and language arts. In this institute, participants will learn about the Teaching Tolerance Social Justice Standards and a unique pedagogical approach that integrates identity, diversity, justice and action into	October (40) November (35) January (33) February (37)	Tools for Tolerance: Promoting self-reflection and critical thinking to advance inclusion and positivity on campus.	October 2018 (35) January 2019 (30)	Museum of Tolerance

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
		instructional planning and delivery.				
		Social Justice Training: Participants will explore how to infuse the examination of identity, diversity, justice and action into teaching and learning as well as how explicit anti-bias education bridges the goals of prejudice reduction and collective action.	October (15) January (TBD) March (TBD)			Sara Wicht and Associates
1.9.25	**Recruiting, Hiring and Retaining a Diverse Workforce** Improve recruitment and retention efforts focused on increasing diversity of staff members who represent our student populations; examine and revise policies, regulations and practices to actively recruit diverse staff.	Staff Diversity Alliance Group: Diversity Alliance groups are being developed to improve the experiences of all underrepresented staff throughout the district. We recognize that diversity, equity, and inclusion are imperative for the district to shift from something we do to something we are.	8/21/19 (35) 10/16/19 (26) 12/4/19 (20) 2/5/20 4/22/20	Staff Diversity Alliance Group: Diversity Alliance groups are being developed to improve the experiences of all underrepresented staff throughout the district. We recognize that diversity, equity, and inclusion are imperative for the district to shift from something we do to something we are.	8/29/18 (45) 10/16/18 (36) 12/5/18 (36) 1/30/19 (33) 3/13/19 (22) 5/8/19 (24)	Project Edquity
		New Employee Supports • Completed new teacher check-in 9/24/19 • Classified orientation	15 Teachers 130 Classified employees	New Employee Supports • Completed new teacher check-in 9/18/18 • Identified classified support team	150 teachers invited 30 attended	
		Employment Information Sessions: Career Development Expo	1/6/20	Employment Information Sessions:	1/9/19 (33 employees attended)	Project Edquity

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
		Private sessions to explore professional interests and goals, answer questions, review resume, and share information about job opportunities and pathways within the district.	Spring 2020	Private sessions to explore professional interests and goals, answer questions, review resume, and share information about job opportunities and pathways within the district.		
2.4.5	**Campus Climate Assessments** Expand comprehensive assessment and analysis of campus climate and identification of actions and services needed to create greater collaboration, greater cohesion and healthy school environments. Continue effective actions/services from prior years.	Identified Alliance for the Study of School Climate (ASSC) from California State University, Los Angeles (CSU-LA) as the external facilitator of the campus climate assessment. Surveys are given to sites upon leadership team approval. Followed by facilitated data analysis and strategic planning.	Will Rogers Sierra Oaks Del Paso Manor	Identified Alliance for the Study of School Climate (ASSC) from California State University, Los Angeles (CSU-LA) as the external facilitator of the campus climate assessment. • Identified pilot schools • Surveys will be given in spring, followed by facilitated data analysis and strategic planning	Carriage Del Campo Arcade Churchill	CSU-LA
2.4.15	**Professional Development Plan** Expand training on cultural responsiveness and equity for district and school staff to promote resiliency and supportive relationships between staff and students and to change	Leadership - Leading for Equity, division and principal trainings: Collaborative work around implementing the equity lens around specific district initiatives. • Supporting students with disabilities	9/25/19 (155) 12/11/19 (167) 2/26/20	Leadership - Leading for Equity: Collaborative work around implementing the equity lens around specific district initiatives. • Disproportionate suspension rates • Retaining and recruiting a diverse workforce	8/2/18 (223) 12/12/18 (168)	CSUS Professors Project Edquity EPOCH Education

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
	policies, practices, programs and decisions to reduce the predictability of which students fail by eliminating barriers and increasing access for our unique populations. Ensure instructional and non-instructional staff are included.	Classified: • Front office trainings • Instructional aide trainings	Monthly Thursday training (Avg. 15-20) November 12 (142)	Classified: • Equity sessions in morning • Skill building sessions in afternoon	10/5/18 (135)	EPOCH Education
		Certificated Site-Level Staff Training • Customized Training based on site needs	Coyle Cameron Ranch Bella Vista Will Rogers Sierra Oaks	Department and Staff Training: • Overview of Equity • LGBTQ Awareness	Custodial Staff Nurses Arden Staff Carnegie Staff	
		Equity Liaisons Training: Created a team of current staff to design and provide professional development.	18 active liaisons presented at Leading for Equity 12/11/19	Equity Teams: Professional development designed to explore diversity issues that are in education today and to develop skills to create supportive inclusive communities for all learners.	Starr King (3) Edison (9) Encina (1) San Juan (2) Laurel Ruff (2)	EPOCH Education
		Online Equity Courses: (Unlimited License) Topics include: Social Emotional Wellness, Trauma Informed Practices, Bullying Prevention, Unconditional Positive Regard, Compassionate Dialogue and other equity topics.	16 completed courses as of 12/20/19	Online Equity Courses- (Unlimited License) Topics include: Social Emotional Wellness, Trauma Informed Practices, Bullying Prevention, Unconditional Positive Regard, Compassionate Dialogue and other equity topics.	32 completed courses as of 12/20/18	EPOCH Education

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
		Book Studies: • Blind Spot • New Jim Crow Laws • Culturally Responsive Teaching • White Fragility • Hacking School Discipline (ERO hours provided)	Summer Book Study (175) Various Sites (111)	Book Studies: • Blind Spot • New Jim Crow Laws • White Rage • The Warmth of Other Suns (ERO hours provided)	Various sites (53)	
2.5.15 and 2.5.20	**Student Voice/Activities** 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 including: • Listening circles involving students, parents and staff • Student leadership groups (e.g.,Teens4Change, Pride PAK, Superintendent's Student Advisory Council, district student council) • Student/classroom surveys	Student Panels/Listening Sessions Supporting site level student groups • Black Student Union (BSU) • Gay Straight Alliance (GSA) Facilitating districtwide groups • Pride PAK • Superintendent's Student Advisory Council	Rio Americano Will Rogers Bella Vista Sierra Oaks BSU active at 8 sites (109) GSA active at 12 sites (174)	Listening Circles: • Assess current implementation • Create a systemic plan supporting site level student groups • Black Student Union (BSU) • Gay Straight Alliance (GSA) Facilitating districtwide groups • Pride PAK • Black Visionaries in Leadership • Teens4Change • Superintendent's Student Advisory Council	BSU active at 8 sites (109) GSA active at 12 sites (174)	CSUS professors Black Youth Leadership Project SAYS Youth Development Network

Department of Equity
Summary of Actions for 2019-20

LCAP Item #	Equity Projects	Actions taken or planned for 2019/20	Sites (# served) 2019/20	Actions taken 2018/19	Sites (# served) 2018/19	Community Organization Partnership
	Problem Resolution	Equity, Family and Community Engagement and Safe Schools departments creating a problem resolution system that works to communicate with departments and document actions.		Equity, Family and Community Engagement and Safe Schools departments creating a problem resolution system that works to communicate with departments and document actions.		
		Supporting schools with equity related critical incidents.	Rio Americano Del Paso Manor	Supporting school with equity related critical incidents.	Mira Loma Del Campo Encina	

ASSC SCAI School Climate Data Report: San Juan Unified School District 2019
Executive Summary

This report has been created for the San Juan Unified School District by the Alliance for the Study of School Climate (ASSC) to be viewed by administrators only. It includes data from School Climate Assessment Instrument (SCAI) surveys administered to Teachers, Students and Parents in the spring of 2019. Data displayed will include dimension and overall means from all surveys administered to teachers, staff, students and parents within the for participating schools within the district.

The eight dimensions are:

1. Appearance *and* Physical Plant
2. Faculty Relations
3. Student Interactions
4. Leadership/Decision Making
5. Discipline Environment
6. Learning Environment
7. Attitude *and* Culture
8. School-Community Relations

The eight SCAI dimensions are inter-related and inter-dependent as will be explained in the final section of this report.

In this report analysis of each dimension will include six parts.

1. A general definition of the theoretical phenomenon contained within the dimension.
2. The relative correlation of the SCAI dimension sub-scale to what we could call the global desired outcome. That global outcome includes such effects as level of learning, achievement, positive behavior, and an exhibited psychology of success.
3. A series of guiding questions for leaders to consider as they try to boil each dimension down to its operational essence.

Survey Participation Rates by School for Each Group:

Teachers and Staff

	Overall	Carriage Drive Elementary	Arcade Fundamental MS	Churchill MS	Del Campo HS	Will Rogers MS
Classified	**33**	7	0	11	11	4
Certificated	**179**	22	18	41	69	29
Administration	**6**	1	0	1	3	1
TOTAL	**218**	**30**	**18**	**53**	**83**	**34**

Students

	Overall	Carriage Drive Elementary	Arcade Fundamental MS	Churchill MS	Del Campo HS	Will Rogers MS
2nd	**45**	45				
3rd	**55**	55				
6th	**448**	0	101	227	0	119
7th	**634**	0	139	350	0	145
8th	**405**	0	108	138	0	156
9th	**187**	0	0	0	187	
10th	**167**	0	0	0	167	
11th	**150**	0	0	0	150	
12th	**58**	0	0	0	54	
TOTAL	**1733**	**100**	**351**	**716**	**564**	**420**

Parents

	Overall
Carriage Drive Elementary	11
Arcade Fundamental MS	35
Churchill MS	52
Del Campo HS	28
TOTAL	**126**

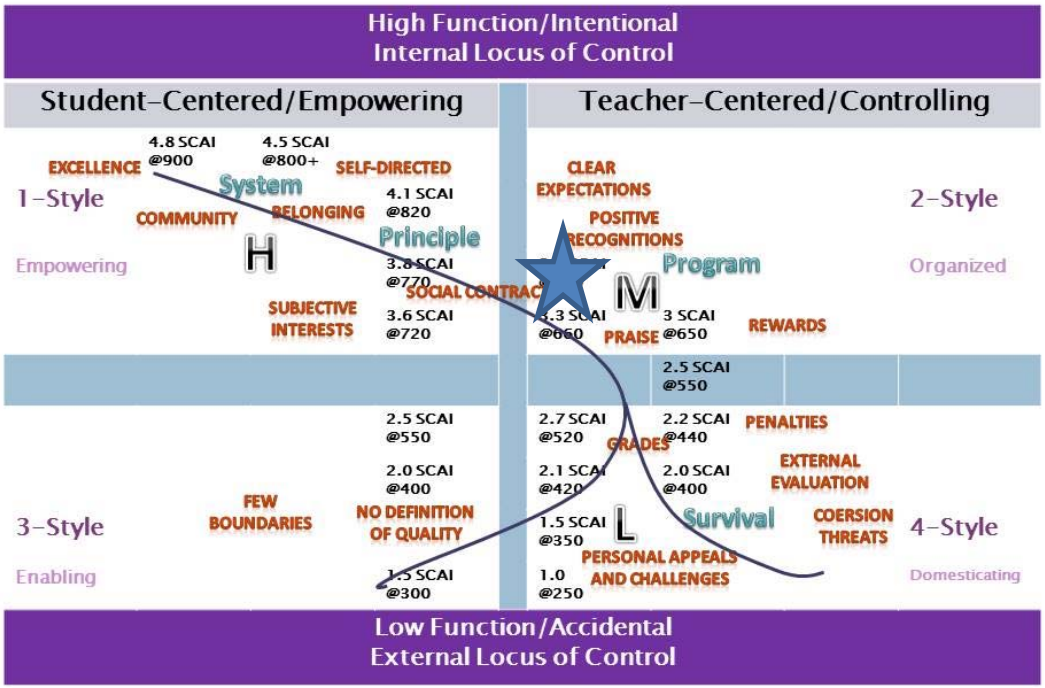
Overall Means for Each Dimension 2019: All Groups by School

		Will Rogers MS		Carriage Drive Elementary			Arcade Fundamental MS			Churchill MS			Del Campo HS		
		Teachers Staff	Students	Teachers Staff	Students	Parents	Teachers Staff	Students	Parents	Teachers Staff	Students	Parents	Teachers Staff	Students	Parents
D1	Physical Environment	3.9	3.3	3.6	3.7	3.6	2.5	3.2	3.4	3.5	3.6	4.0	2.8	3.3	3.2
D2	Teacher Relations	4.2		3.7	-		3.4			3.5			3.3		
D3	Student Interactions	3.2	3.0	3.6	3.3	3.5	3.0	3.1	3.3	3.1	3.4	3.8	3.2	3.2	3.5
D4	Leadership	4.1		3.6	-	3.6	3.2		3.2	3.4		3.9	3.4		3.4
D5	Management Discipline	3.9	3.2	3.8	3.6	3.8	3.0	3.1	3.5	3.2	3.4	4.0	3.2	3.1	3.6
D6	Learning / Assessment	4.0	3.2	3.8	3.4	3.9	3.4	3.1	3.6	3.6	3.5	4.2	3.4	3.0	3.4
D7	Social-Emotional Culture	3.4	3.0	3.7	3.7	3.5	2.9	2.9	3.3	3.1	3.1	3.7	3.2	2.9	3.2
D8	Community	3.6	3.3	3.6	3.5	3.7	3.3	3.5	3.3	3.6	3.6	3.9	3.3	3.2	3.5
Overall Climate Rating		**3.8**	**3.1**	**3.7**	**3.5**	**3.7**	**3.1**	**3.2**	**3.4**	**3.4**	**3.5**	**3.9**	**3.2**	**3.1**	**3.4**

The ASSC Theoretical Growth Pathway:
To adequately classify practices within a school or classroom, at least two variables are required. First, one variable must reflect the degree to which any practice leads to more or less function. Second, practices must be classified as being either more teacher-centered/controlling or student- centered/empowering. The result of this dissection produced four quadrants that represent very different kinds of practices and outcomes. These four "teaching and leadership styles or orientations" are depicted in the figure below.

When the climate data and student achievement data (which are strongly correlated as shown in the figure above) are plotted on the figure, they characterize a "growth pathway." Observing the phenomenon of how these ratings fall on the pathway, research in hundreds of schools shows that in most cases low levels of function on the pathway reflect lower levels of climate and achievement. Middle levels of climate and function tend to be characterized in most schools by programmatic and teacher-centered and leader-centered practices. For schools to move to the higher levels of function requires a "left hand turn" to more empowering practices that are intended to promote self-direction and community bonds among its members. The terms on the figure below are included to help characterize the principles and practices that define each of the locations on this theoretical pathway.

Growth Pathway on the Roadmap - SCAI School Climate Ratings, and Corresponding Predicted Achievement Displayed on the Teaching Style Matrix



SJUSD ASSC SCAI School Climate Report - 2019 teachers/staff, student and parent data

Working with the Big Picture

- The Roadmap should be helpful conceiving your VISION and Target roadmap location
- Are the school level and classroom level visions and values aligned?
- Vertical Axis = Capacity, Coherence, Efficiency and Intention (moving up)
- Horizontal Axis = Trust, Connection, Empowerment (moving over)
- Structure of a transformative school at academia.edu and resource site

Working with the Micro Level Data

- Identify strengths and improvement areas
- Does the item level data suggest a simple change, an additional focus, or illuminate a blind spot?
- Does the item level data suggest that a policy or common practice needs to be re-evaluated?
- Select a manageable number of changes.
- Connect those in the process to multiple points within the effort – 1) analysis, 2) planning, 3) PD.
- Classroom resources at www.transformativeclassroom.com

San Juan Unified School District Data Analysis

Data from the San Juan Unified School District 2019 SCAI surveys, show a location on the pathway for the participating elementary school that reflect a location in the middle upper range of the pathway. This indicates that they are in large part intentional student-centered (between 1 and 2-Style Paradigm) institutions. The location of the middle schools and high schools (resented by the stared location in the above diagram), indicate that the practices there currently reflect a solid 2-Paradigm form of practice. The challenge implied at this location is to create both a movement up toward higher function and a movement over toward more student empowerment. This growth movement will likely require a process of reflecting on practices that fit your overall values and making those that are working to create a more empowering school more common and consistent and those that are not less common. Some of these practices will be implied as you explore the item level data.

Areas of attention should include the following:

- Overall coherence and efficacy of the classroom management practices and principles being applied within the district
- Social and Emotional Well-being
- Physical Environment at secondary schools
- Instructional quality in secondary schools

(a deeper analysis – based on item level data is available upon request)

Guiding Reflection Questions for each Dimension of the SCAI

Dimension	Guiding Questions for Growth and Improvement
1. Physical Environment	• Is student ownership evident? • Is care for the space/place by school community members evident? • Is there intention evident in how things look?
2. Teacher Relations	• Do teachers have the time and desire to collaborate (i.e., time to connect /process-based references)? • Do teachers/staff have opportunities to bond (connect personal values, become "we.")
3. Student Interactions	• Do students feel safe from abuse – both verbal and physical? • Is there an intention by staff to meet the students' basic needs? • Do the structures in place (or absence of them) knowingly or unknowingly promote the advantage of the advantaged?
4. Leadership and Decisions	• Is there a vision that is understood and shared? • Are decisions made by those who are most knowledgeable and best situated? • Are the principles that guide the school evident and conspicuous?
5. Management and Discipline	• Is there are a consistent policy and set of R's/principles that guide action? • Do practices promote increased "POS/ psychology of success" over time? • Do practices promote more self-direction and self-discipline over time?
6. Instruction and Assessment	• Is assessment used to promote growth rather than just comparison? • Is learning engaging and student-centered? • Do students learn to function effectively in collectives?
7. Social Emotional Culture	• Are there traditions and rituals that help the students feel connected? • Do students feel supported and listened to by adults? • Do students feel a sense of voice in the school?
8. Community Relations	• Is the school welcoming to parents and community members? • Do students have opportunities to serve and connect to their community? • Does school's vision extend to all aspects of the school experience including athletics?

Resources for your Improvement Effort from ASSC

The Transformative Leader's Roadmap to Facilitating School Excellence and Progress Up the Growth Pathway
By John Shindler
Online at: https://web.calstatela.edu/faculty/jshindl/cm/TransformativeLeaderBook.htm
(Google Transformative Leaders Roadmap)

Section I: Building the Pathway

1. Introduction to TCSS and the Pathway
2. Research and Correlation and R-X-O
3. Vertical Axis – intention levels of perception and other aspects
4. Horizontal Axis – empowerment POS and other aspects
5. Putting it all together and Assessing where you are – school and classroom

Section II: Moving up the Pathway

6. Trust and Process Values
7. R - References and Vision
8. X- Instructional Leadership and Changing the X's
9. O- Outcomes and Evidence based Decision making
10. Exploring the Eight School Climate Dimensions
11. Moving Up in the Area of Classroom Management and Discipline
12. Moving up from lower levels – building clarity and direction
13. Moving up from middle levels – making the left hand turn
14. Leader self-reflection processing

Relevant Links:
Moving Up From Lower Level Locations on the Roadmap
https://web.calstatela.edu/faculty/jshindl/cm/TLR_Chapter_12_Moving_Up_From_Lower_Roadmap_Locations_to%20Higher_Effectiveness.pdf
Moving Up in the Area of Classroom Management
https://web.calstatela.edu/faculty/jshindl/cm/TLR-Ch13-Moving-Over-2-to1.pdf
Moving Across to the 1-Paradigm Quadrant Location
https://web.calstatela.edu/faculty/jshindl/cm/TLR-Ch13-Moving-Over-2-to1.pdf

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-2

MEETING DATE: 01/14/2020

SUBJECT: Strategic Framework: Overview and Input

CHECK ONE:

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

DEPARTMENT: Division of Teaching and Learning

ACTION REQUESTED:
The superintendent is recommending that the board review the draft strategic framework and key stakeholder input resources, and receive an overview of the development process to provide feedback for plan finalization.

RATIONALE/BACKGROUND:
San Juan Unified School District is developing a new strategic framework and three-year local control and accountability plan. The strategic framework development process began in September 2019 with the convening of a task force representative of the diverse San Juan Unified community of schools. The task force created questions for a broader stakeholder engagement process to gather information to develop the framework. Input from this stakeholder engagement effort was used to develop the draft strategic framework during the final task force, which convened in November. The draft strategic framework is presented to the board for discussion to assess the degree to which the plan is reflective of the priorities of the community and to provide feedback for improvement.

ATTACHMENT(S):
A: Presentation
B: Draft Strategic Framework
C: Regional Forum Stakeholder Input Summary
D: Cultural Brokers Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

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: Adam Ebrahim, Director, Continuous Improvement and LCAP

APPROVED BY: Kristan Schnepp, Senior Director, Professional Learning and Innovation KS
Melissa Bassanelli, Deputy Superintendent, Schools and Student Support MB
Kent Kern, Superintendent of Schools KK

Strategic Framework: Overview and Input

Kristan Schnepp
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Guiding Questions

- In what ways is the voice of our community reflected in the framework?
- What feedback for improvement do you have for us?

2

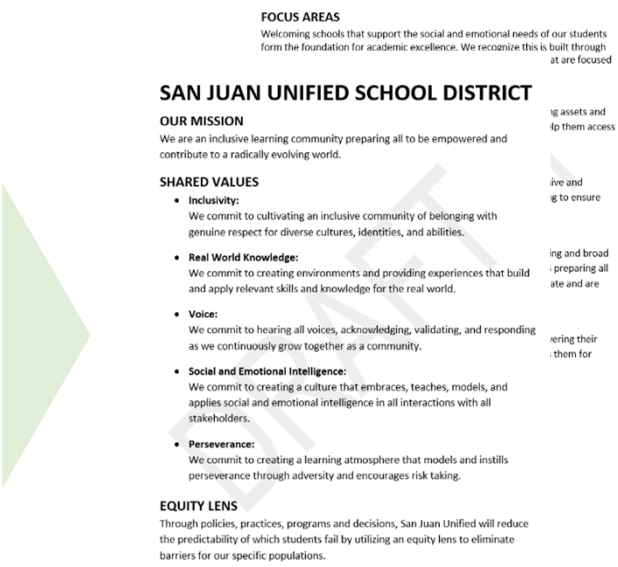
Strategic Framework

Mission Statement

Shared Values

Equity Lens

Focus Areas



FOCUS AREAS

Welcoming schools that support the social and emotional needs of our students form the foundation for academic excellence. We recognize this is built through

at are focused

SAN JUAN UNIFIED SCHOOL DISTRICT

OUR MISSION

We are an inclusive learning community preparing all to be empowered and contribute to a radically evolving world.

SHARED VALUES

- **Inclusivity:** We commit to cultivating an inclusive community of belonging with genuine respect for diverse cultures, identities, and abilities.
- **Real World Knowledge:** We commit to creating environments and providing experiences that build and apply relevant skills and knowledge for the real world.
- **Voice:** We commit to hearing all voices, acknowledging, validating, and responding as we continuously grow together as a community.
- **Social and Emotional Intelligence:** We commit to creating a culture that embraces, teaches, models, and applies social and emotional intelligence in all interactions with all stakeholders.
- **Perseverance:** We commit to creating a learning atmosphere that models and instills perseverance through adversity and encourages risk taking.

EQUITY LENS

Through policies, practices, programs and decisions, San Juan Unified will reduce the predictability of which students fail by utilizing an equity lens to eliminate barriers for our specific populations.

DRAFT

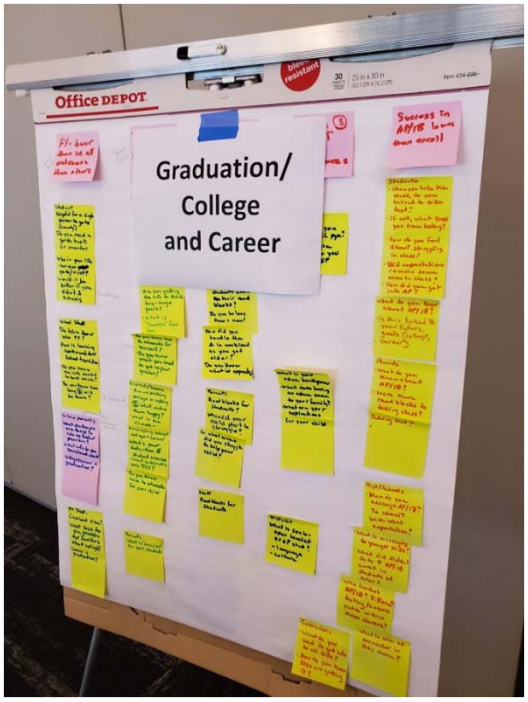
Strategic Framework Development Sequence

1. **Strategic Planning Day 1 and 2**
2. **Regional Forums**
3. **Cultural Brokers Listening and Learning**
4. **Strategic Planning Day 3**
5. **Focus Area Development and Feedback**



Strategic Framework Development Day 1

- What do the data say about who we are?
- What do the data say about how we have changed?
- Who is lost in the data?
- How do we ensure they are not lost in the process?



Strategic Framework Development Day 2

- What do the data show?
- What are the lived experiences of the data?
- What questions would we ask of those experiencing the data to identify root causes and change ideas?



Listening/Learning: Regional Forums

What skills do our students need?	What qualities and characteristics do we value?	District data equity observations	Site-based data equity observations and ideas



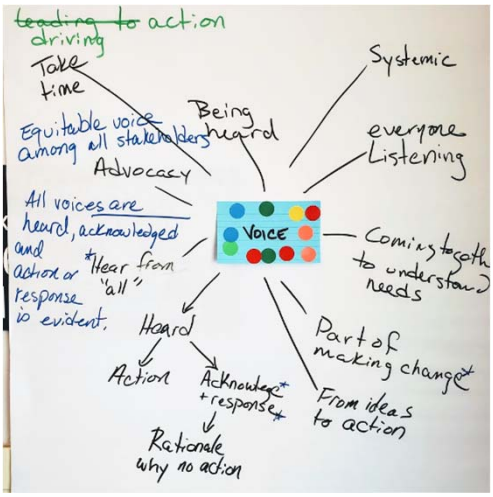
Listening/Learning: Cultural Brokers



Direct input from students, parents, and staff representing, or supporting, the following identified groups:

- Refugee
- English Learners
- American Indian
- African American
- Students with Disabilities
- Lesbian, Gay, Bisexual, Transgender, Questioning +

Cultural Brokers Network
San Juan Unified School District
Strategic Plan Development, 2019



Strategic Framework Development Day 3

Participants analyzed input gathered from the regional forums and the cultural brokers report to:

- Identify most prominent shared values
- Write shared values elaboration statements
- Co-create mission statement

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DRAFT

Original Mission Statement

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Shared Values

- Inclusivity
- Real World Knowledge
- Voice
- Social and Emotional Intelligence
- Perseverance

San Juan Unified School District

Participant Experiences in the Process

Bill Simmons
President
San Juan Teachers Association

David Augusto
Youth Engagement Coordinator
Pro Youth and Families

Daisy Trotti
Student
Del Campo High School

San Juan Unified School District

FOCUS AREAS

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 and Emotional Growth**
   All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.
3. **Engaging Academic Programs**
   All educators 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.

DRAFT

Focus Area Development

Developed focus areas based on the following resources:

- California State Priorities
- Regional Forum Input
- Cultural Brokers Report

Continuous Improvement in Action

Original Mission Statement

We are an inclusive learning community preparing all to be empowered and contribute to a radically evolving world.

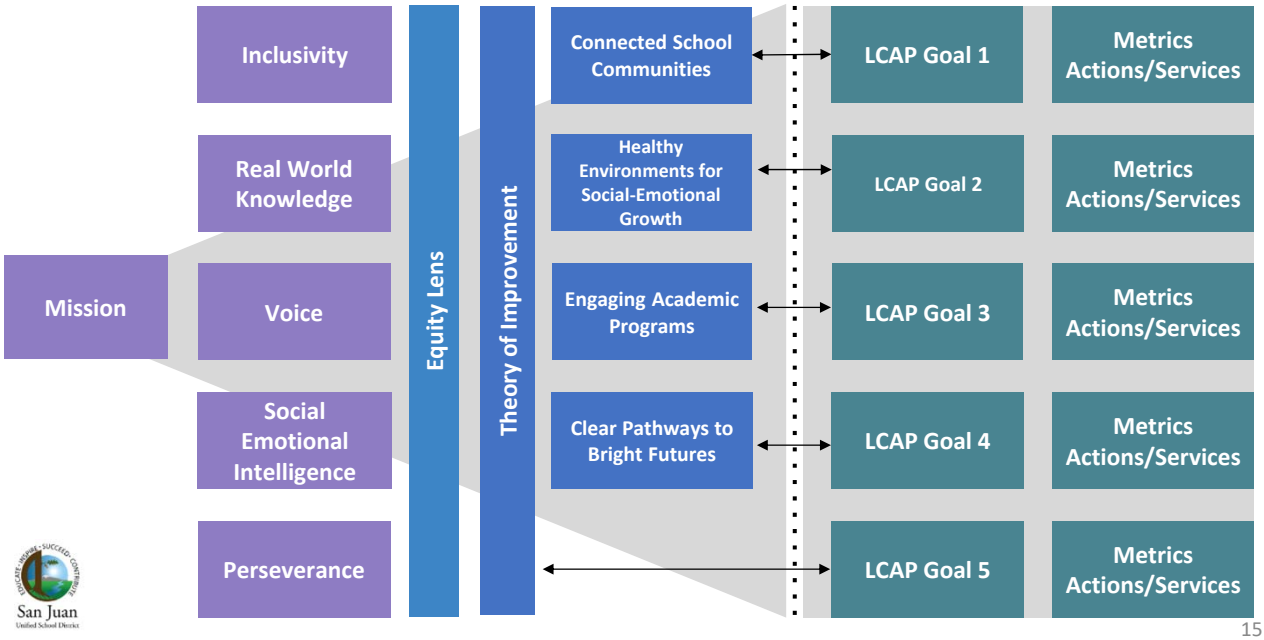
(Passive Voice)

Revised Mission Statement

We empower all in our inclusive learning community to contribute and thrive in a radically evolving world.

(Active Voice)

Strategic Framework & Operational Plan (LCAP)



San Juan Unified School District

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Guiding Questions

- In what ways is the voice of our community reflected in the framework?
- What feedback for improvement do you have for us?

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SAN JUAN UNIFIED SCHOOL DISTRICT

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DRAFT

Regional Forum Stakeholder Input Summary

The Regional Forums, held in October 2019, offered the opportunity for school teams and community members to connect about our shared values, collective strengths, needs, and collaborative ideas to drive continuous improvement efforts in our schools. Three meetings were held with approximately three hundred and sixty participants including school site teams, parents, students, and community members. Ninety-two percent of all San Juan Unified School District's schools attended and actively participated.

Participants were invited to share their thoughts and opinions around three guiding questions: "What do we value for our children's education?," "What are our needs at sites and as a system?," and "What ideas do we have to build positive change through continuous improvement?" Additionally, participants had the opportunity to contribute directly to San Juan Unified School District's new Strategic Plan.

Participant feedback information is summarized below.

Skills and Experiences Summary

Prominent trends surfaced in the quantification of participants' feedback. Skills and experiences desired and thought essential include:

- **Collaboration:** working effectively as part of a team
- **College/Career Readiness:** college visits, completing a-g requirements, taking AP classes, career exploration opportunities, Career Technical Education (CTE), admissions process, and access to financial resources
- **Communications:** articulation, ability to express themselves, active listening, and expressing opinions
- **Conflict Resolution:** use problem solving strategies, evaluate information, working together, and solve problems as an individual or group
- **Critical Thinking**: make informed decisions, analyze information, and defend and debate opinions
- **Interpersonal:** listening, leadership, flexibility, motivation, empathy, responsible, planning, relationship building, teamwork, flexibility
- **Life:** self-care skills including cooking, cleaning, resume writing, interviewing, managing health, job seeking, filling out forms, knowing the law, apartment hunting, using public transportation, etc.
- **Money Management:** budgeting, paying bills, paying taxes, paying student loans, managing credit cards, managing checking accounts, and banking
- **Reading:** comprehend reading materials including books, maps, charts, and tables

- **Social Emotional Intelligence:** get along with others, manage stress, navigate life without anxiety, having healthy relationships, and mental well-being
- **Writing:** basic sentence structure, written expression, creative writing, and writing for different audiences
- **Global Awareness:** understanding different perspectives, experiencing different cultures, and creating an environment of tolerance
- **Math:** basic numbers, proficient ability, and applying math to real-life
- **Organizational:** efficiently manage time, workload, and resources
- **Technology:** computer skills beyond accessing social media
- **Time Management:** ability to plan and control how someone spends the hours in a day to effectively accomplish their goals

Qualities and Characteristics Summary

Prominent trends surfaced in the quantification of participants' feedback. Qualities and characteristics desired and thought essential include:

- **Caring:** showing compassion, kindness, and consideration to others
- **Confidence:** strength, having strong self-esteem, ability to stand up for oneself and others
- **Contributing:** giving back to society, sense of service and duty, engaged in the community, productive member of society, and determined to make a difference
- **Happy:** content with life, career, decisions, and achievements
- **Independent:** self-sufficient financially for oneself and dependents and self-reliant
- **Perseverance:** tenacity, learn from failures and keep at it, and grit
- **Accomplished:** sense of purpose and proud of their accomplishments
- **Hardworking:** strong work ethic
- **Life-long Learners:** growth mind-set, curious, and love of learning
- **Respect:** self-respect and respect for others
- **Responsible:** individual and society member
- **Successful:** measured uniquely by individual and can include success with life, career, financial, happiness, etc.
- **Well-spoken:** articulate, expressive, conversational, eye contact, and good listeners

Cultural Brokers Network

San Juan Unified School District

Strategic Plan Development, 2019



INTRODUCTION AND OVERVIEW

In September of 2019, thirty-five staff, students, parents and community members convened for the first phase of the San Juan Unified strategic framework development process. The focus of the first phase was to understand the needs in our schools and community and to determine what additional information needed to be gathered prior to drafting a new framework. In an analysis of the available demographic and performance data, task force members considered which student and parent groups were "lost in the data" and how we could ensure "they were not lost in our process." This analysis led to the identification of six groups for intentional listening and learning efforts prior to reconvening as a task force to draft the strategic framework. This report is the consolidation of listening and learning efforts focused on gathering voice directly from parents, students, and staff in the following groups:

- Refugee
- Foster Youth
- English Learners
- African American
- Students with Disabilities
- Lesbian, Gay, Bisexual, Transgender, Questioning+ (LGBTQ+)

The listening and learning sessions were facilitated by staff "cultural brokers" that were members of, or had affinity with, the groups identified above. The cultural brokers convened as a team, developed a shared process and calendar for conducting listening and learning and developed questions tailored to specific audiences aligned to the following strategic framework task force priority input areas:

- **Skills and experiences** for college and career readiness
- **Qualities and characteristics** to be happy and healthy human beings
- What students find most **engaging** about school and ideas for improvement
- **Social and emotional** supports students find most effective and ideas for improvement
- **Academic** supports students find most effective and ideas for improvement
- Supports and programs/experiences students feel are best preparing them for **college and career** and ideas for improvement

In addition, brokers identified existing information being gathered through related engagement efforts to integrate into the report, like the product of the listening circles held for African American students at Rio Americano following the hate speech incident at the beginning of the 2019-2020 school year. All of the input was gathered, themed, synthesized, analyzed and consolidated into the report that follows.

NAVIGATION AND USE OF THIS DOCUMENT

This report is organized into two parts. Part one focuses on the input gathered from students and parents, part two on input gathered from staff. Part one is organized according to the priority input areas, reflected in the table of contents below. Each area contains a summary, insights, and key considerations across different groups. Part two is organized by staff group and includes the full breadth of priority area input within each.

This document was designed to help strategic framework task force members access specific types of information quickly within a dynamic development process that included several other sources of information. As such, we caution against drawing conclusions based solely on its contents. Outside of the context of strategic framework development, this document may be most useful in generating additional questions and to identify further lines of inquiry.

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SKILLS AND EXPERIENCES: STUDENTS

Common Themes

Students shared the skills and experiences that will best help them prepare for college and career. In summarizing this data, student feedback lent itself to four categories: Career Development, Life Skills, Social-Emotional Support, and Structure of Classes. Career Development experience is prominent in this area and includes students' desire for more elective class opportunities including art, band, music, metal and blacksmithing, child development, American Sign Language (ASL), and medical programs. Also in this category, students are interested in career experiences, college visits, career fairs, college prep classes, SAT/ACT prep, internships, increased exposure to the college admissions process, summer camps, internships, foreign exchange programs, and increased resources from counselors. In the second category, Life Skills, students feel it will be helpful for instructional opportunities in real-life areas including paying taxes, managing money and time, self-advocacy, and basic living skills. The third category, Social-Emotional support, students feel strongly that they need social skills supports and instruction and caring, supportive environments. Lastly, the fourth category, Class Structure, students feel class sizes are too big and that more teacher and Instructional Assistance (IA) support are needed.

Student Insights

- "Help us believe we can go to college."
- "We all want to succeed and we feel we don't have enough support and motivation to go to college. It's a lot of work."
- "We need more resources to prepare for college. So many schools are impacted by the number of students that there won't be enough time to get with everyone."
- "Higher education, community service, and experiencing my career will help prepare me for college."
- "I would like more Involvement with the outdoors. I feel a lot of Non-Binary and Trans people enjoy the outdoors, and I want a career in ecology and forestry."
- "We need more elective opportunities including art, band, drawing, music, metalwork, blacksmithing, mechanics, child development, medical, speech and debate, and ASL."
- "I need help learning how to pay taxes and cook food."

Key Student Group Considerations

Students with disabilities feel they need assistance in areas such as independent living skills, social skills (learning how to choose friends and how to be a good friend), attention skills, and organizational skills. The American Indian population would like more cultural opportunities. The LGBTQ+ student community hopes for creative opportunities and increased social-emotional support. African American student group discussion highlights a need to find a system that will work for them with specific reference to navigating, applying, and getting into college. African American students echoed the need for increased supports; they also suggest a need for internships and participation in more college events. Foster youth feel discriminated against by teachers and peers; they feel they experience bullying based on their race and/or sexuality.

SKILLS AND EXPERIENCES: PARENTS

Common Themes

In summarizing this data, four categories emerged: Life Skills, College Preparation, Vocational Preparation, and Teachers. Parents feel that not all their students will attend college and that their students need life skills such as time management, money management, job-ready skills, self-advocacy, and hands-on experiences to gain exposure to other things besides college. Parents also desire their students to learn goal-setting and perseverance skills so students are confident they can set goals and work hard to achieve their life choices. Along these same lines, parents would like their students to have exposure to other vocational career pathways besides feeling that college is their only option. Regarding college preparation, parents strongly feel their students should be exposed to the college pathway as early as elementary school. Parents would also like to know about financial aid resources. Parents feel there is a shortage of high school counselors and believe their students will benefit from college orientation classes, CTE programs, summer schools, SAT preparation classes, and scholarship presentations. Teachers play an essential role in students' readiness for college and career. Specifically, parents feel teachers need to communicate better with parents; that they need easier access to teachers, especially in middle and high school; and that teachers need to be more professional, caring, and approachable.

Parent Insights

- "From a parent perspective, the system for both of my kids hasn't been welcoming culturally."
- "There is more than one path for the areas of passion."
- "To hear that the school told me that college is actually a possibility for my student."
- "The family may not be able to transport students to schools that offer CTE. Transportation is not provided by the district."
- "Just because they are not going to college doesn't mean they won't be a part of the community!"
- "I think we need to plant the seeds with parents because many families don't have experience with college or know that it is even a possibility, especially if you are undocumented and don't speak English. We come here to work and we don't really think about how there is a different way. We don't know how to broaden their view to not just do the jobs we do, but to have jobs where they are in charge. We come here to work and our children deserve to go to college."
- "Black Child Legacy/Black Student Union/student government/advocacy has made a big difference for me."
- "Isn't English Language Development (ELD) supposed to be part of the school day, just like math or science or reading?"
- "I was told that my daughter was close to reclassifying, and finally she got tutoring with MAS PUERTAS. I told them how I want her reclassified - if she is close then let's get her there. What does she need to be ready?"

Key Parent Group Considerations

Specific group considerations are noted in some of the diverse parent populations. American Indian parents are concerned about the student national graduation rate of only 13%. Parents feel their students need earlier

encouragement and preparation for the path they choose - vocational or college. They further feel that the system is not culturally welcoming to their students. African American parents feel there is tension in this student population and that the schools should be the equalizer to help break this cycle. They would like to see more opportunities for restorative dialogue occurring in a safe place where campus issues such as fights, teacher misunderstandings, and more can be discussed. Parents of students with disabilities have concerns in several areas. Specifically, they feel their students need integration in the general education student population; equity in resources and materials; social skills as part of a community, and not in a bubble; better inclusion at the high school level; access to college/career resources; and confidence in asking for assessments and accommodations in the classroom. English learners' parents would like to change the narrative for their students in regards to understanding that college and vocational training are a viable option for them and that this narrative needs to happen as early as elementary school.

QUALITIES AND CHARACTERISTICS: STUDENTS

Common Themes

In looking at the future, students highlighted areas in which they see the best version of themselves. These include having a successful career, doing what they love, and doing what makes them happy.

Student Insights

- "I want to be happy with myself after my transition."
- "I don't want to be so emotionally constipated."
- "I can see myself being an Instructional Assistant working here or at Ralph Richardson Center."
- "I'd like to do more cultural things like Pima dancing."
- "Honest, married with one kid, in the army, own my home, pay bills, and have enough money for food."
- "Happy with myself and help people. Not having to do stuff that doesn't make me happy."
- "Go to college, Go to college, Go to college, Go to college—after that I want to be president; if that doesn't work out, a video game designer."
- "Not clear yet - AA Degree. Still deciding. Being a homicide investigator, criminal justice major. Well paying job, house, well connected to my culture."

Key Student Group Considerations

Within the diverse student populations, students with disabilities want to live independently. LGBTQ+ students want to be comfortably gay ("out and proud"), have healthy boundaries, and access to mental health therapists to overcome depression.

QUALITIES AND CHARACTERISTICS: PARENTS

Common Themes

Parents were asked, “What qualities and characteristics do you want to see in your child when they come back for a visit as an adult?” Overall, parents across all diverse populations want their students to be confident, contributing members to society. They would also like schools to help students identify their goals and passions and to help discover what this pathway may look like for their students. Parents feel their students can achieve great things but first need encouragement, information, and resources.

Parent Insights

- From the students with disabilities community: “I want her to be the best she can be - no limit on potential with presumed competence.”
- From the African American community: “My child will be the first generation to go to college.”
- From the English language community: “We want our kids to study much higher than what we were able to accomplish. I imagine my children to be doctors, lawyers, and architects.”

Key Parent Group Considerations

Parents of students with disabilities would like their students to have the same learning opportunities as students without disabilities. They envision a future where their students can live independently and can effectively advocate for themselves. They feel this is best accomplished by helping their students access services in the community, by teaching them independent living skills, and by providing them opportunities for full integration in the school community. African American parents want their students to know their self-worth, to feel accepted and safe from harm, and they dream of a world where there is equality and equitable practice for all. English language learner parents have many aspirations for their students, aspirations they did not have for themselves, knowing that if their students work hard, they can achieve their goals.

ENGAGEMENT: STUDENTS

Common Themes

Students were asked two engagement questions: “What do you find most engaging about school?” and “What would engage you more in school?” Their responses include the themes of sports involvement; social, cultural, and academic clubs; safe and bully-free environments; field trip opportunities; socializing with friends; CTE opportunities; and opportunities to experience real-world situations such as paying taxes and money management. Additionally, a central theme to these questions includes students’ desire for teachers who are engaging, accepting, trusting, and helpful.

Student Insights

- “Creating a more engaging school environment and unifying all students as they engage in activities.”
- From multiple student populations, “Bullying is still an issue - we need to better manage the consequences.”
- “Accepted and exist as I am.”
- “Chicken nuggets so delicious in ketchup!”
- “Bring back clubs to my school.”
- “Sports, teachers, community, friends, counselors, involved principal, supportive classmates, and spirit events make you look forward to the year.”
- “I come to school because my future depends on it and as a black man, it’s not guaranteed, so I gotta try harder than others.”
- “MORE MURALS!”
- “More recognition to the drama program.”
- “Host a beautification event at school, planting plants and trees, cleaning the campus.”
- “I chose my own job through workability.”
- “School should be a place free from the racism we deal with outside of school.”
- “If we stand up for ourselves, we are ‘loud,’ ‘ghetto,’ and ‘disrespectful’.”
- From a foster youth, “Have fundraisers to buy school supplies and more equipment to play football or any sport or field trips.”
- From Rio Americano African American students, “Continue the conversation, do not let this be a ‘one and done’.”
- From a foster youth, “To have everyone work together as one and to help one another if they are failing.”

Key Student Group Considerations

Within the American Indian student population, students feel that it would be more engaging to be around more students like them. African American students feel that there should be a Black History class and integration of Black History into the curriculum. Rio Americano High School students feel they would like support for the Black Student Union (BSU). It is worth noting a specific hate speech incident occurred on the Rio Americano High School campus in August 2019. African American students were interviewed after this incident and common themes revolved around safety concerns, no consequences for racist bullying, and students, teachers, and administrators not taking this incident as a serious threat. Students with disabilities feel that to be better engaged, they need less judgment by others, more academic support, better staff instruction, less time spent on the bus, more IA’s, greater accessibility for physical handicaps, art classes/clubs, and more challenging work for higher functioning students. English learners would like more clubs representing different cultures. LGBTQ+ students would like a more welcoming community that is inclusive of gender, more groups like Pride PAK, less bullying, and teacher sensitivity to their gender identity. Foster youth feel they are treated differently in the school community. They would like resources for school supplies and sports equipment so they may more fully participate in their schools. They also suggest the creation of foster youth support groups and the provision of resources to deal with issues such as drugs and alcohol.

ENGAGEMENT: PARENTS

Common Themes

Parents were asked two engagement questions: “What do you find most engaging about school?” and “ What would engage you more in school?” Some of the positive responses around student engagement include areas such as students attend school because they get to socialize with their friends, students have teachers they feel connected to, and students have opportunities to participate in sports, clubs, class electives, and field trips. Some parents across the diverse populations state their students do not want to go to school or they do not enjoy school. They feel some of the root causes for this are due to poor communication from the schools and teachers, chaos occurring in the classroom, and lack of knowledge regarding resources available to them to better engage in the schools.

Parent Insights

- “They are incentivized by wanting to fit in with typical peers, especially middle school.”
- “I think it’s important that every school has at least one person who can speak Spanish and help parents understand how the kids are doing. Every call I get from them is in English. I’ve never had a call in Spanish.”
- “I never went to one meeting in elementary school because it was in English.”
- “He loves that there are people that he looks like encouraging him, helping him. To think that someone else would come outside of his relatives who would come alongside him to encourage him and build him up and at the same time confront him when going in the wrong direction. He loves Reggie and the ‘Improve Your Tomorrow (IYT)’ program.”
- “When they see the success of people who look like them, it makes them want to achieve too and to be a productive member of society vs. what we see on tv/hear in music in Black culture.”

Key Parent Group Considerations

American Indian parents feel the district offers cultural training for new families to the district but does not offer a continuum. Parents of students with disabilities worry about schools not having equitable materials and resources, large class sizes, students not having sufficient socialization/integration with non-disabled students, and the constant labeling that appears to point out student deficiencies. African American parents would like their students to feel more included, to have positive African American role models, and to have more Black History curriculum. Parents with English learners feel they need information provided to them in Spanish including home communications, in committees like the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC), and in school site councils; this will help them better engage and participate in their students’ schools. They also feel translators should be present and available to them at schools for parent-teacher conferences. Similarly to English learner parents, refugee parents feel to better engage their students, there needs to be more language support classes, home-school communications in the home language, cultural events hosted at schools, transportation for their students, and resources in home languages. They also feel that parents need parent support meetings and networking opportunities to help them understand the school system.

SOCIAL AND EMOTIONAL LEARNING: STUDENTS

Common Themes

Students were asked two Social-Emotional Learning (SEL) questions: “In school, what has helped you grow most socially and emotionally?” and “What other supports would have been helpful for you?” Common student responses include friends, caring and trusting teachers, counselors and psychologists access, social/motivational/cultural club creation, better-trained teachers, and mental health programs for students.

Student Insights

- “My club, Latinos Unidos, helped me engage socially with other students who helped me emotionally when I felt sad.”
- “Courses to teach about mental health. Teens reaching out is very little, so bringing it to them helps.”
- “To know upfront what LGBTQ+ supports and rights are available at my school and in the district such as gender-neutral bathrooms and gender support plans.”
- “Teachers need more training in SEL to know how to deal with students that come from trauma, and who may experience anxiety and depression.”
- “I think the school needs a spot that’s full of books, magazines, music, pillows and a coloring area so I can say I need a place to calm down.”
- “If teachers didn’t just see my disability, it would have made things better.”
- “School hasn’t helped me emotionally. If anything, it’s made me feel trapped.”
- “They kinda treat them (foster youth) different.”
- “Have the community be more open to foster children.”
- “We need like five Ms. Kei’s (intervention teacher).”
- From Rio, “I want to be myself in the classroom; I want to feel safe and welcome.”

Key Student Group Considerations

African American students from Rio Americano High School want to feel safe and better supported in order to succeed in school. Students with disabilities feel they need more direct access to counselors; subject-specific teacher support in Study Skills classes; testing for depression; real-life classes; positive teacher/adult interaction; and a calming, quiet place to go when feeling anxious, angry, and overwhelmed. Students in the refugee community feel that language and culture-specific clubs will help them socially and that speech classes will help them speak more confidently. Last, the LGBTQ+ student population feel that more clubs like Pride PAK and Gay-Straight Alliance will help them socially and emotionally.

SOCIAL AND EMOTIONAL LEARNING: PARENTS

Common Themes

Parents were asked two SEL questions: “In school, what has helped your student grow most socially and emotionally?” and “What other supports would have been helpful for your student?” A prominent theme expressed by parents across all diverse populations is that their students need access to both academic and mental health counselors. Some suggest the separation of counselors into academic-specific and mental health-specific areas. Parents also feel their students need positive and caring relationships with their teachers as well as other school staff and that positive phone calls home are appreciated. Last, parents believe their students benefit by having opportunities to participate in sports, clubs, field trips, and elective classes that help students build both social and emotional skills.

Parent Insights

- “Every parent needs an advocate/interpreter of the system to guide us.”
- “Are we further traumatizing them by just regulating their emotions rather than addressing inequities?”
- “Improve your tomorrow (IYT) is key to the social-emotional success of my student.”
- “We need people culturally aware of African American students like this teacher from Oakland (white lady) who knew the culture and understood why they may be louder and why we do what we do as people that helps connect with our students.”
- “At Arcade, they stand outside and direct traffic but there is no connection. Nobody greets you. Come in and get out. “

Key Parent Group Considerations

American Indian parents would like more cultural training for their students. Parents of students with disabilities feel their students would benefit both socially and emotionally by having more opportunities to work and play alongside neurotypical peers. An example of this would be allowing them to go on field trips with general education students. They feel the bar is set low for their students and that there is no long-term planning for their futures. African American parents would like their students’ schools to be more culturally aware and sensitive to other cultures because students are from a diversity of ethnicities and backgrounds. They would like to see racism and bigotry openly discussed in a safe space in their students’ schools; they believe mentors, counselors, teachers, and positive African American role models are essential to a successful school student outcome. Parents of English learners feel after-school clubs and sports are important for their students but they also feel it is difficult for their students to participate due to transportation issues because they have to work. Refugee parents feel there needs to be more cultural celebrations to maintain the core value of their students’ indigenous cultures. Specific ideas from parents from diverse cultures include offering Halal meals in the school cafeteria, Arabic classes, Ramadan nights so students can eat together, early dismissal during the month of Ramadan, and two days of excused absences during the Muslim holidays.

ACADEMICS: STUDENTS

Common Themes

Students were asked two academic questions: “What helps you to succeed in the classroom?” and “What would you improve for those that come after you?” Common student responses include after- school tutoring, summer school, computer literacy classes, knowledgeable teachers, access to technology, safe environments, Advancement Via Individual Determination (AVID), KHAN Academy, quiet and comfortable classrooms, good food, and organization skills.

Student Insights

- “Credit recovery has helped, certain staff members (Mr. Roth), block days, restorative justice.”
- “Having access to materials at schools such as computers, books, Del Campo Academic Assistance & Enriched Learning (DCAAEL), and study hall.”
- “Bring back the bean burrito and chicken taco!”
- “Drug situations are bad. There are no consequences for vaping. People get sick from the proximity to vaping and kids don’t know the effects to those who have allergic reactions.”

Key Student Group Considerations

African American students feel their classroom environments are different from other students, especially between schools. In the American Indian student population, students feel history books need changing to reflect more of their culture. Students with disabilities feel more IA’s are needed in the classroom, fidget toys should be provided, and teachers should be able to explain in different ways for various learning styles. Students in the refugee group appreciate their ELD classes reviewing their tests but feel they need more creative writing and speech classes to practice these skills. They also feel more English classes are needed for newcomers, that teachers should greet them in their own language, and that teachers should work with them more individually so they feel welcome. In the LGBTQ+ student community, students feel they need increased acceptance and inclusive practices to succeed in the classroom. They also feel there needs to be immediate correction and a zero-tolerance policy when students use hurtful language in and outside the classroom. Last, students in this population feel there need to be more gender-neutral bathrooms for transitioning (trans) students.

ACADEMICS: PARENTS

Common Themes

Parents were asked two academic questions: “What helps your student to succeed in the classroom?” and “What would you improve for students that come after yours?” Parent feedback in this area appear very specific to their diverse populations but common themes surfaced including: having environments where students can advocate for themselves; having better trained and dynamic teachers; allowing for different student learning

styles; creating opportunities for relationship building with teachers/staff; and having a curriculum that is inclusive, relevant, and interesting to students. Additionally, parents feel that academic improvements are needed in science, math, English, and computer literacy; they would like to see more tutoring offered as increased supports.

Parent Insights

- "History adopted curriculum is poor. I found mistakes that are appalling around the history of our people. The fact that it passed the state is disturbing. Whole feature on Christopher Columbus – why? Why is state and local adopted curriculum still celebrating Christopher Columbus? Cherokees' pictures are not Cherokee. The curriculum still doesn't say the truth. This affects our children's' emotional well being."
- From a parent with a student with disabilities: "How do we empower teachers without fear from peers and the administration?"
- "SJUSD Special Education is mediocre."
- "Black History Month is not publicly represented, no Martin Luther King, not once. We need more in-depth way beyond peanut butter and stop lights and more in-depth about the important contributions. It would be helpful to have people that look like us in school to show that people of color have value."
- From an English Language Learner parent, "Field trips are important for them to learn about the world and what's out there. They went to the capitol and learned about what they are studying. We need field trips to universities so they can see what is possible. That makes the lesson dynamic. We can't always take them places so it would be great if they can go learn."
- From a refugee parent, "The most helpful things that help my kids in school are Lexia core and ELD classes."

Key Parent Group Considerations

American Indian parents would like their students to be on a strong academic track with opportunities for hands-on experiences. They feel strongly that the curriculum on American Indians should be updated and increased so their students have a strong sense of identity. Parents with students with disabilities feel IAs are not trained to adequately support their students and that IA's should be able to communicate directly with them. They feel student Independent Education Plans (IEP) and 504 accommodations are not always supported and followed and that communications between parents, teachers, and district staff lack transparency. Parents would find helpful the creation of a network of other parents to help them navigate the Special Education world. Parents of African American students feel there needs to be a better integration of Black History in their students' schools curriculum. Last, parents of English Language Learners feel they face language barriers. They also struggle with allowing their students to participate in extracurricular activities due to transportation issues.

COLLEGE AND CAREER READINESS: STUDENTS

Common Themes

Students were asked two college-career readiness questions: “When preparing for college, what has helped you and what resources are available to you?,” and “When preparing for college and career, what would you improve for those that come after you?” Common student responses include Advanced Placement (AP) classes, college visits, KHAN Academy, AVID, college-prep classes, counselors and teachers, and CTE classes. Students desire more knowledge about vocational schools, more time with counselors to prep for college, increased technology skills, opportunities to attend college sponsored events and a better understanding of the resources available in the college/career center.

Student Insights

- “I think they should provide specific classes to learn about college and careers in high school.“
- “Communicating what students need to do, not just to meet requirements but also to excel in getting into better colleges.”
- “Websites where you can take a test and it shows you what colleges would be good for you.”
- “Programs that would give you information about different careers and help you choose the best career for you.“
- “More independent research projects; I want to do the research, but I don't have time for it. If I could volunteer as a naturalist at a local nature center based off my independent research, it would help me start my career as a Park Ranger.”
- “I think this school should be more equipped for the blind.”
- “You know what I don’t think is fair. There’s print books everywhere but not always in braille. ‘Oh here’s a library full of print books and there’s only 5 braille books’. ”
- “Incoming freshmen should have a mental health talk. Coming in as a freshman is scary. Whoa.”
- “A lot of kids don’t understand the purpose of the college/career center.”

Key Student Group Considerations

The American Indian student population states that Sacramento State’s American Indian College Motivation Day was helpful. Students with disabilities stated that they think schools should be more equipped for the blind and that they need interviewing and resume writing skills. They would also like opportunities to take classes at American River College, to ride the bus, and to utilize community-based instruction.

COLLEGE AND CAREER READINESS: PARENTS

Common Themes

Parents were asked two college-career readiness questions: “When preparing for college, what has helped your student and what resources are available to your students?,” and “When preparing for college and career, what

would you improve for those students that come after yours? Common feedback themes include: having access to counselors who focus on college/career and keeping students on track; how students can get help to better their grades; how parents need more information on student college readiness; how to provide college/career information to students at a younger age; having knowledge of other options besides college; and how programs like AVID and IYT help students envision a life after high school.

Parent Insights

- "What native kids are included in this question?"
- From a parent of a student with disabilities, "This question does not apply to many of our students. For our kids, we are just trying to get through THIS stage."
- From a parent of a student with disabilities, "We aren't 'under represented,' we are not represented at all and no one is listening."
- "IYT has made my son see that college may be available. This needs to be a standard."

Key Parent Group Considerations

Due to poor high school graduation rates nationally, parents of American Indian students would like schools to help their students feel comfortable with the idea of going to college and to help them be better prepared academically for college. Parents of students with disabilities note several concerns about their students' education while in primary and secondary school. They do not know what options are available for their students' futures because they spend significant amounts of time trying to get the supports and services their students need now. Parents would like a parent network/mentor groups established to help them navigate the school system and understand student options. Parents feel their students are left out of field trips, dances, after-school programs, and more. Last, this parent community feels the district looks at higher-functioning success and does not look at students with significant needs. African American parents feel staff need to understand different cultures and need bias training. Programs like AVID, United College Action Network (UCAN), and IYT are helpful. Refugee parents want full-time English as a Second Language (ESL) classes for both newcomer parents and students in their first year of school entrance. They would also like their students placed in classes that are more appropriate to their understanding and knowledge levels. Last, they would like opportunities to attend college preparation workshops in their home language to better understand how to help their students prepare for college; they would also like more culturally expert education/career counselors.

LISTENING AND LEARNING FROM OUR DIVERSE STAFF

In the course of various staff listening and learning sessions, it became apparent that many of these sessions were specific and unique to the interviewed staff professional and personal identification areas. In light of this, the information is collated differently than the student and parent listening and learning sessions. The information below is summarized individually in the following five areas: Bilingual Instructional Assistants (BIA); Foster/Homeless staff; special education teachers; staff members representing the Latinx, African American, LGBTQ+ communities; and Interpreters.

Bilingual Instructional Assistants (BIA)

I. **Skills and Experiences Summary** BIA were asked what skills and experiences students they work with will need to help prepare them for college/career. Overall, BIA feel that schools need to be mindful of students' cultures and to understand that there are unique assets the various cultures bring to the community as well as specific cultural barriers that may impede their college/career futures. They also feel that schools need to better understand cultural norms inherent in many cultures. For example, within the Spanish community, there is a norm and a priority that students need to work, clean, and provide childcare to help the family. Staff also feel that career/college information needs to be provided to students at an earlier age and also provided to parents. They state that schools need to help connect students' interests and talents with a career whether it be vocational or college track.

Stand-out BIA insights included statements such as:

- (Farsi/Dari): "I hear assumptions and I'm not sure what is available. They all want to be engineers or doctors but they don't realize there are other options and other careers."
- "For us (Afghan), there is a perception that you have to know what you want to do and stick to it by the time you're 18. It is culturally taboo to change your mind if you change from one career to another."
- "There is a fear you're getting Americanized, but students need to work and help the family. In the Spanish speaking culture, parents want students to work to help the family."

II. **Engagement Summary** BIA were asked the question, "What engages students the most?" Their responses include themes of getting good grades, mastery of subject and different learning paces, opportunities to celebrate their cultures, vocational/apprenticeship options, and connecting newcomer students with returning students within their own cultures.

Stand-out BIA insights include such statements as:

- "Is there any type of engagement where they are able to celebrate their own culture?"
- "The Global Expo at Rio (GEAR) is a place to celebrate their culture - they danced, had music, and brought their traditional food. Everyone was engaged, even American students."
- "Students should have an option to attend vocational programs. Make it easier so that they don't give up. They check out if college is the only option."

III. **Social Emotional Summary** BIA were asked the question: "What are the things in our schools that are helping our students emotionally?" Staff responses include students and parents need to feel safe, welcomed, valued, and included. They also expressed that there are differences in cultures and that cultural generalizations hurt their communities.

Stand-out BIA insights included statements such as:

- " Books that are bilingual so students can read in their language helps students feel good."
- "There are generalizations that concern me. Not all the parents who come to our schools are devoted Muslim and this may not be the way they want to raise their kids. There are lots of assumptions and generalizations from our teaching staff."
- "When school calls the home, especially for our undocumented families, it is very threatening. How do we reach out?"

IV. **Academics Summary** BIA voiced concerns in the academic areas including the following: how to address/assess students who have only attended minimal schooling; general education not strong enough to support English learners; and availability of supports and accommodations for students. They feel parents and students need to be educated about the connection between learning and advancing to college/career. Additionally, they feel parents do not understand the norms around raising and educating children in America.

Stand-out BIA insights include the following statement:

"We are their voice – we advocate for them."

Foster Youth Staff

I. **Summary** Staff feel there are a myriad of challenging issues when dealing with foster youth. Critical challenges revolve around the following themes: County/state laws continuum of care reform; alternative placement options for students with severe SEL issues; transient nature of foster youth and their focus on meeting basic needs like food and shelter; lack of basic academic skills; access to college information and financial resources; chronic absenteeism; district roadmap to academic success does not address the reality of foster youth; and effects of trauma in their life resulting in both social and emotional challenges.

II. **Qualities/Characteristics** Qualities and characteristics thought to be helpful for foster youth perseverance and success are noted in the following areas: self-advocacy; tenacity; positivity about future; mental wellness; gainfully employed; contributing to society; mature; healthy relationships; living independently; motivated; self-worth; and a supportive community.

III. **Skills** Staff feel foster youth need the following skills: self-motivation; math, reading, and writing; problem-solving; listening; communications; critical thinking; self-care; organization; collaboration; technology use; awareness of college/career resources; money management; and self-advocacy.

IV. **What's working** Many areas are sighted as working in this population including: Assembly Bill 12 (AB12); foster youth staff successes for helping students graduate and connecting them with programs at the

college level; the addition of English language staff including counselors, social workers, and within the multi-tiered system of supports (MTSS); restorative practices and additional alternatives to suspensions; and increased awareness in education to trauma, foster system issues, and disproportion.

V. **Change Ideas** Change ideas were noted in the following areas: safe environments where youth can connect with peers and teachers; alternative learning options (blended learning/schools on wheels); opportunities to connect with former foster youth; more career/vocation access besides college; integration of a social-emotional component in curriculum; continued education for staff regarding foster youth and trauma; and optimal program/school placement.

Special Education Teachers

I. **Skills and Experiences Summary** Two questions were asked of special education (SpEd) teachers: "What skills and experiences would best help your students in transition to college and/or careers?," and "What qualities and characteristics would you like to see in your students when they come back for a visit as adults?" Central themes include the following responses and ideas: the need for more community and mainstreaming experiences; access to the same materials across the district; provision of both independent living and academic skills; no programs look like the other from place to place yet they are called the same; the need for early discussion with parents regarding what we are teaching their students and how this connects with their future; and creating an awareness that functional and play skills are crucial parts to our students' learning. Looking to the future, teachers hope their students are comfortable, happy, and confident in their environment and hope they have made progress in their life's trajectory.

Stand-out insights include the following statements:

- "Students will most likely need more support after high school and it is our job that we need to do more to prepare them."
- "I often feel that nobody is getting what they need: we get a little of what we need. It worries me that my Independent Living Skills (ILS) kids aren't getting that additional academic piece (for those that can be independent)."
- "This is hard to answer these questions as there is no sense from our district regarding what they want us to prepare students for. If we don't know what we're aiming for, how can we say that we've got it? It doesn't fit in a box."
- "If I can look at them and see that they look comfortable and confident in their environment, that would be huge."

II. **Engagement/Voice Summary** Teachers were asked two engagement questions: "What do you find engages your students most effectively in school?," and "What would engage your students more in school?" Their responses revolved around the following: student engagement begins with staff engagement; the desire for opportunities for older students participation in activities outside the classroom; the need for functioning and equitable technology and updated curriculum; opportunities for community-based instruction; and the need for trained, full-day IAs.

Stand-out insights include the following statements:

- "It is normal for kids to be around kids with disabilities, so that when they are older, they model for other people."
- "OPENING THEIR WORLD to make it seem like an amazing place."
- "High school is not inclusion to me. Just because you're sitting in mainstream class doesn't mean you're being included."
- "We feel the district doesn't have a way to share our voice. In the SpEd world, each individual student group needs to be considered because the needs of a resource type student and the needs of the ILS group are different. You should break out SpEd in specific categories: ILS, resource, Autism Spectrum Disorder (ASD), etc. We are in tiny minorities- we are almost not hearable. Because we have so many SpEd students, we need to have a voice in the district Strategic Planning/Local Control Accountability Plan (LCAP)."

III. **Academic Summary** The question, "What helps your students succeed in the classroom?," resulted in the following feedback: feeling valued and safe; having choices and being heard; trusting teachers; trained IAs; qualified teachers and knowledge of best practices; different ways to access learning; and a rigorous curriculum.

IV. **College/Career Summary** Teachers were asked, "What supports could best prepare students for college and career?" Common responses include the need for students to be given community and peer exposure for social skill development, the need for parent/teacher conversations to begin at an early age regarding their students' futures, and the need to understand that their students are life-long learners.

Stand-out insights include the following statements:

- **"**Common core builds for 13 years. Our kids are working on skills at age 5 that build to adulthood that will help them be college and career ready."
- "You talk to parents about options, and even if I'm not focusing on academics, their child is learning and making progress in skills that will help them in their life. We can build on what they are showing me now."

African American, LGBTQ+ and Latinx

SJUSD staff were asked a variety of questions that incorporate the themes of prejudices and barriers in the workplace, identity as a strength/asset in the workplace, work engagement, success in the workplace, career path supports and resources, and improvement ideas.

I. **Prejudice and Barriers/Assets and Strengths** Several teachers provided examples where they feel prejudice or bias in the workplace, demonstrating it is still a barrier today. Teachers shared that coming from different cultures, ethnicities, and identities are strengths in the workplace. It results in students feeling comfortable and confident sharing with them, students seeing positive role models, and students feeling they can overcome challenges because teachers share the struggles they faced and overcame.

Stand-out insights include statements such as:

- “I was an out gay male student at a similarly demographic school; I've found that students will come to me to discuss sexual orientation, gender identity, and more.”
- “I think kids need to be exposed to all kinds of people and languages; it makes our young people and our coworkers better.”
- “I teach a lot of refugee students and I always tell them my story. I tell them, ‘it'll be like that for you.’ “

II. **Staff Engagement** Engaging aspects of staff work includes working with students and staff, advocating for under-represented groups, job variety, and opportunities for leadership and growth. Areas for engagement improvement in the workplace include: the desire for better communications as everything seems so siloed; more parent and student support systems; increased language supports in non-English speaking classes; more transparent communications; and inequities in student programs.

Stand-out insights include statements such as:

- “I work at the district office and I work with all of the sites. One of the things I find surprising is the lack of communication. Everything is so siloed and there are so many separate channels you have to go through. You have to jump through all these hoops to get a message that will help everyone out.”
- “At Churchill, English learner was the only department that was not included in the department chair meeting. I said, ‘Why are we the only ones who don't have a voice?’ After our Museum of Tolerance training, I came back, and I sat with our new principal and voiced my concern. I told him, ‘When you make a decision for the school, EL is the only department left out. I need to be able to be an advocate.’ He found the funds, and the next year I was able to become a department chair. At every meeting now he asks for my input and that engages me more.”
- “I've had students transitioning and they don't know what will happen at the school next year; the parents also have so many questions. Being the mother of a gay young man, I try to share with him what I did, but I wish there were more parent support systems. He couldn't have said a word when he was at school; he got bullied when people found out. School was awful for him then. I don't want to see any parent watch their child go through that, but I know it still happens and I don't know what to say to them.”

III. **Personal Development** Staff feel there are many opportunities in this district to support and promote their personal development. They mentioned that attending San Juan Teacher Association (SJTA) events, attending the Pride Pak conference, and taking on-line professional development (PD) courses were some of the helpful opportunities available to them.

Stand-out insights include statements such as:

- “We had a teacher talk and do PD for us, and we got stickers - little things that show us how to support students that identify as LGBTQ+ or are part of that community. I was happy to do that and felt like it makes this district a better place to be.”
- “As our refugee population continues to grow, it would be nice to have more information and not feel like they're all lumped together.”

IV. **Staff Appreciation/Success at work** Staff shared experiences that make them feel valued and appreciated in the workplace and shared what would help them be more successful at work. Staff responses include: provision of food at meetings; administrators listening to staff input and using it to make decisions; engaging with other staff in the same positions; and staff showing interest in school involvement.

Stand-out insights include statements such as:

- "Everyone likes food! So when people feed me I feel appreciated."
- "I think when administrative decisions need to be made and they ask teachers for input, that's when I feel valued, versus making top-down decisions. If you are really looking for cohesiveness of staff and feeling like a team (an "us" versus "them" situation), valuing what we say and having communication about things that affect us are things I deem as important. The experience of having administrators open to what their staff say makes me feel valued."
- "For me, as a psychologist, there are not enough of us to do the work we could be doing with students."

Interpreters

Interpreters typically work with parents and students. Based on their experiences in many environments with them, interpreters have much insight into parent and student perspectives regarding how the school system works for them as well as the challenges school systems present for them.

I. **Skills and Experiences Summary** Interpreters were asked what skills and experiences students need to be ready for career/college. They feel parents want their students to understand the future value of education as it pertains to attending college and that this understanding should begin at a young age. Interpreters believe parents want their students to have quality English instruction so that they are proficient in reading, writing, and comprehension. They stated that parents wish for a better understanding of college requirements and available resources. They further stated that parents in this group would like their students to have transitional life skills opportunities such as applying for a job, writing a resume, and balancing a checkbook. Interpreters say that parents think their students need vocational career preparation as students do not always choose the college path. A common interest as heard by Interpreters, is for parents to have the opportunity to participate in a "newcomer" class where they and their students will learn basic things that are intrinsic to this country's citizens; they also will use this class as an opportunity to create partnerships or "buddy" systems. According to Interpreters, parents state their students often do not fit in at school due to language barriers which limit their students' opportunities for participation. Parents have stated to them that they would like more cultural options for their students such as clubs like "Latino Dreams," and "Cultural Integration Groups (CIG)." Lastly, parents have told Interpreters that they would like more cultural awareness opportunities for both staff and students so they may gain a better awareness of the diverse campus cultures.

Stand-out Interpreter insights include statements such as:

- "Families need to know college requirements and resources as not every parent goes to ELAC or DELAC meetings."
- "Parents don't know what classes kids need to take or know what to question: they don't know what they don't know. We (interpreters) get a lot of phone calls."

II. **Engagement Summary** Interpreters state that parents feel that positive and effective communications in their home languages are critical to parents and students' engagement in school. Parents tell Interpreters that transportation is also a challenge in order for them to be able to attend school functions and conferences. Parents have expressed to Interpreters that they disconnect from the schools because they feel they can not communicate. Interpreters state that parents would like their students' homework integrated culturally. Examples of this may be an assignment that includes their family's history or an assignment to create a food from their culture. Interpreters further state that some of the activities parents feel their students engage in are math, science, and parent events during the evening.

III. **Academic Summary** Appropriate class/grade placement is a common theme in this area. Parents have told Interpreters that their students are not challenged enough or that their students' placements are too challenging. According to Interpreters, inappropriate placement is experienced often in the Afghan families due to incorrect birth dates. Often, high school-aged students have no experience of schooling yet they are placed in high school grade levels. Interpreters state that parents do not understand how report cards are related to student testing, and how report cards and testing are aligned with the curriculum. Interpreters expressed that parents feel frustrated because they hear after-school tutoring is available for their students but that there are not enough staff available to tutor them. Another concern for parents, according to Interpreters, is that their students often take tests on a computer but their students do not have experience taking tests this way.

Stand-out Interpreter insights include statements such as:

- From an English language Interpreter: "Parents say there is no uniform English curriculum; there are different methods, different books, and different assessments."

    - "How do we empower our families to speak up?"

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-3

MEETING DATE: 01/14/2020

SUBJECT: Williams Complaint Report

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

DEPARTMENT: Legal Services

ACTION REQUESTED:
The superintendent is recommending the board receive a report regarding Williams-type complaints filed with the district during the time period from October through December 31, 2019.

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

ATTACHMENT(S):
A: Williams Act 2nd Quarterly Report

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

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

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

WILLIAMS UNIFORM COMPLAINT PROCESS (UCP)
Quarterly Report

Year covered by this report:	2019
Quarter covered by this report:	Quarter 2 (October-December)

Sufficiency of textbooks

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

School facilities issues

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

Vacancy or misassignment of teachers

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

Respectfully submitted: Linda C. T. Simlick
General Counsel

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: **I-4**

MEETING DATE: **01/14/2020**

SUBJECT: Resolution Reducing or Eliminating Certain Classified Services

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

DEPARTMENT: Human Resources

ACTION REQUESTED:
The superintendent is recommending that the board adopt Resolution No. 2968, reducing or eliminating certain classified positions effective March 16, 2020, due to lack of work and/or lack of funds.

RATIONALE/BACKGROUND:
The district applied for, and was awarded, a federal Community Oriented Policing Services (COPS) grant to support school safety. To better support our schools and utilize the grant money that we were awarded, there is a need to reorganize our Safe Schools' operations for better effectiveness. As a result of the need to realign the Safe Schools operations, certain kinds of services rendered by classified employees have been identified to be eliminated or reduced, due to lack of work as identified in Exhibit "A," attached.

ATTACHMENT(S):
A: Resolution No. 2968
B: Exhibit A

BOARD COMMITTEE ACTION/COMMENT:
N/A

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 12/02/2019, 01/06/2020
Board of Education: 12/10/2019

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

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

PREPARED BY: Peggy Purvis, Director, Human Resources PP

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

SAN JUAN UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 2968

RESOLUTION REDUCING OR ELIMINATING CERTAIN CLASSIFIED SERVICES BEFORE THE GOVERNING BOARD OF THE SAN JUAN UNIFIED SCHOOL DISTRICT

WHEREAS the governing board of the San Juan Unified School District has decided to reduce or eliminate certain classified services of the district as of March 16, 2020, and

WHEREAS, as a result of said reduction or elimination of classified services, it will be necessary to decrease the number of classified employees in the district:

NOW, THEREFORE, BE IT FOUND, ORDERED AND RESOLVED AS FOLLOWS:

1. That each of the foregoing recitals is true and correct:

2. All of those positions listed in Exhibit "A" which is attached and incorporated herein by reference shall be reduced or discontinued effective March 16, 2020, in the amounts as set forth in Exhibit "A."

3. The assistant superintendent of human resources or designee is authorized to send notices to affected classified employees that due to lack of work or lack of funds, certain services now being provided by the district will be reduced or discontinued to the extent as set forth in Exhibit "A."

PASSED AND ADOPTED by the governing board of the San Juan Unified School District this _____ day of_____, 2020, by the following votes:

AYES:

NAYS:

ABSTAIN:

ABSENT:

_____

President, Governing Board of the San Juan Unified School District

CLERK'S CERTIFICATE

I, Zima Creason, clerk of the governing board of the San Juan Unified School District of Sacramento County, State of California, do hereby certify that the foregoing is a full, true and correct copy of the resolution duly adopted at a regular meeting of the governing board of said school district on the _____day of_____, 2020.

_____

Clerk, Governing Board of the San Juan Unified School District

EXHIBIT A - CLASSIFIED LAYOFFS AND REDUCTIONS
EFFECTIVE MARCH 16, 2020

Classification	CURRENT FTE	CURRENT FTE	NEW FTE	Total # of Positions	# of Vacant Positions
Safe Schools Dispatcher		0.5000	0.0000	1	1
Safe Schools Manager		1.0000	0.0000	1	0
Lead Community Safety Specialist*		2.0000	2.0000	2	0
*reduction in work year from 12 months					
to 10 months					
Totals	**0.0000**	**3.5000**	**2.0000**	**4**	**1**

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5 (a)

MEETING DATE: 01/14/2020

SUBJECT: Tentative Agreement with the San Juan Teachers Association and the San Juan Unified School District 2019-2020 and 2020-2021

DEPARTMENT: Schools and Labor Relations

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

ACTION REQUESTED:
The governing board is asked to discuss the San Juan Teachers Association tentative agreement.

Public comment/action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time, off-schedule payment equal to 2% of each member's base salary (Exhibits D1-D4 and F1) and stipends included in contract (Exhibit D9) for the full or partial period between 07/01/2019 to 06/30/2020. The one-time, off-schedule payment will be paid within 60 days of board ratification. This one-time, off-schedule payment will not increase base compensation for that fiscal year.

This tentative agreement was ratified by the San Juan Teachers Association on November 22, 2019.

ATTACHMENTS:
A: Tentative Agreement
B: AB 1200 Public Disclosure of Collective Bargaining Agreement

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/11/2019, 11/18/2019

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education. Costs to the general fund for the San Juan Teachers Association tentative collective bargaining agreement are: an increase of $4,210,633 in 2019-2020 and a decrease of ($4,210,633) in 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations JS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Attachment A

Tentative Agreement
Between
San Juan Unified School District (District)
and the
San Juan Teachers Association (Association)

Article 11 - Salary

The District shall provide a one-time off schedule payment equal to 2.00% of each member's base salary (Exhibits D1-D4 and F1) and stipends included in contract (Exhibit D9) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 1 - Term

1.06.1 Two (2) year contract for the years 2019-20 and 2020-21

1.06.3 The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 11 (Salary), Article 8 (Hours) and Article 9 (Employee Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year. The intent in limiting the scope of the reopeners for the 2020-21 negotiations is to focus on the issues that were revealed by the total compensation comparability study in 2019.

Article 4 - Transfers

4.02.2

e. ~~For the 2018-19 school year, t~~Teachers will receive **notification of** their tentative subject and/or grade level assignment for the ~~2019-20~~ **following** school year no later than the conclusion of the involuntary transfer meetings. Members whose assignment(s) are modified after this date will be notified in accordance with section 4.10.

f. ~~**For the 2018-19 school year,**~~ Elementary Title 1 Schools' **classroom teachers** shall receive notification of tentative subject and/or grade level assignments for the ~~2019-20~~ **for the following** school year at least two working days prior to the start of the Involuntary Transfer notification process detailed in section 4.03.9.

Article 5 - Leaves

Article 5.01.5

5.01.5 Members of the bargaining unit, **whose primary position is not in Adult Education,** shall be granted sick leave on a ratio of one (1) to twenty (20) days for any work performed during summer school, adult education or intersession. Said sick leave shall be accumulated in a special sick leave account (summer school, adult education and intersession). Any unused leave so accumulated shall be applicable to benefits at retirement.

5.33.1 Eligibility
To be eligible an employee must:
c. Donate at least one day of accumulated regular sick leave to the catastrophic sick leave bank during the ~~last~~ **most recent** donation enrollment period. This section may be waived by the Catastrophic Leave Committee.

5.33.2 Donations
To donate, an employee must:
d. Complete the irrevocable donation form during the donation enrollment period **(~~September 1—October 31~~ first day of required service - September 30)** and submit it to the Human Resources Department. Unit members who elect not to join the Catastrophic Sick Leave Bank upon first becoming eligible must wait until the next designated donation enrollment period.

Article 7: Class Size **and Ratios**

Beginning 2020-21

Grade	Loading Ratio	Maximum Class Size
TK – 3	**26**	**27**
4-5(6)	**26**	**29**
(6)7-12	**33**	**36**

7.18 Combo Classes
It is the intent of the District and the Association to provide support to administrators and practitioners when combination classes are unavoidable by providing site administrators and practitioners with a document that they can mutually review prior to the start of the school year. Starting January 1, 2020, before determining who will teach a combination class, staff will give consideration to Exhibit S of the contract. Based on the supports available, a request for volunteers will be made prior to an assignment being made.

7.19 Counselors

The District agrees to provide the following minimal staffing out of base funding. The District or individual sites may choose to enhance with alternative funding sources:

a. **K-8 Schools**
   i. **0.2 FTE per K-8 school**
b. **Middle Schools**
   i. **8.00 FTE for all middle schools**
c. **High Schools**
   i. **1.50 FTE per school with an enrollment of less than 900**
   ii. **2.00 FTE per school with an enrollment of 900-1199**
   iii. **2.50 FTE per school with an enrollment of 1200-1499**
   iv. **3.00 FTE per school with an enrollment of 1500-1799**
   v. **3.50 FTE per school with an enrollment of more than 1799**

7.20 Nurses

The District agrees to provide 17.45 FTE as a minimum number of staffing out of base funding. The District or individual sites may choose to enhance this number with alternative funding sources.

Article 8 - Hours

8.01.18 Compensation for Over Contact Maximum:

Beginning July 1, 2020, the District and the Association agree that the district may exceed the number of daily contacts as capped by contract, provided the following applies:

1) **Elementary TK-3rd:**
   a) **Compensation equates to $25 per student / per day over the maximum class size at the elementary level.**
   b) **Compensation will apply anytime that the district exceeds the class or contact maximums beginning on the 8th day of instruction. Per Article 7.09, during the first 20 days of instruction the District may assign students into the class above the class size maximum. If a student is enrolled on/prior to the 7th day, and remains on the roll sheet at the start of the 8th day of instruction, compensation will be granted retroactively to the first day that actual enrollment exceeded class size maximums.**

c) Due to State guidelines around class size funding, in no cases shall the class size maximums be violated in grades TK-3rd after the 20th day.

2) Elementary 4th-6th (Self-contained classrooms only)
   a) Compensation equates to $25 per student / per day over the maximum class size at the elementary level.
   b) Compensation will apply anytime that the district exceeds the class or contact max beginning on the 8th day of instruction. Per Article 7.09, during the first 20 days of instruction the District may assign students into the class above the class size maximum. After the first 20 days, a member will have the right to refuse to exceed the caps. If a student is enrolled on/prior to the 7th day, and remains on the roll sheet at the start of the 8th day of instruction, compensation will be granted retroactively to the first day that actual enrollment exceeded class size maximums.
   c) After the 20th day of instruction, each additional student necessitates a separate request. A member has the right to refuse all or some requests that exceed the maximum class size of 29. Example after first 20 days: Member may agree to take 30th student, but decline to take 31st student.
   d) Before any teacher takes a 31st student, grade level partners will be offered the opportunity to take a 30th student. Rotation will continue anytime there is a request to add students. Should the need to add students happen in multiple years, the teacher who did not take additional students, or who had the least number of additional students, will be offered additional students first.
   e) After the 20th day, the total number of students shall not exceed 34.

3) Secondary (Including Departmentalized Grades 6-8 at K-8s):
   a) Compensation equates to $7 per student / per class / per day over the maximum direct instructional student contact limit at the secondary level.
   b) Compensation will apply anytime that the district exceeds the class size or contact maximum beginning on the 8th day of instruction. Per Article 7.09, during the first 20 days of instruction (10 days at Block Schools) the District may assign students into the class above the class size maximum. After the first 20 days (10 at Block schools), a member will have the right to refuse to exceed the cap. If a student is enrolled on/prior to the 7th day, and remains on the roll sheet at the start of the 8th day of instruction, compensation will be granted retroactively to the first day that actual enrollment exceeded class size or contact maximums.
   c) Block Schools only - Term 2: Compensation will apply beginning on the 5th instructional day. Per Article 7.09, during the first 10 days of instruction the District may assign students into the class. After the first 10 days a member

will have the right to refuse to exceed the caps. If a student is enrolled on/prior to the 4th day, and remains on the roll sheet at the start of the 5th day of instruction, compensation will be granted retroactively to the first day that actual enrollment exceeded class size or contact maximums.

d) **After the 20th day of instruction, each additional student necessitates a separate request. A member has the right to refuse all or some requests. Example: Member may agree to take 166 students, but decline to take 167 students.**

e) **Before any teacher takes multiple additional students, a reasonable effort will be made to offer the opportunity to take additional students to others. Rotation will continue anytime there is a request to add students. Should the need to add students happen in multiple years, the teacher who did not take additional students, or who had the least number of additional students, will be offered additional students first.**

f) **After the 20th day, no individual class may exceed the maximum class size outlined in Article 7.**

Article 9 - Employee Benefits

9.01.1.b.i **If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.**

Jim Shoemake 11/13/19

Jim Shoemake Date
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

11/13/19

Dr. Edward F. Burgess IX Date
Associate Executive Director
San Juan Teachers Association

Exhibit S

Regarding Combination Class Best Practices:

It is the intent of the District and the Association to provide support to administrators and practitioners when combination classes are unavoidable by providing site administrators and practitioners with a document that they can mutually review prior to the start of the school year. Consideration to provide all or some of the following supports should be considered prior to selecting the practitioner to teach a combination class.

- **Provide practitioners of combination classes with priority or choice in picking prep period**
- **Reduce number of supervisory duties (to the extent possible)**
- **Provide practitioners of combination classes with high levels of access to various technology needed for instruction. Examples could include:**
    - **COW to be housed in combination classroom**
    - **Additional iPads for classroom use**
    - **Additional resources as available**
- **Provide practitioners of combination classes with clerical support for clerical needs (ex: for copying material or scheduling parent/guardian meetings)**
- **Provide additional supportive incentives as determined at the site level**

After assigning a practitioner to teach a combination class, the site administrator will consult with the practitioner regarding the Best Practices contained in this agreement. To the extent possible / practical, the parties will keep the following recommendations in mind leading up to the establishment of a combination class.

- **Grade level team's input should be provided on site articulation cards**
    - **When possible – provide additional time or pay for teams to participate in the articulation process**
- **Designation of combo class candidates on articulation cards (this can be done regardless of need for combo class)**
- **Make every effort to fill and cap combination classes early in the school year. This strategy should:**
    - **help to ensure classes are as balanced as soon as possible**
    - **help to minimize students transferring in/out**
- **Student transfers into the school generate conversations with grade level partners and combination class practitioners regarding best way to manage impact**

- **To the extent possible avoid assigning temporary or probationary practitioners to combination classes**

As part of our ongoing commitment to improving collaboration, the parties agree to revisit this process during the contract negotiations following the 2022-23 school year.

SIDE LETTER OF AGREEMENT
BETWEEN
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
AND
SAN JUAN TEACHERS ASSOCIATION (Association)
Regarding Practitioner Input to Assignment - Prototype

Background:

During the 2017-18 bargaining sessions, the San Juan Unified School District (District) and the San Juan Teachers Association (Association) expressed an interest in bringing greater levels of collaboration and transparency to the secondary course assignments and elementary grade level assignment processes. As part of that agreement, the parties agreed to establish a joint committee to explore interests and opportunities related to increased practitioner voice in their teaching assignment.

Statement of Intent:
It is in the best interest of the San Juan students that the District and the Association cooperatively engage in activities and communication, which demonstrate mutual respect for all professionals.

Agreement:
The Association and the District mutually agree that site administrators have the right of assignment as cited in section 5551 of Title 5 of the California Code of Regulations.
The Association and the District also mutually agree that when professionals engage cooperatively, collaboratively and transparently, it creates a trusting and cohesive environment, which ultimately results in better outcomes for students.

Therefore, in order to provide greater input from practitioners and increase the level of collaboration and transparency during the process, the District and the Association agree to offer schools and programs an opportunity to develop prototypes for the process of making secondary course assignments or elementary grade level assignments. The prototypes developed by the participating sites will be used at the selected sites for the 2020-21 school-year assignments. Teams selected to participate in the first year, will be invited to provide their feedback to help determine if the prototype will be extended for a second year.

Elementary and K8s, and Programs:
To be eligible, the site Leadership Team (practitioners and administration) will meet to discuss the merits of applying to participate in this prototype. If there is majority interest to participate in the prototype the Leadership Team will notify Jim Shoemake at jshoemake@sanjuan.edu that the site has an interest in participating. If selected for this prototype, each team will co-construct a process that brings a greater level of practitioner voice in their site/program assignments.

Secondary (Middle/High):

To be eligible, the site Department Chairs and administrative team will meet to discuss the merits of applying to participate in this prototype. If there is majority interest to participate in the prototype the site administrator will notify Jim Shoemake via email at jshoemake@sanjuan.edu that the site has an interest in participating. If selected for this prototype, each team will co-construct a process that brings a greater level of practitioner voice in their site assignments.

Elements of Prototype:
In all cases, prototype teams will be expected to address the following when developing their process:

- How do we solicit practitioner input (survey, interest forms, department feedback, timeline, etc.);
- How do we create a draft assignment schedule;
  - How do we handle requested assignments;
  - How do we handle elements of confidentiality and maintain transparency;
- How is communication to staff handled (during input, development, draft, changes, timeline, etc.)?

All sites and programs are welcome to volunteer for the prototype process. The District and Association have agreed to limit the number of teams participating in the Spring of 2020 in order to reflect on what does and does not work. The selection team will be comprised of the SJTA President, SJTA Executive Director, SJTA Associate Executive Director, SJUSD Assistant Superintendent of Secondary, SJUSD Assistant Superintendent of Schools and Labor Relations and the SJUSD Senior Director of Elementary. Decisions by the selection team to allow schools to participate in this prototype must be by mutual agreement. Teams not selected to participate may be encouraged to apply to participate if this prototype continues in 2021.

Participating schools will attend an initial meeting in November to discuss development process and a second meeting in January to review plans. Teams unable to provide an agreed upon process by January 30th will be removed from the prototype.

The District and the Association will meet in the fall of 2020 and 2021 with participating teams to debrief initial learning and to plan for next steps.

Language in this side letter of agreement is not subject to the grievance process. This Agreement will sunset following the 2021-22 school year unless:

A. It is abandoned by mutual agreement
B. It is extended by mutual agreement.

11/13/19

Jim Shoemake Date
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

11/13/19

Dr. Edward F. Burgess IX Date
Associate Executive Director
San Juan Teachers' Association

SIDE LETTER OF AGREEMENT
Between
SAN JUAN UNIFIED SCHOOL DISTRICT (District)
AND
SAN JUAN TEACHERS ASSOCIATION (Association)
Agreement Regarding Special Education Prototypes

Background:
In 2018, The San Juan Unified School District and the San Juan Teachers Association bargained language to establish a Special Education Committee to inform the bargaining teams on interests and opportunities related to supporting our Special Education teachers.

Intent:
Effective July 1, 2020, this Side Letter of Agreement proposes to prototype various forms of support for Special Education Teachers and to create a Stakeholder Advisory Team to monitor and support the work of these prototypes.

Agreement

Support of Assessments and Caseload
The District agrees to create and implement two full-time certificated positions. These certificated members will be focused on performing assessments and providing caseload support to members currently at, or near caseload maximums.

Support of IEP Management

1. Mutually identify two high schools, two middle schools, four elementary-schools at which an existing member of the clerical staff would be willing to add hours to their current position (1.0 hour per day at high school, 45 minutes per day at middle school, 30 minutes per day at elementary depending on population). During that time, individuals would work with Special Education teachers on site to assist in providing IEP and clerical support. Examples would include: IEP scheduling, copying of curriculum / materials, etc. **Those selected to participate will receive training. Details of the training will be determined once sites are selected.**
2. Mutually identify two high schools, two middle schools, four elementary schools at which an existing instructional support staff member would be willing to add hours to their current position (1.0 hour per day at high school, 45 minutes per day at middle school, 30 minutes per day at elementary depending on population). During that time, individuals would work with Special Education teachers on site to assist in providing support. Examples would include: IEP scheduling, assisting with curriculum / materials, differentiated instructional services, etc. **Those selected to participate will receive training. Details of the training will be determined once sites are selected.**

Feedback Loop:
The District and the Association agree to create a Stakeholder Advisory Team. This team will meet at least once every two (2) months (outside the school day) starting January 2020 through

the 2020-2021 school year to monitor and assess the progress of the above prototypes. The team shall be comprised of 12 total members: four members of management (including the Director of Special Education), seven members of the bargaining unit, and one SJTA staff member. The committee shall be responsible for providing a report back to the District and Association for consideration on which prototypes (if any) should move forward as pilots. Based on feedback from the Special Education Joint Committee, the Stakeholder Advisory Team will also make a good faith effort to increase the levels of professionalism and respect between the practitioners and managers in the system. The bargaining unit members on the team shall receive a stipend of $1,200 for service on the team.

The aim is to begin developing these prototypes in January of 2020, with the intention of launching prototypes at the start of the 2020-21 school year. These prototype will sunset following the 2020-2021 school year with the intent of establishing a pilot for the 2021-2022 school year unless:

A) It is extended by mutual agreement and/or modification
B) Language intended to supplant this agreement is negotiated into the CBA.

For the San Juan Unified School District

11/13/19

Jim Shoemake Date
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

For the San Juan Teacher' Association

11/13/19

Dr. Edward Burgess IX Date
Associate Executive Director
San Juan Teachers' Association

San Juan Unified School District
2020-2021 School Year Calendar - DRAFT

	FIRST WEEK					SECOND WEEK					THIRD WEEK					FOURTH WEEK					FIFTH WEEK					School Days Elem	School Days Sec	Non-Inst Day	Non-work Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F				
July			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31				
August	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					13	13	2	
September		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	21		
October				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	21	21		
November	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					14	14	1 (Elem & K8)	1 (MS & HS)
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		14	14		
January					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	18	18	1 (MS & HS)	1 (Elem & K8)
February	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26						15	15		
March	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	20	29	30	31			19	19		
April				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	19	19		
May	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					20	20		
June		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			6	6	1	
Holidays																										Work Days	180	180	

September 7, Labor Day
November 11, Veterans' Day (Observed)
November 26, Thanksgiving Day
November 27, Local Holiday
December 25, Christmas Day
December 28, 29, 30, 31 Winter Recess
January 1, New Year's Day
January 18, Martin Luther King, Jr. Day
February 15, Presidents' Day
February 16, Lincoln's Day Observed
April 2, Local Holiday
May 31, Memorial Day

First/Last Day of Service
August 11 - June 9

Student First/Last Day
August 13 - June 8

***Non-Instructional Days**
August 11 - Staff Development Day
August 12 - Teacher Work Day
November 13 - Elementary & K8 Teacher Work Day
November 13 - MS & HS Teacher non-work day
January 4 - MS & HS Teacher Work Day
January 4 - Elementary & K8 Teacher non-work day
June 9 - Teacher Work Day (186 day or less only)
**Plus 2 Staff Development Days (Legislative-Non ADA): as determined per site

Non-Instructional Days*	4
Staff Development Days**	2
Total Days	186

Semester Dates - Secondary (MS & HS)
August 13 - January 4 = 83 Days
January 5 - June 8 = 97 Days

Trimester Dates - Elementary & K8
August 13 - November 13 (12 weeks)
November 16 - March 5 (12 weekes)
March 9 - June 8 (12 weeks)

Board Approved:

Strike through days represent "School Recess Days"

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: San Juan Unified School District - *General Fund*

Name of Bargaining Units: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2019 (date) **and ending:** June 30, 2021 or later (date)

The Governing Board will act upon the proposed agreement(s) on: January 28, 2020 (date)

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

A. Proposed Change in Compensation

Page 1a

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Column, which is also reported separately in Item 6)	$280,446,352	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$4,257,662	($4,257,662)	$0
			1.52%	-1.52%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$84,140,899	$899,846	($899,846)	$0
			1.07%	-1.07%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option, PEHP	$65,550,890	$113,642	($113,642)	$0
			0.17%	-0.17%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$430,138,141	$5,271,150	($5,271,150)	$0
			1.23%	-1.23%	0.00%
6	**Step and Column -** Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1	$2,056,247	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	2,555.44	2,555.44	2,555.44	2,555.44
8	**Total Compensation Average Cost per Employee**	$168,323	2062.717184	($2,063)	$0
			1.23%	-1.23%	0.00%

A. Proposed Change in Compensation-breakdown of amounts on page 1 General fund
Page 1b

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6	**$280,446,352**	**$0**	**$0**	**$0**
	Certificated Salaries - Object 1xxx - SF 0	$164,202,948			
	Certificated Salaries - Object 1xxx - Restricted	$43,956,586			
	Classified Salaries - Object 2xxx - SF 0	$42,671,020			
	Classified Salaries - Object 2xxx - Restricted	$29,615,798			
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries SJTA Only - Object 1xxx - Restricted				
	Salary Increase Classified Salaries Object 2xxx - SF 0				
	Salary Increase Classified Salaries Object 2xxx - Restricted				
	Salary Increase Certificated Salaries - Object 1xxx - SF 0				
	Salary Increase Certificated Salaries Object 1xxx - Restricted				
	Other - Certificated Salaries - Object 1xxx - SF 0				
	Other - Certificated Salaries - Object 1xxx -Restricted				
	Other - Classified Salaries - Object 2xxx - SF 0				
	Other - Classified Salaries - Object 2xxx -Restricted				$0
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$4,257,662	($4,257,662)	$0
	One Time Payment - 2% Certificated Salaries - Object 1xxx - SF 0		$3,153,409	($3,153,409)	
	One Time Payment - 2% Certificated Salaries - Object 1xxx - Restricted		$797,881	($797,881)	
	One Time Payment - 2% Classified Salaries - Object 2xxx - SF 0		$242,060	($242,060)	
	One Time Payment - 2% Classified Salaries - Object 2xxx - Restricted		$64,312	($64,312)	$0
3	Statutory Benefit - Certificated Rates	**20.50%**	**20.50%**	**21.80%**	**21.50%**
	Statutory Benefit - Classified Rates	**29.32%**	**29.321%**	**32.30%**	**34.20%**
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4	$84,140,899	$899,846	($899,846)	$0
	Payroll costs SF 0	$45,907,491			
	Payroll costs-Restricted	$38,233,408			
	Salary Increase - Certificated payroll costs - SF 0		$0	$0	$0
	Salary Increase - Certificated payroll costs - Restricted		$0	$0	$0
	Salary Increase - Classified payroll costs - SF 0		$0	$0	$0
	Salary Increase - Classified payroll costs - Restricted		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - SF0		$0	$0	$0
	Salary Increase Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Certificated payroll costs - SF0		$0	$0	$0
	Other - Certificated payroll costs - Restricted		$0	$0	$0
	Other - Classified payroll costs - SF0		$0	$0	$0
	Other - Classified payroll costs - Restricted		$0	$0	$0
	One Time Payment - Certificated payroll costs - SF0		$646,449	($646,449)	
	One Time Payment - Certificated payroll costs - Restricted		$163,566	($163,566)	
	One Time Payment - Classified payroll costs - SF0		$70,974	($70,974)	
	One Time Payment-Classified payroll costs - Restricted		$18,857	($18,857)	

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
4	**Health/Welfare Plans -** medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x,	$65,550,890	$113,642	($113,642)	$0
	Unrestricted (SF 0)				
	Medical/Dental/VSP - Object 340x	$38,389,575			
	Life Insurance - Object 395x	$265,348			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$6,174,618	$90,575	($90,575)	$0
	Cash Option - Object 391x	$332,165			
	Health & Welfare -SF 0 Certificated - * See below for rates				
	Health & Welfare -Restricted Certificated -* See below for rates				
	Health & Welfare -SF 0 Classified - *See below for rates				
	Health & Welfare - Restricted Classified -* See below for rates				
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 0				
	Total Unrestricted	$45,161,706	$90,575	($90,575)	$0
	Restricted				
	Medical/Dental/VSP - Object 340x	$17,630,565			
	Life Insurance - Object 395x	$116,373			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$2,535,281	$23,067	($23,067)	$0
	Cash Option - Object 391x	$100,609			
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)-SF 3,5	$6,356			
	Total Restricted	$20,389,184	$23,067	($23,067)	$0
5	**Total Compensation -** Add Items 1 through 4	$430,138,141	$5,271,150	($5,271,150)	$0
6	**Step and Column - Related** to movement plus any changes due to settlement. This is a subset of Item No. 1	$2,056,247		$0	$0
	FTE - Using Oct 31, 2019 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	2,555.44	2,555.44	2,555.44	2,555.44

* Rates:	FY 2019-20	FY 2019-20	FY 2020-21	FY 2021-22
Retiree H&W & Long-term Leave Rates - Certificated	2.50%	2.50%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classifiec	4.85%	4.85%	4.95%	4.95%
Health & Welfare	4.10%	4.10%	6.50%	7.75%
Step & Column - Certificated	0.70%		0.80%	0.80%
Step & Column - Classifiec	0.85%		0.90%	0.90%

9. What was the negotiated salary percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

One-time off schedule payment

Article 11 - Salary (SJTA) - The District shall provide a one-time off schedule payment equal to 2.0 % of each member's base salary (Exhibits D1-Df and F1) and stipends included in contract (Exhibit D9) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 12 - Salary (SJPEC) - The District shall provide a one-time off schedule payment equal to 2.0% of each member's base salary (Appendix E) and stipends included in contract for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 5 - Salary (SJSA) - The District shall provide a one-time off schedule payment equal to 2.0% of each member's base salary (Exhibit B) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 6 - Salary (Teamsters) - The District shall provide a one-time off schedule payment equal to 2.0% of each member's base salary (Transportation Salary Schedule) and the shift differential (Article 6.1.2) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Salary Schedule Adjustments - (Confidential Group, Unrepresented Specialists, SJAA and Cabinet) - The District shall provide a one-time off schedule payment equal to 2.0% of each member's base salary for the full or partial period between 07/01/2019 to 06/30/2020. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-2020 fiscal year.

10. Were any additional steps, columns, or range added to the schedules? (If yes, please explain.)

There were no additional steps, columns or range added to the schedules.

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

CSEA has not concluded negotiations and are not part of this disclosure. However, for unrestricted general fund, we included the potential cost in the current and subsequent years under "assigned amounts". For restricted general fund and all other funds, the potential costs are included in the current and subsequent years under "assigned/reserved amounts". The assumption is that restricted resources will reduce or increase other expenditures to offset the increased or decreased salaries and benefit costs.

12. Does this bargaining unit have a negotiated cap for Health & Welfare benefits? **Yes** ☐ **No** ☒

If yes, please describe the cap amount.

N/A

B. Proposed Negotiated Changes in other compensation and non-compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.).

Article 8.01.18 - Compensation for Over Contact Maximum (SJTA) - Beginning in July 1, 2020, the District and the Association agree that the district may exceed the number of daily contacts as capped by contract, provided the following applies:

1) Elementary TK-3rd:

a) Compensation equates to $25 per student / per day over the maximum class size at the elementary level. (See attached Tentative Agreement for details.)

Item B Continued

2) Elementary 4th-6th (Self-contained classrooms only):

a) Compensation equates to $25 per student / per day over the maximum class size at the elementary level. (See attached Tentative Agreement for details.)

3) Secondary (Including Departmentalized Grades 6-8 at K-8s):

a) Compensation equates to $7 per student / per class / per day over the maximum direct instructional student contact limit at the secondary level. (See attached Tentative Agreement for details.)

Article 9.01.1.b.i (SJTA) - If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

Article 13.3.1 (SJPEC) - If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

Article 6.1.2.2 (SJSA)- If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

Article 7.1.3.a (Teamsters) - If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

Implementation of these articles is deemed to be cost neutral.

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

Salary increase helps SJUSD with employee recruitment. As much as possible, program budgets will absorb cost increases. Unappropriated fund balance is the source of funding to accommodate the settlements until additional solutions are identified and approved.

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

CONTINGENCY LANGUAGE:

Article 1 - Term #1.06.3 (SJTA) - The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 11 (Salary), Article 8 (Hours) and Article 9 (Employee Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year. The intent in limiting the scope of the reopeners for the 2020-21 negotiations is to focus on the issues that were revealed by the total compensation comparability study in 2019.

Article 1 - Term #1.06.3 (SJPEC) - The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 11 (Salary) and Article 9 (Employee Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

Article 1 - Term #1.06.3 (SJSA) - The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 5 (Salary) and Article 9 (Fringe Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

Article 1 - Term #1.06.3 (Teamsters) - The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 6 (Salary) and Article 7 (Fringe Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

E. Will this agreement create or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

General Fund: *Deficit financing in unrestricted (non-supplemental and supplemental) is expected to be created from the agreements in the current year. In FY 2020-21, deficit spending is decreased due to the reversal of one-time expenses. Fund balance is projected to be used until further budget solutions are identified and approved.*

All Other Funds: *Deficit financing will increase in the current year from the agreements. For FY 2020-21, deficit spending decreases due to reversal of one-time expenses. Fund balance is projected to be used until further budget solutions are identified and approved.*

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

None known at this time.

G. Source of Funding for Proposed Agreement

1. Current Year

The source of funding for the proposed agreements are unrestricted and restricted revenues and fund balance.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

See below item G #3.

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

This is a multi-year agreement with a single-year, one-time off schedule payment along with an agreement to reopen negotiations for the 2020-21 fiscal year for specific outlined article reopeners. The sources of funding these multi-year agreements are LCFF, program revenues, and the unappropriated fund balance until additional solutions are identified and approved. The district is initiating a budget review process with the commitment to identify and implement sufficient budget solutions over the next six months.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted SF0 General Fund

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 366,854,355		$ -	$ 366,854,355
Remaining Revenues (8100-8799)	$ 14,522,516		$ -	$ 14,522,516
TOTAL REVENUES	**$ 381,376,871**	**$ -**	**$ -**	**$ 381,376,871**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 164,202,948	$ 3,153,409	$ -	$ 167,356,357
Classified Salaries (2000-2999)	$ 42,671,020	$ 242,060	$ -	$ 42,913,080
Employee Benefits (3000-3999)	$ 91,069,197	$ 807,998	$ -	$ 91,877,195
Books and Supplies (4000-4999)	$ 7,972,574	$ -	$ -	$ 7,972,574
Services, Other Operating Expenses (5000-5999)	$ 20,783,531		$ -	$ 20,783,531
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ 613,223		$ -	$ 613,223
Direct Support/Indirect Cost (7300-7399)	$ (6,033,941)		$ -	$ (6,033,941)
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 321,278,552**	**$ 4,203,467**	**$ -**	**$ 325,482,019**
OPERATING SURPLUS (DEFICIT)	**$ 60,098,319**	**$ (4,203,467)**	**$ -**	**$ 55,894,852**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 241,294	$ -	$ -	$ 241,294
CONTRIBUTIONS (8980-8999)	$ (58,327,460)	$ (924,067)	$ -	$ (59,251,527)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 1,529,565**	**$ (5,127,534)**	**$ -**	**$ (3,597,969)**
BEGINNING BALANCE	$ 45,145,935	$ -	$ -	$ 45,145,935
Prior-Year Adjustments/Restatements (9793/9795)		$ -		$ -
CURRENT-YEAR ENDING BALANCE	**$ 46,675,500**	**$ -**	**$ -**	**$ 41,547,966**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable Amounts:	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ -			$ -
Reserved for Economic Uncertainties (9770)	$ 9,900,000	$ 102,551	$ -	$ 10,002,551
Committed Funds (9750-9760)	$ -		$ -	$ -
Assigned Amounts	$ 4,253,813	$ 1,113,107		$ 5,366,920
Unappropriated Amounts (9790)	**$ 32,021,687**			**$ 25,678,495**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted SF 3 & 5 General Fund

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 101,988,177		$ -	$ 101,988,177
TOTAL REVENUES	**$ 101,988,177**	**$ -**	**$ -**	**$ 101,988,177**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 43,956,586	$ 797,881	$ -	$ 44,754,467
Classified Salaries (2000-2999)	$ 29,615,798	$ 64,312	$ -	$ 29,680,110
Employee Benefits (3000-3999)	$ 58,622,592	$ 205,490	$ -	$ 58,828,082
Books and Supplies (4000-4999)	$ 24,032,691	$ (143,616)	$ -	$ 23,889,075
Services, Other Operating Expenses (5000-5999)	$ 8,561,263		$ -	$ 8,561,263
Capital Outlay (6000-6999)	$ 929,868		$ -	$ 929,868
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 4,526,332		$ -	$ 4,526,332
Other Adjustments			$ -	$ -
TOTAL EXPENDITURES	**$ 170,245,130**	**$ 924,067**	**$ -**	**$ 171,169,197**
OPERATING SURPLUS (DEFICIT)	**$ (68,256,953)**	**$ (924,067)**	**$ -**	**$ (69,181,020)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -		$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 2,003,681		$ -	$ 2,003,681
CONTRIBUTIONS (8980-8999)	$ 58,327,460	$ 924,067	$ -	$ 59,251,527
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (11,933,174)**	**$ -**	**$ -**	**$ (11,933,174)**
BEGINNING BALANCE	$ 37,703,144	$ -	$ -	$ 37,703,144
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 25,769,970**			**$ 25,769,970**
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts			$ -	$ -
Reserved Amounts (9711-9740)	$ 25,769,970	$ (290,257)	$ -	$ 25,479,713
Reserved for Economic Uncertainties (9770)			$ -	$ -
Committed Funds	$ -		$ -	$ -
Assigned Amounts		$ 290,257	$ -	$ 290,257
Unappropriated Amounts (9790)	**$ -**	**$ -**		**$ -**

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ 366,854,355	$ -	$ -	$ 366,854,355
Remaining Revenues (8100-8799)	$ 116,510,693	$ -	$ -	$ 116,510,693
TOTAL REVENUES	**$ 483,365,048**	**$ -**	**$ -**	**$ 483,365,048**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 208,159,534	$ 3,951,290	$ -	$ 212,110,824
Classified Salaries (2000-2999)	$ 72,286,818	$ 306,372	$ -	$ 72,593,190
Employee Benefits (3000-3999)	$ 149,691,789	$ 1,013,488	$ -	$ 150,705,277
Books and Supplies (4000-4999)	$ 32,005,265	$ (143,616)	$ -	$ 31,861,649
Services, Other Operating Expenses (5000-5999)	$ 29,344,794	$ -	$ -	$ 29,344,794
Capital Outlay (6000-6999)	$ 929,868	$ -	$ -	$ 929,868
Other Outgo (7100-7299) (7400-7499)	$ 613,223	$ -	$ -	$ 613,223
Direct Support/Indirect Cost (7300-7399)	$ (1,507,609)	$ -	$ -	$ (1,507,609)
Other Adjustments	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES	**$ 491,523,682**	**$ 5,127,534**	**$ -**	$ 496,651,216
OPERATING SURPLUS (DEFICIT)	**$ (8,158,634)**	**$ (5,127,534)**	**$ -**	$ (13,286,168)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ 2,244,975	$ -	$ -	$ 2,244,975
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (10,403,609)**	**$ (5,127,534)**	**$ -**	**$ (15,531,143)**
BEGINNING BALANCE	$ 82,849,079			$ 82,849,079
Prior-Year Adjustments/Restatements (9793/9795)	$ -	$ -	$ -	$ -
CURRENT-YEAR ENDING BALANCE	**$ 72,445,470**	**$ -**	**$ -**	**$ 67,317,936**
COMPONENTS OF ENDING BALANCE:				$ -
Nonspendable Amounts	$ 500,000			$ 500,000
Reserved Amounts (9711-9740)	$ 25,769,970	$ (290,257)	$ -	$ 25,479,713
Reserved for Economic Uncertainties (9770)	$ 9,900,000	$ 102,551	$ -	$ 10,002,551
Committed Funds	$ -	$ -		$ -
Assigned Amounts	$ 4,253,813	$ 1,403,364	$ -	$ 5,657,177
Unappropriated Amounts - Unrestricted (9790)	$ 32,021,687	$ -	$ -	$ 25,678,495
Reserve for Economic Uncertainties Percentage	2.00%	2.00%		2.00%

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	FY 2019-20	FY 2020-21	FY 2021-22
	FY 2019-20 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$366,854,355	$370,782,524	$381,799,465
Remaining Revenues (8100-8799)	$116,510,693	$105,340,766	$105,552,421
TOTAL REVENUES	**$483,365,048**	**$476,123,290**	**$487,351,886**
EXPENDITURES			
Certificated Salaries (1000-1999)	$212,110,824	$205,029,438	$206,059,679
Classified Salaries (2000-2999)	$72,593,190	$72,260,096	$73,672,468
Employee Benefits (3000-3999)	$150,705,277	$156,818,518	$162,230,954
Books and Supplies (4000-4999)	$31,861,649	$23,480,702	$27,026,600
Services, Other Operating Expenses (5000-5999)	$29,344,794	$28,575,092	$27,391,847
Capital Outlay (6000-6999)	$929,868	$929,868	$929,868
Other Outgo (7100-7299) (7400-7499)	$613,223	$613,223	$613,223
Direct Support/Indirect Cost (7300-7399)	($1,507,609)	($1,507,609)	($1,507,609)
Other Adjustments	$0	$0	$0
TOTAL EXPENDITURES	**$496,651,216**	**$486,199,328**	**$496,417,030**
OPERATING SURPLUS (DEFICIT)	**-$13,286,168**	**-$10,076,038**	**-$9,065,144**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$0	$0	$0
TRANSFERS OUT & OTHER USES (7610-7699)	$2,244,975	$2,244,975	$2,244,975
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**($15,531,143)**	**($12,321,013)**	**($11,310,119)**
BEGINNING BALANCE	$82,849,079	$67,317,936	$54,996,923
Prior-Year Adjustments/Restatements (9793/9795)	$0		
CURRENT-YEAR ENDING BALANCE	**$67,317,936**	**$54,996,923**	**$43,686,804**
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts	$500,000	$500,000	$500,000
Reserved Amounts (9711-9740)	$25,479,713	$17,593,764	$8,841,852
Reserved for Economic Uncertainties (9770)	$10,002,551	$9,775,000	$9,975,000
Committed Funds	$0	$0	$0
Assigned Amounts	$5,657,177	$5,910,248	$8,116,381
Unappropriated Amounts - Unrestricted (9790)	**$25,678,495**	**$21,217,911**	**$16,253,571**
Reserve for Economic Uncertainties Percentage	**2.00%**	**2.00%**	**2.00%**

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2019-20 Projected Year Totals - Budget	2020-21 Multi-Year Projection	2021-22 Multi-Year Projection
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	$ 498,896,191	$ 488,444,303	$ 498,662,005
b.	State Standard Minimum Reserve Percentage for this District (2%) enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR $50,000	$ 9,977,924	$ 9,768,886	$ 9,973,240

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

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	$ 10,002,551	$ 9,775,000	$ 9,975,000
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	$ 25,678,495	$ 21,217,911	$ 16,253,571
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	$ -	$ -	$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	$ -	$ -	$ -
g.	Total Available Reserves	$ 35,681,046	$ 30,992,911	$ 26,228,571
h.	Reserve for Economic Uncertainties Percentage	2.00%	2.00%	2.00%

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

2019-20	Yes	☒	No	☐
2020-21	Yes	☒	No	☐
2021-22	Yes	☒	No	☐

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

5. If the total amount of the adjustment in Column 2 on Page 4c does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1a (i.e., increase was partially budgeted), explain the variance below:

Total amount of the adjustment in Column 2 on Page 4c is:	*$*	*5,127,534*
Total Compensation Increase in Section A, Line 5, Page 1a is:	*$*	*5,271,150*
Variance	*$*	*(143,616)*
Net increase contribution to Restricted Repair Maintenance Account (RRMA)	*$*	*(143,616)*

6. Please include any additional comments and explanation of Page 5 if necessary:

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING

(a) Current-Year Local Control Funding per ADA(line 19 below):	**$**	**9,758**
(b) Prior-Year Base Funding per ADA (line 20 below)	**$**	**9,442**
(c) Amount of Current-Year Increase: (a) minus (b)	**$**	**316**
(d) Percentage Increase in Base LCFF per ADA: (c) divided by (b)		**3.35%**
(e) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)		**1.23%**

1	K-3 CSR		6,361,740
2	EIA		4,398,886
3	Other State categorical		24,749,916
4	Transportation		5,230,781
5	Targeted Instructional Improvement Grant (TIIG)		2,350,261
6	**Total LCFF Categoricals**	**$**	**43,091,584**
7	2012-13 Rev Limit funding per ADA	$	5,303.79
8	**Actual or Estimated funded ADA**		37,595.74
9	Current year ADA x 2012-13 Rev Limit funding per ADA (Rows 7 x 8)		199,399,910
10	Prior year gap funding	$	23,669,103
11	Prior year gap funding per ADA		627.37
12	Total of all prior years gap funding adjusted for current year ADA		112,655,259
13	**Adjusted Funding Floor** (Rows 6 + 9 + 12)	***$***	***355,146,753***
14	**LCFF funding target**	**$**	**366,854,354**
15	Funding GAP (Rows 14-13)	$	11,707,601
16	**LCFF Statewide funding GAP %**		**100.00%**
17	**LCFF Growth (Rows 15 x 16)**	***$***	***11,707,601***
18	***LCFF Funding (Rows 13 + 17)***	***$***	***366,854,354***
19	LCFF revenue per ADA (Rows 18 / 8)	$	9,758
20	Prior year funding per ADA	$	9,442
21	**Per ADA change from Prior year (Rows 19 - 20)**	**$**	**316**
22	Growth Increase % (Rows 21 / 20)		3.35%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Financial Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Deputy Superintendent of San Juan Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective bargaining Agreements between the District and SJTA, SJAA, SJPEC, SJSA barganing units, Unrepresented, Confidential, Teamsters, and Board Contracted Cabinet members during the term of the agreement from July 1, 2019 to June 30, 2021 or later.

The budget revisions necessary to meet the costs of the agreement in each year of its term are as follows:

General Fund Budget Adjustment Categories:	19-20 Budget Adjustment Increase (Decrease)	20-21	21-22
Revenues/Other Financing Sources	$0	$0	$0
Expenditures/Other Financing Uses*	$5,127,534	$ (5,127,534)	$ -
Ending Balance Increase (Decrease)	($5,127,534)	$ 5,127,534	$ -
* (includes budget offsets, if any)			

_____ (No budget revisions necessary)

The Other Funds (Adult Ed, Cafeteria, Child Development, Deferred Maintenance/Building Funds, and Self Insurance Fund) will absorb the increased cost of the agreement for their appropriate Full-Time Equivalent (FTE) staff.

Kent Kern, Superintendent of Schools — **Date**

Kent Stephens, Deputy Superintendent — **Date**

General Funds Group Total *Costs*	19-20	Not Cumulative 20-21	Not Cumulative 21-22
Teachers (SJTA)	$ 4,317,692	$ (4,317,692)	
Teamsters	126,204	(126,204)	
Management (SJAA) & Board Contracted Cabinet members	229,059	(229,059)	
Certificated Supervisory (SJPEC)	449,294	(449,294)	
Supervisors	51,636	(51,636)	
Confidential & Unrepresented Specialists Units	97,265	(97,265)	
Total	$ 5,271,150	$ (5,271,150)	$ -
Less offsets	(143,616)	143,616	$ -
Total impact to budget	$ 5,127,534	$ (5,127,534)	$ -

M. CERTIFICATION NO. 2

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

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

Kent Kern, Superintendent of Schools
(Signature)

Date

Kent Stephens, Deputy Superintendent
Contact Person

(916) 971-7237
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 28, 2020 took action to approve the proposed agreements with SJTA, SJAA, SJPEC, SJSA bargaining units, Unrepresented, Confidential, and Board Contract Cabinet members.

President, Governing Board
(Signature)

1/28/2020
Date

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Adult Education Fund*

Name of Bargaining Units: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2019 (date) **and ending:** June 30, 2021 or later (date)

The Governing Board will act upon the proposed agreement(s) on: January 28, 2020 (date)

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

A. Proposed Change in Compensation
Page 1 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,586,631	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$15,707	-$15,707	$0
			0.99%	-0.99%	0.00%
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$441,061	$3,220	-$3,220	$0
			0.73%	-0.73%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$241,129	$393	-$393	$0
			0.16%	-0.16%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$2,268,822	$19,320	-$19,320	$0
			0.85%	-0.85%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$11,029	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	14.14	14.14	14.14	14.14
8	**Total Compensation Average Cost per Employee**	$160,454	$1,366	-$1,366	$0
			0.85%	-0.85%	0.00%
9	**Total Salary Compensation**	$1,586,631	$15,707	-$15,707	$0
	Total Salary Compensation %		0.99%	-0.99%	0.00%

A. Proposed Change in Compensation for Adult Education Fund
Page 2 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$1,586,631.00	$0.00	$0.00	$0.00
	Certificated Salaries - Object 1xxx	$1,303,048		$0	$0
	Classified Salaries - Object 2xxx	$283,583		$0	$0
	Salary Increase Certificated Salaries SJTA - Object 1xxx				
	Salary Increase Certificated Salaries - Object 1xxx				$0
	Salary Increase Classified Salaries Object 2xxx				
	Other - Certificated Salaries - Object 1xxx			$0	
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$15,707	-$15,707	$0
	One Time Payment -Certificated Salaries - Object 1xxx		$15,707	($15,707)	$0
	One Time Payment - Classified Salaries - Object 2xxx -		$0		$0
3	Statutory Benefit - Certificated Rates	20.50%	20.50%	21.80%	21.50%
	Statutory Benefit - Classified Rates	29.32%	29.32%	32.30%	34.20%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$441,061	$3,220	-$3,220	$0
	Certificated Payroll costs	$312,518	$0	$0	$0
	Classified Payroll costs	$128,543	$0	$0	
	Salary Increase - Certificated payroll costs		$0	$0	
	Salary Increase - Classified payroll costs		$0	$0	
	One Time Payment - Certificated payroll costs		$3,220	($3,220)	$0
	One Time Payment - Classified payroll costs				$0
4	**Health/Welfare Plans** - Medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash	$241,129	$393	-$393	$0
	Medical/Dental/VSP - Object 340x	$193,065			
	Life Insurance - Object 395x	$1,734	$0	$0	
	Retiree H&W & Long-term Sick Leave - * See below for rates	$46,330	$393	-$393	$0
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)				
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$2,268,822	$19,320	-$19,320	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$11,029	$0	$0	$0
	FTE - Using Oct 31, 2019 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed	14.14	14.14	14.14	14.14

* Rates:	FY 2019-20	FY 2019-20	FY 2020-21	FY 2021-22
Retiree H&W & Long-term Leave Rates - Certificated	2.50%	2.50%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.85%	4.85%	4.95%	4.95%
Health & Welfare	4.10%	4.10%	6.50%	7.75%
Step & Column - Certificated	0.70%		0.80%	0.80%
Step & Column - Classified	0.70%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Adult Ed Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 3,589,476		$ -	$ 3,589,476
TOTAL REVENUES	**$ 3,589,476**	**$ -**	**$ -**	**$ 3,589,476**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 1,303,048	$ 15,707	$ -	$ 1,318,755
Classified Salaries (2000-2999)	$ 283,583	$ -	$ -	$ 283,583
Employee Benefits (3000-3999)	$ 682,190	$ 3,613	$ -	$ 685,803
Books and Supplies (4000-4999)	$ 191,414		$ -	$ 191,414
Services, Other Operating Expenses (5000-5999)	$ 976,872		$ -	$ 976,872
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 59,023		$ -	$ 59,023
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 3,496,130**	**$ 19,320**	**$ -**	**$ 3,515,450**
OPERATING SURPLUS (DEFICIT)	**$ 93,346**	**$ (19,320)**	**$ -**	**$ 74,026**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 561,360		$ -	$ 561,360
TRANSFERS OUT & OTHER USES (7610-7699)	$ 650,085		$ -	$ 650,085
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 4,621**	**$ (19,320)**	**$ -**	**$ (14,699)**
BEGINNING BALANCE	$ 1,482,579			$ 1,482,579
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 1,487,200**	**$ (19,320)**		**$ 1,467,880**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -			
Restricted	$ 1,461,268	$ (25,497)		$ 1,435,771
Reserved for Economic Uncertainties (9770)	$ -			
Committed	$ -			
Assigned	$ 25,932	$ 6,177		$ 32,109
Unappropriated Amounts (9790)	**$ 0**	**$ -**	**$ -**	**$ 0**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Adult Education Fund

Enter Bargaining Unit/Group: ***SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members***

	FY 2019-20	FY 2020-21	FY 2021-22
	FY 2019-20 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$0	$0	$0
Remaining Revenues (8100-8799)	$3,589,476	$3,589,476	$3,589,476
TOTAL REVENUES	$3,589,476	$3,589,476	$3,589,476
EXPENDITURES			
Certificated Salaries (1000-1999)	$1,318,755	$1,313,008	$1,323,468
Classified Salaries (2000-2999)	$283,583	$286,136	$288,711
Employee Benefits (3000-3999)	$685,803	$726,815	$747,212
Books and Supplies (4000-4999)	$191,414	$125,020	$116,474
Services, Other Operating Expenses (5000-5999)	$976,872	$945,860	$923,113
Capital Outlay (6000-6999)	$0		
Other Outgo (7100-7299) (7400-7499)	$0		
Direct Support/Indirect Cost (7300-7399)	$59,023	$103,428	$103,428
Other Adjustments	$0		
TOTAL EXPENDITURES	$3,515,450	$3,500,267	$3,502,406
OPERATING SURPLUS (DEFICIT)	$74,026	$89,209	$87,070
TRANSFERS IN & OTHER SOURCES (8910-8979)	$561,360		
TRANSFERS OUT & OTHER USES (7610-7699)	$650,085	$ 88,725	$88,725
CONTRIBUTIONS (8980-8999)	$0	$0	$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	($14,699)	$484	($1,655)
BEGINNING BALANCE	$1,482,579	$1,467,880	$1,468,364
CURRENT-YEAR ENDING BALANCE	$1,467,880	$1,468,364	$1,466,708
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$0		
Restricted	$1,435,771	$1,468,364	$1,466,708
Reserved for Economic Uncertainties	$0		
Committed	$0		
Assigned	$32,109	$0	$0
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%
	$0	***$0***	***$0***

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Child Development Fund*

Name of Bargaining Units: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2019 (date) **and ending:** June 30, 2021 or later (date)

The Governing Board will act upon the proposed agreement(s) on: January 28, 2020 (date)

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

A. Proposed Change in Compensation
Page 4 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,955,234	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$158,037	-$158,037	$0
			1.22%	-1.22%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$4,178,212	$32,398	-$32,398	$0
			0.78%	-0.78%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$4,152,916	$3,951	-$3,951	$0
			0.10%	-0.10%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$21,286,361	$194,386	-$194,386	$0
			0.91%	-0.91%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$96,947	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	148.20	148.20	148.20	148.20
8	**Total Compensation Average Cost per Employee**	$143,633	$1,312	-$1,312	$0
			0.91%	-0.91%	0.00%
9	**Total Salary Compensation**	$12,955,234	$158,037	-$158,037	$0
	Total Salary Compensation %		1.22%	-1.22%	0.00%

A. Proposed Change in Compensation for Child Development Fund
Page 5 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$12,955,234	$0	$0	$0
	Certificated Salaries - Object 1xxx	$8,289,755			
	Classified Salaries - Object 2xxx	$4,665,479			
	Salary Increase Certificated SalariesSJTA Only 1.8% Object 1xxx				
	Salary Increase Certificated Salaries 1.6% - Object 1xxx				
	Other - Certificated Salaries - Object 1xxx				
	Salary Increase Classified - Object 2xxx				
	Other - Classified Salaries - Object 2xxx				
2	**Other Compensation**	$0	$158,037	-$158,037	$0
	One Time Payment -Certificated Salaries - Object 1xxx		$158,037	-$158,037	
	One Time Payment- Classified Salaries - Object 2xxx				
3	Statutory Benefit - Certificated Rates	20.50%	20.50%	21.80%	21.50%
	Statutory Benefit - Classified Rates	29.32%	29.32%	32.30%	34.20%
	Statutory Benefits - STRS, PERS, FICA,WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$4,178,212	$32,398	-$32,398	$0
	Certificated payroll costs	$2,902,896			
	Classified payroll costs	$1,275,316			
	Salary Increase 1.8% - Certificated payroll costs		$0	$0	
	Salary Increase 1.6% - Other Certificated payroll costs		$0	$0	
	Other - Certificated payroll costs		$0	$0	
	Salary Increase Classified payroll costs				
	Other - Classified payroll costs			$0	
	One Time Payment - 2% payroll costs(No PERS)		$32,398	-$32,398	
	One Time Payment - Classified payroll costs		$0	$0	

A. Proposed Change in Compensation for Child Development Fund
Page 6 (b) (Other Funds Section)

4	**Health/Welfare Plans** - medical,dental,vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$4,152,916	$3,951	-$3,951	$0
	Medical/Dental/VSP - Object 340x	$3,677,120			
	Life Insurance - Object 395x	$10,300	$0	$0	
	*Retiree H&W & Long-term Sick Leave - * See below for rates*	$463,266	$3,951	($3,951)	
	Post Employment Health Plan (PEHP) Object 3751 (SJTA only)	$2,230	$0	$0	
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$21,286,361	$194,386	-$194,386	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$96,947	$0	$0	$0
	FTE - Using Oct 31, 2019 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	148.20	148.20	148.20	148.20

* Rates:	FY 2019-20	FY 2019-20	FY 2020-21	FY 2021-22
Retiree H&W & Long-term Leave Rates - Certificated	2.50%	2.50%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.85%	4.85%	4.95%	4.95%
Health & Welfare	4.10%	4.10%	6.50%	7.75%
Step & Column - Certificated	0.70%	0.00%	0.80%	0.80%
Step & Column - Classified	0.85%	0.00%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 3 (Other Funds Section)

Child Development Fund-Unrestricted & Restricted

Enter Bargaining Unit/Group: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 24,678,198		$ -	$ 24,678,198
TOTAL REVENUES	**$ 24,678,198**	**$ -**	**$ -**	**$ 24,678,198**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ 8,289,755	$ 158,037	$ -	$ 8,447,792
Classified Salaries (2000-2999)	$ 4,665,479	$ -	$ -	$ 4,665,479
Employee Benefits (3000-3999)	$ 8,331,127	$ 36,349	$ -	$ 8,367,476
Books and Supplies (4000-4999)	$ 2,147,319	$ -	$ -	$ 2,147,319
Services, Other Operating Expenses (5000-5999)	$ 420,468		$ -	$ 420,468
Capital Outlay (6000-6999)	$ -		$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 831,908		$ -	$ 831,908
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 24,686,056**	**$ 194,386**	**$ -**	**$ 24,880,442**
OPERATING SURPLUS (DEFICIT)	**$ (7,858)**	**$ (194,386)**	**$ -**	**$ (202,244)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -		$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (7,858)**	**$ (194,386)**	**$ -**	**$ (202,244)**
BEGINNING BALANCE	$ 2,346,865			$ 2,346,865
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 2,339,007**	**$ (194,386)**	**$ -**	**$ 2,144,621**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ -		$ -	$ -
Restricted	$ 991,037		$ -	$ 991,037
Reserved for Economic Uncertainties (9770)	$ 1,347,970	$ (302,496)		$ 1,045,474
Committed	$ -	$ -	$ -	$ -
Assigned	$ -	$ 108,110	$ -	$ 108,110
Unappropriated Amounts (9790)	**$ -**	**$ 0**	**$ (0)**	**$ (0)**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 4 (Other Funds Section)

Child Development Fund

SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members &

Enter Bargaining Unit/Group: ***Teamsters***

	FY 2019-20	FY 2020-21	FY 2021-22
	FY 2019-20 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 24,678,198	$ 25,409,439	$ 25,738,979
TOTAL REVENUES	**$ 24,678,198**	**$ 25,409,439**	**$ 25,738,979**
EXPENDITURES			
Certificated Salaries (1000-1999)	$ 8,447,792	$ 8,356,073	$ 8,422,923
Classified Salaries (2000-2999)	$ 4,665,479	$ 4,707,468	$ 4,749,836
Employee Benefits (3000-3999)	$ 8,367,476	$ 8,907,635	$ 9,311,769
Books and Supplies (4000-4999)	$ 2,147,319	$ 2,289,887	$ 2,231,298
Services, Other Operating Expenses (5000-5999)	$ 420,468	$ 420,468	$ 420,468
Capital Outlay (6000-6999)	$ -	$ -	$ -
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 831,908	$ 881,212	$ 894,212
Other Adjustments	$ -	$ -	$ -
TOTAL EXPENDITURES	**$ 24,880,442**	**$ 25,562,743**	**$ 26,030,506**
OPERATING SURPLUS (DEFICIT)	**$ (202,244)**	**$ (153,304)**	**$ (291,527)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ -	$ -	$ -
TRANSFERS OUT & OTHER USES (7610-7699)	$ -	$ -	$ -
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (202,244)**	**$ (153,304)**	**$ (291,527)**
BEGINNING BALANCE	$ 2,346,865	$ 2,144,621	$ 1,991,317
CURRENT-YEAR ENDING BALANCE	**$ 2,144,621**	**$ 1,991,317**	**$ 1,699,790**
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -	$ -	$ -
Restricted	$ 991,037	$ 811,762	$ 811,762
Reserved for Economic Uncertainties	$ 1,045,474	$ 1,179,555	$ 888,028
Committed	$ -	$ -	$ -
Assigned	$ 108,110	$ -	$ -
Unappropriated Amounts - Unrestricted (9790)	**$ (0)**	**$ -**	**$ -**
Reserve for Economic Uncertainties Percentage	3.77%	4.61%	3.41%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: *San Juan Unified School District - Cafeteria Fund*

Name of Bargaining Units: SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters

Certificated, Classified, Other: Certificated & Classified, Board Contracts

The proposed agreements cover the period beginning: July 1, 2019 (date) **and ending:** June 30, 2021 or later (date)

The Governing Board will act upon the proposed agreement(s) on: January 28, 2020 (date)

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

A. Proposed Change in Compensation

Page 5 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$5,165,055	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$18,014	-$18,014	$0
			0.35%	-0.35%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$1,514,446	$5,281	-$5,281	$0
			0.35%	-0.35%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$1,691,614	$874	-$874	$0
			0.05%	-0.05%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$8,371,115	$24,169	-$24,169	$0
			0.29%	-0.29%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$43,533	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	16.88	16.88	16.88	16.88
8	**Total Compensation Average Cost per Employee**	$495,919	$1,432	-$1,432	$0
			0.29%	-0.29%	0.00%
9	**Total Salary Compensation**	$5,165,055	$18,014	-$18,014	$0
	Total Salary Compensation %		0.35%	-0.35%	0.00%

A. Proposed Change in Compensation for Cafeteria Fund
Page 6 (Other Funds Section)

	Compensation	Annual Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$5,165,055	$0	$0	$0
	Classified Salaries - Object 2xxx	$5,165,055			
	Salary Increase **Certificated** Salaries - Object 2xxx				
	Salary Increase Classified - Object 2xxx				
	Other - Classified Salaries - Object 2xxx -				
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc	$0	$18,014	($18,014)	$0
	One Time Payment 2% - Other Classified Salaries - Object 2xxx		$18,014	-$18,014	
3	Statutory Benefit - Certificated Rates				
	Statutory Benefit - Classified Rates	29.32%	29.32%	32.30%	34.20%
	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$1,514,446	$5,281	-$5,281	$0
	Classified payroll costs	$1,514,446			
	Salary Increase - Certificated payroll costs				
	Salary Increase - Classified payroll costs		$0	$0	
	One Time Payment - Certificated payroll costs				
	One Time Payment - other Classified payroll costs		$5,281	($5,281)	
4	**Health/Welfare Plans** - medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$1,691,614	$874	-$874	$0
	Medical/Dental/VSP - Object 340x	$1,654,342			
	Life Insurance - Object 395x	$8,268			
	Retiree H&W & Long-term Sick Leave - * See below for rates	$250,505	$874	-$874	
	Cash Option - Object 391x				
5	**Total Compensation** - Add Items 1 through 4 to equal 5	$8,371,115	$24,169	-$24,169	$0
6	**Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$43,533	$0	$0	$0
	FTE - Using Oct 31, 2019 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	16.88	16.88	16.88	16.88

* Rates:	FY 2019-20	FY 2019-20	FY 2020-21	FY 2021-22
Retiree H&W & Long-term Leave Rates - Classified	4.85%	4.85%	4.95%	4.95%
Health & Welfare	4.10%	4.10%	6.50%	7.75%
Step & Column - Certificated				
Step & Column - Classified	0.85%	0.85%	0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Page 7 (Other Funds Section)

Cafeteria Fund - Untrestricted & Restricted

Enter Bargaining Unit/Group: ***SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters***

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)	$ -		$ -	$ -
Remaining Revenues (8100-8799)	$ 17,148,035		$ -	$ 17,148,035
TOTAL REVENUES	**$ 17,148,035**	**$ -**	**$ -**	**$ 17,148,035**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -		$ -	$ -
Classified Salaries (2000-2999)	$ 5,165,055	$ 18,014	$ -	$ 5,183,069
Employee Benefits (3000-3999)	$ 3,206,060	$ 6,155	$ -	$ 3,212,215
Books and Supplies (4000-4999)	$ 7,097,536		$ -	$ 7,097,536
Services, Other Operating Expenses (5000-5999)	$ 845,348		$ -	$ 845,348
Capital Outlay (6000-6999)	$ 185,000		$ -	$ 185,000
Other Outgo (7100-7299) (7400-7499)	$ -		$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 606,881		$ -	$ 606,881
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 17,105,880**	**$ 24,169**	**$ -**	**$ 17,130,049**
OPERATING SURPLUS (DEFICIT)	**$ 42,155**	**$ (24,169)**	**$ -**	**$ 17,986**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 175,000		$ -	$ 175,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 14,433		$ -	$ 14,433
CONTRIBUTIONS (8980-8999)			$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ 202,722**	**$ (24,169)**	**$ -**	**$ 178,553**
BEGINNING BALANCE	$ 3,205,130			$ 3,205,130
Prior-Year Adjustments/Restatements (9793/9795)	$ -			$ -
CURRENT-YEAR ENDING BALANCE	**$ 3,407,852**	**$ (24,169)**		**$ 3,383,683**
COMPONENTS OF ENDING BALANCE:	$ -			
Nonspendable	$ 193,050			$ 193,050
Restricted	$ 3,214,802	$ (125,638)	$ -	$ 3,089,164
Reserved for Economic Uncertainties (9770)	$ -		$ -	$ -
Committed	$ -		$ -	$ -
Assigned	$ -	$ 101,469	$ -	$ 101,469
Unappropriated Amounts (9790)	**$ -**	**$ -**	**$ -**	**$ -**

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 12 (Other Funds Section)

Cafeteria Fund

Enter Bargaining Unit/Group: *SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters*

	FY 2019-20	FY 2020-21	FY 2021-22
	FY 2019-20 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 17,148,035	$18,272,814	$18,657,543
TOTAL REVENUES	$ 17,148,035	$ 18,272,814	$ 18,657,543
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -		$ -
Classified Salaries (2000-2999)	$ 5,183,069	$ 5,212,324	$ 5,257,317
Employee Benefits (3000-3999)	$ 3,212,215	$ 3,469,645	$ 3,671,857
Books and Supplies (4000-4999)	$ 7,097,536	$ 7,494,424	$ 7,664,843
Services, Other Operating Expenses (5000-5999)	$ 845,348	$ 854,951	$ 865,866
Capital Outlay (6000-6999)	$ 185,000	$ 290,000	$ 325,000
Other Outgo (7100-7299) (7400-7499)	$ -	$ -	$ -
Direct Support/Indirect Cost (7300-7399)	$ 606,881	$ 633,566	$ 649,508
Other Adjustments	$ -		
TOTAL EXPENDITURES	$ 17,130,049	$ 17,954,910	$ 18,434,391
OPERATING SURPLUS (DEFICIT)	$ 17,986	$ 317,904	$ 223,152
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 175,000	$ 175,000	$ 175,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 14,433	$ 14,433	$ 14,433
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ 178,553	$ 478,471	$ 383,719
BEGINNING BALANCE	$ 3,205,130	$ 3,383,683	$ 3,862,154
CURRENT-YEAR ENDING BALANCE	$ 3,383,683	$ 3,862,154	$ 4,245,873
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ 193,050	$ 193,050	$ 193,050
Restricted	$ 3,089,164	$ 3,669,104	$ 4,052,823
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ 101,469		
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District:	*San Juan Unified School District - Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds*
Name of Bargaining Units:	**SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members & Teamsters**
Certificated, Classified, Other:	**Certificated & Classified, Board Contracts**

The proposed agreements cover the period beginning: July 1, 2019 (date) and ending: June 30, 2021 or later (date)

The Governing Board will act upon the proposed agreement(s) on: January 28, 2020 (date)

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

A. Proposed Change in Compensation

Page 8 (Other Funds Section)

	Compensation	Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to	Year 1	Year 2	Year 3
		Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
		FY 2019-20 1st Interim 12/10/2019 Board Approved	FY 2019-20	FY 2020-21	FY 2021-22
1	**Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,231,317	$0	$0	$0
			0.00%	0.00%	0.00%
2	**Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$17,268	-$17,268	$0
			0.77%	-0.77%	0.00%
	Description of other compensation				
3	**Statutory Benefits -** STRS, PERS, FICA WC, UI, Medicare, etc. (retiree h&w and long-term sick leave included in section 4)	$562,232	$5,063	-$5,063	$0
			0.90%	-0.90%	0.00%
4	**Health/Welfare Plans -** includes medical, dental, vision, life insurance, retiree h&w, long-term sick leave, cash option	$436,534	$838	-$838	$0
			0.19%	-0.19%	0.00%
5	**Total Compensation -** Add Items 1 through 4 to equal 5	$3,230,083	$23,169	-$23,169	$0
			0.72%	-0.72%	0.00%
6	**Step and Column - Due to movement plus any changes due to settlement. 2019-20, 2020-21 and 2021-22 step and column increases have already been included in the multi-year projection. This is a subset of Item No. 1**	$18,806	$0	$0	$0
7	**Total Number of Represented Employees** (Use FTEs if appropriate)	7.92	7.92	7.92	7.92
8	**Total Compensation Average Cost per Employee**	$407,839	$2,925	-$2,925	$0
			0.72%	-0.72%	0.00%
9	**Total Salary Compensation**	$2,231,317	$17,268	-$17,268	$0
	Total Salary Compensation %		0.77%	-0.77%	0.00%

A. Proposed Change in Compensation for : Page 9 (Other Funds Section)		Deferred Maintenance, Building, Capital Facilities and Self Insurance Funds		
Compensation	Annual	**Fiscal Impact of Proposed Agreement**		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	Certificated & Classified, Board Contracts	FY 2019-20	FY 2020-21	FY 2021-22
1 **Salary Schedule** (This is to include Step and Columns, which is also reported separately in Item 6)	$2,231,317	$0	$0	$0
Certificated Salaries - Object 1xxx	$0			
Classified Salaries - Object 2xxx	$2,231,317			
Salary Increase Certificated Salaries - Object 1xxx		$0	$0	
Salary Increase Classified Salaries - Object 2xxx		$0	$0	
Other -Certificated Salaries - Object 1xxx			$0	
Other - Classified Salaries - Object 2xxx		$0	0	
2 **Other Compensation** Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	$0	$17,268	-$17,268	$0
One-Time Payment-Certificated Salaries-Object 1xxx		$0	$0	
One-Time PaymentClassified Salaries-Object 2xxx		$17,268	-$17,268	
3 **Statutory Benefits** - STRS, PERS, FICA, WC, UI, Medicare, etc. (Retiree H&W & Long-term Sick Leave included in section 4)	$562,232	$5,063	-$5,063	$0
Certificated Payroll costs	$0			
Classified Payroll costs	$562,232			
Salary Increase - Certificated payroll costs	$0	$0	$0	
Salary Increase - Classified payroll costs	$0	$0	$0	
One Time Payment-Certificated payroll costs		$0	$0	
One Time Payment-Classified payroll costs		$5,063	-$5,063	
Other-Certificated payroll costs			$0	
Other-Classified payroll costs			$0	$0
4 **Health/Welfare Plans** - medical, dental, vision, life insurance, retiree h&w, lt sick leave, cash option (obj 340x, 395x, 37xx, 396x, 391x)	$436,534	$838	-$838	$0
Medical/Dental/VSP - Object 340x	$319,028			
Life Insurance - Object 395x	$1,672			
Retiree H&W & Long-term Sick Leave - * See below for rates	$111,950	$838	-838	$0
Cash Option - Object 391x	$3,884			
5 **Total Compensation** - Add Items 1 through 4 to equal 5	$3,230,083	$23,169	-$23,169	$0
6 **Step and Column - Related to movement plus any changes due to settlement. This is a subset of Item No. 1**	$18,806		$0	$0
FTE - Using Oct 31, 2019 FTE for cost prior to proposed agreements. Years 1 - 3 have changes only due to the proposed agreements.	7.92	7.92	7.92	7.92

* Rates:	FY 2019-20	FY 2019-20	FY 2020-21	FY 2021-22
Retiree H&W & Long-term Leave Rates - Certificated	2.50%	2.50%	2.60%	2.60%
Retiree H&W & Long-term Leave Rates - Classified	4.85%	4.85%	4.95%	4.95%
Health & Welfare	4.10%	4.10%	6.50%	7.75%
Step & Column - Certificated	0.70%		0.80%	0.80%
Step & Column - Classified	0.85%		0.90%	0.90%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
Page 10 (Other Funds Section)

Deferred Maintenance, Building,
Capital Facilities and Self Insurance Funds
SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented,
Confidential, Supervisors, Board Contracted Cabinet members &

Enter Bargaining Unit/Group: ***Teamsters***

	Column 1	Column 2	Column 3	Column 4
	FY 2019-20 1st Interim 12/10/2019 Board Approved	Certificated & Classified, Board Contracts	Other Revisions, including proposed budget revision	FY 2019-20 Proposed Budget after adjustments
REVENUES				
LCFF Sources (8010-8099)			$ -	$ -
Remaining Revenues (8100-8799)	$ 26,040,788		$ -	$ 26,040,788
TOTAL REVENUES	**$ 26,040,788**	**$ -**	**$ -**	**$ 26,040,788**
EXPENDITURES				
Certificated Salaries (1000-1999)	$ -	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,231,317	$ 17,268	$ -	$ 2,248,585
Employee Benefits (3000-3999)	$ 998,766	$ 5,901	$ -	$ 1,004,667
Books and Supplies (4000-4999)	$ 1,100,778		$ -	$ 1,100,778
Services, Other Operating Expenses (5000-5999)	$ 24,785,433		$ -	$ 24,785,433
Capital Outlay (6000-6999)	$ 154,544,587		$ -	$ 154,544,587
Other Outgo (7100-7299) (7400-7499)	$ 10,040,239		$ -	$ 10,040,239
Direct Support/Indirect Cost (7300-7399)	$ -		$ -	$ -
Other Adjustments	$ -		$ -	$ -
TOTAL EXPENDITURES	**$ 193,701,120**	**$ 23,169**	**$ -**	**$ 193,724,289**
OPERATING SURPLUS (DEFICIT)	**$ (167,660,332)**	**$ (23,169)**	**$ -**	**$ (167,683,501)**
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 6,399,042		$ -	$ 6,399,042
TRANSFERS OUT & OTHER USES (7610-7699)	$ 75,000		$ -	$ 75,000
CONTRIBUTIONS (8980-8999)	$ -		$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	**$ (161,336,290)**	**$ (23,169)**	**$ -**	**$ (161,359,459)**
BEGINNING BALANCE	$ 273,769,907			$ 273,769,907
Prior-Year Adjustments/Restatements (9793/9795)				
CURRENT-YEAR ENDING BALANCE	**$ 112,433,617**	**$ (23,169)**		**$ 112,410,448**
COMPONENTS OF ENDING BALANCE:				
Nonspendable				
Restricted	$ 86,234,195	$ (43,498)		$ 86,190,697
Reserved for Economic Uncertainties (9770)	$ -			$ -
Committed	$ -			$ -
Assigned	$ 898,014	$ 20,329		$ 918,343
Restricted Net Position	$ 23,573,024			$ 23,573,024
Unappropriated Amounts/Net Position (9790)	**$ 1,728,384**			$ 1,728,384

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
Page 12 (Other Funds Section)

Deferred Maintenance, Building,
Capital Facilities & Self Insurance Funds
SJTA, SJAA, SJPEC, SJSA, Teamsters, Unrepresented, Confidential, Supervisors, Board Contracted Cabinet members
Enter Bargaining Unit/Group: ***& Teamsters***

	FY 2019-20	FY 2020-21	FY 2021-22
	FY 2019-20 Proposed Budget after adjustments	Certificated & Classified, Board Contracts	Second Subsequent Year
REVENUES			
LCFF Sources (8010-8099)	$ -	$ -	$ -
Remaining Revenues (8100-8799)	$ 26,040,788	$ 26,566,900	$ 26,872,836
TOTAL REVENUES	$ 26,040,788	$ 26,566,900	$ 26,872,836
EXPENDITURES			
Certificated Salaries (1000-1999)	$ -	$ -	$ -
Classified Salaries (2000-2999)	$ 2,248,585	$ 2,190,614	$2,184,707
Employee Benefits (3000-3999)	$ 1,004,667	$ 1,194,958	$1,191,909
Books and Supplies (4000-4999)	$ 1,100,778	$ 1,063,638	$1,097,091
Services, Other Operating Expenses (5000-5999)	$ 24,785,433	$ 24,207,853	$24,870,594
Capital Outlay (6000-6999)	$ 154,544,587	$ 131,008,166	$135,089,595
Other Outgo (7100-7299) (7400-7499)	$ 10,040,239	$ 127,564	
Direct Support/Indirect Cost (7300-7399)	$ -		
Other Adjustments	$ -		
TOTAL EXPENDITURES	$ 193,724,289	$ 159,792,793	$ 164,433,896
OPERATING SURPLUS (DEFICIT)	$ (167,683,501)	$ (133,225,893)	$ (137,561,060)
TRANSFERS IN & OTHER SOURCES (8910-8979)	$ 6,399,042	$ 232,000,000	$ 2,000,000
TRANSFERS OUT & OTHER USES (7610-7699)	$ 75,000		
CONTRIBUTIONS (8980-8999)	$ -	$ -	$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	$ (161,359,459)	$ 98,774,107	$ (135,561,060)
BEGINNING BALANCE	$ 273,769,907	$ 112,410,448	$ 211,184,555
CURRENT-YEAR ENDING BALANCE	$ 112,410,448	$ 211,184,555	$ 75,623,495
COMPONENTS OF ENDING BALANCE:			
Nonspendable	$ -		
Restricted	$ 86,190,697	$ 184,985,133	$ 49,424,073
Reserved for Economic Uncertainties	$ -		
Committed	$ -		
Assigned	$ 918,343	$ 898,014	$ 898,014
Restricted Net Position	$ 23,573,024	$ 23,573,024	$ 23,573,024
Unappropriated Amounts/Net Position (9790)	$ 1,728,384	$ 1,728,384	$ 1,728,384
Reserve for Economic Uncertainties Percentage	0.00%	0.00%	0.00%

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5 (b)

MEETING DATE: 01/14/2020

SUBJECT: Tentative Agreement with the San Juan Professional Educators Coalition and the San Juan Unified School District for 2019-2020 and 2020-2021

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

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The governing board is asked to discuss the San Juan Professional Educators Coalition tentative agreement.

Public comment/action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time, off-schedule payment equal to 2.00% of each member's base salary (Appendix E) and stipends included in contract for the full or partial period between 07/01/2019 to 06/30/2020. The one-time, off-schedule payment will be paid within 60 days of board ratification. This one-time, off-schedule payment will not increase base compensation for the 2019-2020 fiscal year.

This tentative agreement was ratified by the San Juan Professional Educators Coalition on November 22, 2019.

ATTACHMENTS:
A: Tentative Agreement
B: AB 1200 Public Disclosure of Collective Bargaining Agreement [see item I-5(a)]

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/11/2019, 11/18/2019

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education *[reference agenda item I-5(a), attachment B: AB 1200 Public Disclosure of Collective Bargaining Agreement]*. Costs to the general fund for the San Juan Professional Educators Coalition tentative collective bargaining agreement are: an increase of $454,211 in 2019-2020 and a decrease of ($454,211) in 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations JS

APPROVED BY: Kent Kern, Superintendent of Schools KK

Attachment A

Tentative Agreement
Between
San Juan Unified School District (District)
and the
San Juan Professional Educators Coalition (Coalition)

Article 12 - Salary

The District shall provide a one-time off schedule payment equal to 2.00% of each member's base salary (Appendix E) and stipends included in contract for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

12.3 Summer School: If an employee works during summer school the District shall pay the employee the designated ~~**stipend amount**~~ **hourly rate** as set forth on Appendix "E", and shall contribute the appropriate contribution ~~for service credit~~ towards his/her retirement program (STRS or PERS) as required and specified by the retirement system.

Article 1 - Term

1.06.1 Two (2) year contract for the years 2019-20 and 2020-21

1.06.3 The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 11 (Salary) and Article 9 (Employee Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

Article 5 - Evaluation of Job Performance

The district and coalition agree that employee evaluations provide the district with important information to use when making employment decisions, such as promotions, demotions and terminations. While the district does possess the right to terminate an employee for cause, every effort will be made to utilize the evaluation process to ensure that all employees receive specific feedback related to their job performance.

5.1.1
The evaluation process provides an opportunity for a member to conduct reflection of professional growth and it provides an opportunity for an evaluator/supervisor to provide specific feedback related to educational leadership standards. The evaluatee is responsible for effective performance within all six California Professional Standards for Educational Leaders (Appendix

C-2) ~~; Page 2 of 5)~~ and the responsibilities described in the District's job description. A member may elect either the ~~Mutual Commitments and Expectations Evaluation Process (MCE) or the~~ Option A or Option B SJPEC Evaluation Tool **(Appendix C-1)** ~~Process~~ based upon specific criteria noted below.

~~**5.1.4 SJPEC Evaluation Mutual Commitments and Expectations (MCE) Process**~~
~~**The MCE process is available to SJPEC members who have completed three years of SJPEC service in San Juan and have all three prior evaluations checked "Continuation without Reservation." The member and the evaluator meet no later than the third Friday in October at the Goal Setting Conference and review the completed MCE Template (Appendix C-2; page 1). The member and evaluator meet for an End-of-Year Conference no later than June 20th to review the member's responsibilities and objectives and his/her performance within all six California Professional Standards for Educational Leaders (Appendix C-2; pages 3a, 3b and 3c).**~~

Article 9 - Work Year and Hours

Article 9.4 Flex Day: Employees in the Unit who, with the knowledge and concurrence of their supervisor, work on a day not part of their normal contract work year calendar, have the right to exchange that extra day for a work day that is part of their work year calendar ("flex day"). Every attempt shall be made to avoid scheduling a "flex day" when students or teachers are present or meetings are scheduled. **Flex days are not to be used for weekend school related functions or business unless the event is considered non-routine and your supervisor approves of the request.** The scheduling of such day shall be discussed with and subject to prior approval (see SJPEC Flex Day Protocol form, Appendix G) by the employee's supervisor.

The District agrees to provide the following minimal staffing out of base funding. The District or individual sites may choose to enhance with alternative funding sources:

- **a. Elementary Schools**
  - **i. Principal**
    1. **1.0 FTE per school**

    Schools with enrollment below 275 will require additional district assignment for the principal
  - **ii. Vice Principals**
    1. **1.0 FTE per school with an enrollment over 700**
- **b. K-8 Schools**
  - **i. Principal**
    1. **1.0 FTE per school**

ii. **Vice Principal**
    1. **1.0 FTE per school with an enrollment over 700**

c. **Middle Schools**
    i. **Principal**
        1. **1.0 FTE per school**
    ii. **Vice Principal(s)**
        1. **A total of 8.00 FTEs for all Middle Schools to be assigned by the Superintendent or designee**

d. **High Schools (Excluding Alternative Learning Centers)**
    i. **Principals, 1.0 FTE per school**
    ii. **Vice Principal(s)**
        1. **1.00 FTE per school with an enrollment of less than 850 Allocation is initially based on budget development enrollment projections.**
        2. **2.00 FTE per school with an enrollment of 850 to 1,750**
        3. **3.00 FTE per school with an enrollment of more than 1,750**

Allocations will be adjusted based on enrollment at the end of the 3rd full week of instruction.

Article 13 - Fringe Benefits

13.3.1 If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

Jim Shoemake 11/14/19
Jim Shoemake Date
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

11/14/19
Suzanne Ambrosini Date
President
San Juan Professional Educators Coalition

San Juan Unified School District

SJPEC ~~Evaluation~~ Performance Review Cover Sheet **APPENDIX "C-1"**

~~Evaluation~~ Performance Review Year _____

Page 1

Name _____ Position _____ Location(s) _____ **~~Evaluator~~ Supervisor** _____

Status of previous year **~~evaluation~~ performance review**:

- ☐ New to position/job classification
- ☐ Continuation without reservation
- ☐ Continuation with support as noted/mid-year **~~evaluation~~ performance review** (improvement plan required)
- ☐ Five-year cycle

The **~~evaluation~~ performance review** process is twofold: it provides an opportunity for a member to conduct a reflection of professional growth and it provides an opportunity for **~~an evaluator/~~supervisor** to provide specific feedback related to educational leadership standards. The **~~evaluatee~~ employee** is responsible for effective performance within all six standards and the responsibilities described in the District's job description.

Option "A" (See Article 5 of the SJPEC contract for details)
Option "B" (See Article 5 of the SJPEC contract for details)
~~Mutual Commitments and Expectations (See Article 5 of the SJPEC contract for details)~~
Five-Year Cycle Summative **~~Evaluation~~ Reflection** Statement (See Article 5 of the SJPEC contract for details)

This year's SJPEC **~~Evaluation~~ performance review** process for this employee is:

☐ Option A ☐ Option B Eligible for Alternate Year ~~☐ MCE~~ ☐ Five-Year Cycle (Year ___ of 5)

Conference Dates:

Goal Setting Conference to Include:

- ➢ Review of CA Professional Standards for Educational Leaders and any special Board adopted goals
- ➢ Starting point from previous year's **~~evaluation~~ performance review**
- ➢ Review of contractual timelines related to the **~~evaluation~~ performance review**
- ➢ Set three mutually-agreed-upon focus goals ~~(page 3 of 5~~ 3a, 3b, 3c)

Goal Setting Date _____ (no later than third Friday in October) ☐ Comments attached

_____ _____

~~Evaluator~~ Supervisor **~~Evaluatee~~ Employee**

Mid-Year Conference Date: _____ for *Option "A" and any employee in need of additional supports (no later than February 1st)*

- ➢ Review of CA Professional Standards for Educational Leaders and any special Board adopted goals
- ➢ Review of contractual timelines related to the **~~evaluation~~ performance review**

☐ **Comments attached** ☐ **Improvement plan attached**

_____ _____

~~Evaluator~~ Supervisor **~~Evaluatee~~ Employee**

End of Year Summary of Overall Performance: (no later than June 20th)

- ☐ Continuation without reservation
- ☐ Continuation with support as noted/mid-year **~~evaluation~~ reflection** (improvement plan required)
- ☐ Recommendation of non-continuation (Must be completed prior to March 1; documentation must be attached)
- ☐ Eligible for Option B
- ~~☐ Eligible for MCE~~
- ☐ Five-Year cycle

_____ _____ _____ _____

~~Evaluator~~ Supervisor Date ~~Evaluatee~~ Employee Date

*The **~~evaluatee's~~ employee's** signature does not constitute an agreement with the **~~evaluator's~~ supervisor's** comments or ratings, but is an acknowledgement that the document has been received. **~~Evaluatees~~ employees** have the right to submit an additional written response for inclusion in this report.*

Original-Human Resources *Copies to* **~~Evaluator~~ Supervisor** *and* **~~Evaluatee~~ Employee** Attachments: Yes No

Using the **California Professional Standards for Educational Leaders (below)** as a guide, the member is to select three **goals.**

Standard 1: Development and Implementation of a Shared Vision.

- Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
  - Element 1A: Student-Centered Vision Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students
    - 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
    - 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
    - 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
    - 1A-4 Emphasize the expectation that all students will meet content and performance standards.
  - Element 1B: Developing Shared Vision Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.
    - 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
    - 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
    - 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
    - 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.
  - Element 1C: Vision Planning and Implementation Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.
    - 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
    - 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate date, research, and best practices) to shape and revise plans programs, and activities that advance the vision. California Professional Standards for Education Leaders 5 2014
    - 1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

Standard 2: Instructional Leadership.

- Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.
  - Element 2A: Professional Learning Culture Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.
    - 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
    - 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
    - 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
    - 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

- Element 2B: Curriculum and Instruction Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.
  - 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
  - 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
  - 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
  - 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment and professional practice.

- Element 2C: Assessment and Accountability Leaders develop and use assessment and accountability systems to monitor, improve and extend educator practice, program outcomes and student learning.
  - 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
  - 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
  - 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
  - 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.
  - 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

Standard 3: Management and Learning Environment.

- Education leaders manage the organization to cultivate a safe and productive learning and working environment.
  - Element 3A: Operations and Facilities Leaders provide and oversee a functional, safe and clean learning environment.
    - 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
    - 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
    - 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
    - 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

  - Element 3B: Plans and Procedures Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.
    - 3B-1 Develop schedules and assign placement that are student-centered and maximize instructional time and staff collaboration.
    - 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
    - 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
    - 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

  - Element 3C: Climate Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.
    - 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
    - 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

- 3C-3 Consistently monitor, review, and respond to attendance, disciplinary and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

- Element 3D: Fiscal and Human Resources Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.
  - 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
  - 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
  - 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
  - 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
  - 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
  - 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

Standard 4: Family and Community Engagement.

- Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
  - Element 4A: Parent and Family Engagement Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.
    - 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
    - 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
    - 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
    - 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
    - 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

  - Element 4B: Community Partnerships Leaders establish community partnerships that promote and support student to meet performance and content expectations and graduate ready for college and career.
    - 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
    - 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
    - 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
    - 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

  - Element 4C: Community Resources and Services Leaders leverage and integrate community resources and services to meet the varied needs of all students.
    - 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
    - 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
    - 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
    - 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

Standard 5: Ethics and Integrity.

- Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standards.
  - Element 5A: Reflective Practice Leaders act upon a personal code of ethics that requires continuous reflection and learning.
    - 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
    - 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
    - 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
    - 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
    - 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

  - Element 5B: Ethical Decision-Making Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.
    - 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
    - 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
    - 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
    - 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community

  - Element 5C: Ethical Action Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.
    - 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.
    - 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
    - 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
    - 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families
    - 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

Standard 6: External Context and Policy.

- Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.
  - Element 6A: Understanding and Communicating Policy Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.
    - 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
    - 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
    - 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support
    - 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

- Element 6B: Professional Influence Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.
  - 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
  - 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
  - 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

- Element 6C: Policy Engagement Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.
  - 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
  - 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
  - 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

San Juan Unified School District
~~SJPEC Evaluation Member Reflection~~
Goal Setting & Reflection Form
(To be completed by the employee ~~member~~)
Page 3a

Name _____

Goal:
Standard number(s) or elements that apply: ____

Rationale for selecting this **goal and standard** for professional growth/goal setting (brief examination of current status related to the needs of the site/position):

Agreement on Standard and Goal:
~~Evaluator~~ Supervisor _____ Date _____ **~~Evaluatee~~ Employee** _____ Date _____

Mid-Year Conference Review: Results (looking back to examine growth, change, next steps):

~~Evaluatee~~ Employee _____ Date _____

San Juan Unified School District
~~SJPEC Evaluation Member Reflection~~
Goal Setting & Reflection Form
(To be completed by the employee ~~member~~)
Page 3b

Name _____

Goal:
Standard number(s) or elements that apply: ____

Rationale for selecting this **goal and standard** for professional growth/goal setting (brief examination of current status related to the needs of the site/position):

Agreement on Standard and Goal:
~~Evaluator~~ Supervisor _____ Date _____ **~~Evaluatee~~ Employee** _____ Date _____

Mid-Year Conference Review: Results (looking back to examine growth, change, next steps):

~~Evaluatee~~ Employee _____ Date _____

San Juan Unified School District
~~**SJPEC Evaluation Reflection**~~
Goal Setting & Reflection Form
(To be completed by the employee ~~member~~)
Page 3c

Name _____

Goal:
Standard number(s) or elements that apply: ____

Rationale for selecting this **goal and standard** for professional growth/goal setting (brief examination of current status related to the needs of the site/position):

Agreement on Standard and Goal:
~~**Evaluator**~~ **Supervisor** _____ Date _____ ~~**Evaluatee**~~ **Employee** _____ Date _____

Mid-Year Conference Review: Results (looking back to examine growth, change, next steps):

~~**Evaluatee**~~ **Employee** _____ Date _____

San Juan Unified School District
~~SJPEC Evaluation Reflection~~
~~Evaluation~~ Employee's Reflection Rubric and Comments
(To be completed by the employee ~~member~~)
Page 4

Name _____

This page provides self-examination for performance. **~~Evaluatee~~ Employee** should mark the rubric according to his/her own judgment of job performance according to the California Professional Standards for Educational Leaders (Page 2 of 5) and as related to the job description.

	PRACTICE:			
	Toward the standard	**Approaches the standard**	**Meets the standard**	**Exemplifies the standard**
Standard 1 Development and Implementation of a Shared Vision				
Standard 2 Instructional Leadership				
Standard 3 Management and Learning Environment				
Standard 4 Family and Community Engagement				
Standard 5 Ethics and Integrity				
Standard 6 External Context and Policy				

~~Evaluatee's~~ Employee's comments and evidence used:

~~Evaluator~~ Supervisor _____ Date _____

~~Evaluatee~~ Employee _____ Date _____

San Juan Unified School District
SJPEC ~~Evaluation~~ Employee's Reflection Rubric and Comments
~~Evaluator's Supervisor's Comments~~
Employee's Reflection Rubric and Comments
(To be completed by the Supervisor)
Page 5

Name _____

This page provides recognition for outstanding performance and observations of specific recommendations. It also serves to clarify areas of concern and provides a plan of support as needed. The **~~evaluator~~ supervisor** should mark the rubric according to his/her own judgment of job performance according to the California Professional Standards for Educational Leaders (Page 2 of 5) and as related to the job description. The **~~evaluator~~ supervisor** should describe the evidence used to arrive at the judgment of administrative performance.

	PRACTICE:			
	Toward the standard	**Approaches the standard**	**Meets the standard**	**Exemplifies the standard**
Standard 1 Development and Implementation of a Shared Vision				
Standard 2 Instructional Leadership				
Standard 3 Management and Learning Environment				
Standard 4 Family and Community Engagement				
Standard 5 Ethics and Integrity				
Standard 6 External Context and Policy				

~~Evaluator's~~ Supervisor's comments & evidence used:

_____ _____ _____ _____
~~Evaluator~~ Supervisor Date **~~Evaluatee~~ Employee** Date

*The **~~evaluatee's~~ employee's** signature does not constitute an agreement with the **~~evaluator's~~ supervisor's** comments or ratings, but is an acknowledgement that the document has been received. **~~Evaluatee's~~ Employees** have the right to submit an additional written response for inclusion in this report.*

San Juan Unified School District **APPENDIX "G"**

SJPEC Flex Day Protocol

Intent: **The District and Coalition recognize that the responsibilities of administrators do not lend themselves to a defined workday or workweek of rigidly established length. The hours required will vary from day to day and week to week, however, the hours required of the administrator should be reasonable. The parties also agree that the relationship of the school to the community is a critical factor in the development of a sound educational program. The school principal has the prime responsibility for establishing that relationship. This includes: support of, and attendance at community special services clubs; organization of, and attendance at parent clubs/PTA meetings, and back-to-school and open house events.**

Article 9.4 Flex Day: Employees in the Unit who, with the knowledge and concurrence of their supervisor, work on a day not part of their normal contract work year calendar, have the right to exchange that extra day for a work day that is part of their work year calendar ("flex day"). Every attempt shall be made to avoid scheduling a "flex day" when students or teachers are present or meetings are scheduled. **Flex days are not to be used for weekend school related functions or business unless the event is considered non-routine and your supervisor approves of the request.** The scheduling of such day shall be discussed with and subject to prior approval (see SJPEC Flex Day Protocol form, Appendix G) by the employee's supervisor.

NAME: _____

SCHOOL/DEPARTMENT: _____

TODAY'S DATE: _____

Day(s) requested off as a "flex day": _____

Day(s) requested *to be* worked outside of work year calendar: _____

- ***Must be a non-instructional workday for site administrators***

RATIONALE:

SIGNATURE: _____ **DATE:** _____

SUPERVISOR APPROVAL: _____ **DATE:** _____

1) **Approval must be secured prior to flexing workday(s)**
2) **Must be full day – no partial day requests**
3) **Must be returned to employee within 10 workdays**

Original –Supervisor **Copy – Employee** **Copy - HR**

SAN JUAN UNIFIED SCHOOL DISTRICT Certificated Supervisors' Salary Schedule (SJPEC) 2019 - 2020 School Year

SALARY RANGE	CLASS CODE	CLASSIFICATION	WORK YEAR	DAYS	A	B	C	D	E	F	CONTINUING EDUCATION
15	294	Program Specialist, English Learner and Multicultural Education	A-1	225	$89,567	$93,601	$97,808	$102,214	$106,808	$111,623	$117,763
	360	Program Specialist, Health Services			398.08	416.00	434.70	454.28	474.70	496.10	523.39
	373	Program Specialist, K-12 Curriculum									
	380	Program Specialist, Multilingual/Cultural Education									
	451	Program Specialist, Visual and Performing Arts	C-1	213	$84,789	$88,610	$92,590	$96,762	$101,112	$105,670	$111,484
					398.08	416.00	434.70	454.28	474.70	496.10	523.39
16	437	Administrator, Early Childhood Education	A-1	225	$ 91,809	$ 95,943	$ 100,255	$ 104,769	$ 109,483	$ 114,419	$120,712
					408.04	426.41	445.58	465.64	486.59	508.53	536.50
	450	Program Specialist, Pupil Personnel Services	A-2	225	$91,809	$95,943	$100,255	$104,769	$109,483	$114,419	$120,712
					408.04	426.41	445.58	465.64	486.59	508.53	536.50
	219	Vice Principal, Elementary	C-1	208	$84,874	$88,695	$92,681	$96,853	$101,211	$105,774	$111,591
	359	Program Specialist, Special Education			408.04	426.41	445.58	465.64	486.59	508.53	536.50
	392	Psychologist	D-1	198	$80,791	$84,431	$88,224	$92,197	$96,351	$100,689	$106,227
					408.04	426.41	445.58	465.64	486.59	508.53	536.50
17	222	Vice Principal, Middle School	C-1	208	$ 86,991	$ 90,909	$ 95,002	$ 99,276	$ 103,743	$ 108,419	$114,382
	226	Vice Principal, Adult Education			418.23	437.06	456.74	477.29	498.76	521.25	549.91
18	215	Administrator on Special Assignment	A-2	225	$ 96,460	$ 100,799	$ 105,331	$ 110,075	$ 115,023	$ 120,204	$126,816
					428.71	448.00	468.14	489.22	511.21	534.24	563.63
	224	Vice Principal, High School	C-1	208	$ 89,170	$ 93,183	$ 97,372	$ 101,759	$ 106,334	$ 111,122	$117,234
					428.71	448.00	468.14	489.22	511.21	534.24	563.63
19	1196	Program Administrator, Special Education	A-1	225	$ 98,869	$ 103,311	$ 107,943	$ 112,825	$ 117,898	$ 123,208	$129,985
					439.42	459.16	479.75	501.44	523.99	547.59	577.71
	200	Principal, Adult Education	C-1	208	$91,398	$95,505	$99,787	$104,301	$108,989	$113,900	$120,164
	202	Principal, Elementary			439.42	459.16	479.75	501.44	523.99	547.59	577.71
21	206	Principal, Middle School	C-1	208	$ 96,022	$ 100,346	$ 104,863	$ 109,580	$ 112,868	$ 119,661	$126,242
	214	Principal on Special Assignment			461.64	482.43	504.15	526.83	542.63	575.29	606.93
22	211	Principal, Alternative Learning Center	A-2	225	$ 106,467	$ 111,258	$ 116,265	$ 122,077	$ 127,570	$ 133,311	$140,645
					473.19	494.48	516.73	542.56	566.98	592.49	625.09
23	208	Principal, High School	A-2	225	$ 109,130	$ 114,048	$ 119,174	$ 124,537	$ 130,142	$ 136,003	$143,484
					485.02	506.88	529.66	553.50	578.41	604.46	637.71

ANNIVERSARY/LONGEVITY INCREMENT

For credit toward any anniversary increment, a manager must have worked 75% of each school year.

1. Two percent (2%) of the base salary after 14 years of completed service in the San Juan Unified School District.
2. Four percent (4%) of the base salary after 17 years of completed service in the San Juan Unified School District (the 4% includes the 14 year increment).
3. Eight percent (8%) of the base salary after 19 years of completed services in the San Juan Unified School District (the 8% includes the 14 year and 17 year increments).

EXTRA ASSIGNMENT RATE

$62.18 / hour

Board Approval Date: January 28, 2020

SAN JUAN UNIFIED SCHOOL DISTRICT

Short Term, Temporary Salary Schedule

2019 - 2020 School Year

CLASSIFICATION	SALARY RATE
GENERAL	
Accompanist/Conductor/Clinician*****	$25.30/hr
~~**Administrator (hourly extra assignment) (1)**~~	~~**$35.00/hr**~~
Administrator (full day, substitute administrator; retirees and nonemployees only) (2)	350-450/ day
Bilingual Student Teacher	4000.00/semester
Classified Substitutes	Step 1 of Appropriate Range
Counselor Intern I	***12.00/hr
Counselor Intern II	****20.00/hr
Instructor	***12.00/hr
Intramural Official Intermediate	21.00/game
Project Parent Liaison	***12.00/hr to maximum of 1015.00/semester
School Psychologist Intern I	***12.00/hr
School Psychologist Intern II	13.50/hr
School Psychologist Intern III	16.75/hr
Senior Instructor	15.00/hr
Special Events Leader I	***12.00/hr
Special Events Leader II	25.30/hr**
STRS Counselor	24.20/hr
Student	***12.00/hr
Work Experience Intern	***12.00/hr
OUTDOOR EDUCATION	
Camp Winthers Program Coordinator	$240.00/day
Program Leader	400.00/wk
Resource Counselor	175.00/wk
Resource Instructor	300.00/wk
Resource Instructor - Water Sports	225.00/wk
Tent Counselor	125.00/wk
COACHING AND EXTRACURRICULAR ASSIGNMENTS 1/	
Varsity Coach *	$2,693/season**
Assistant Coach *	2,154/season**
Drill Team *	2,072/yr**
Cheer Leaders *	2,072/yr**
Other Athletic or Extra-curricular stipend-based assignments*	Per Stipend Schedule
Announcer, Scorekeeper, Timekeeper, Ticket Taker	***12.00/hr
Ticket Seller	13.00/hr

1/ Per Board Policy 4127: Can only hire noncertificated individual after annual search fails to identify certificated staff member to perform coaching duties.

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

(2) VP $350/day; Principal $400/day; long term 40+ days or 30+ days when opening/closing school-add'l $50/day.

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

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

*** Minimum wage change to $12.00/hr effective January 1, 2019: Board Approved 11/14/2017

*****Added position and wage rate: Board Approved 8/22/17

** Effective January 1, 2019

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5 (c)

MEETING DATE: 01/14/2020

SUBJECT: Tentative Agreement with the San Juan Supervisors Association and the San Juan Unified School District for 2019-2020 and 2020-2021

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

DEPARTMENT: Schools and Labor Relations

ACTION REQUESTED:
The governing board is asked to discuss the San Juan Supervisors Association tentative agreement.

Public comment/action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time, off-schedule payment equal to 2.00% of each member's base salary (Exhibit B) for the full or partial period between 07/01/2019 to 06/30/2020. The one-time, off-schedule payment will be paid within 60 days of board ratification. This one-time, off-schedule payment will not increase base compensation for the 2019-2020 fiscal year.

This tentative agreement was ratified by the San Juan Supervisors Association on November 22, 2019.

ATTACHMENTS:
A: Tentative Agreement
B: AB 1200 Public Disclosure of Collective Bargaining Agreement [see item I-5(a)]

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/11/2019, 11/18/2019

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education *[reference agenda item I-5(a), attachment B: AB 1200 Public Disclosure of Collective Bargaining Agreement]*. Costs to the general fund for the San Juan Supervisors Association tentative collective bargaining agreement are: an increase of $29,154 in 2019-2020 and a decrease of ($29,154) in 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

Attachment A

Tentative Agreement
Between
San Juan Unified School District (District)
and the
San Juan Supervisors Association (SJSA)

Article 5 - Salary

The District shall provide a one-time off schedule payment equal to 2.00% of each member's base salary (Exhibit B) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 1 - Term

1.06.1 Two (2) year contract for the years 2019-20 and 2020-21

1.06.3 The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 5 (Salary) and Article 9 (Fringe Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

Article 6 - Fringe Benefits

6.1.2.2 If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

11/13/19

Jim Shoemake
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

Date

11/13/19

Cherie Chenoweith
President
San Juan Supervisors Association

Date

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-5 (d)

MEETING DATE: 01/14/2020

SUBJECT: Tentative Agreement with Teamsters Local No. 150 and the San Juan Unified School District for 2019-2020 and 2020-2021

DEPARTMENT: Schools and Labor Relations

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

ACTION REQUESTED:
The governing board is asked to discuss the Teamsters Local No. 150 tentative agreement.

Public comment/action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time, off-schedule payment equal to 2.00% of each member's base salary (Transportation salary schedule) and the shift differential (Article 6.1.2) for the full or partial period between 07/01/2019 to 06/30/2020. The one-time, off-schedule payment will be paid within 60 days of board ratification. This one-time, off-schedule payment will not increase base compensation for the 2019-2020 fiscal year.

This tentative agreement is intended to be ratified by the Teamsters Local No. 150 prior to board action on January 28, 2020.

ATTACHMENTS:
A: Tentative Agreement
B: AB 1200 Public Disclosure of Collective Bargaining Agreement [see item I-5(a)]

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 01/06/2020

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
In accordance with AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449, Fiscal Services has prepared an analysis of the fiscal impact of the proposed agreement and has submitted it to the Sacramento County Office of Education *[reference agenda item I-5(a), attachment B: AB 1200 Public Disclosure of Collective Bargaining Agreement]*. Costs to the general fund for the Teamsters Local No. 150 tentative collective bargaining agreement are: an increase of $129,990 in 2019-2020 and a decrease of ($129,990) in 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent, Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

Attachment A

Tentative Agreement
Between
San Juan Unified School District (District)
and the
Teamsters Local No. 150 (Teamsters)

Article 6 - Salary

The District shall provide a one-time off schedule payment equal to 2.00% of each member's base salary (Transportation Salary Schedule) and the shift differential (Article 6.1.2) for the full or partial period between 07/01/19 to 06/30/20. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-20 fiscal year.

Article 1 - Term

1.06.1 Two (2) year contract for the years 2019-20 and 2020-21

1.06.3 The parties agree to reopen negotiations for the 2020-21 school year. The following will be considered reopeners: Article 6 (Salary) and Article 7 (Fringe Benefits). Unless by mutual agreement, no other Articles will be reopened for the 2020-21 school year.

Article 7 - Fringe Benefits

7.1.3.a If an employee wishes to enroll in the District sponsored buy up vision plan, which permits coverage for eligible dependents, the employee will be responsible for paying the full cost of this coverage for their dependents, as well as any additional premium for their own buy up plan coverage.

12/17/19

Jim Shoemake — Date
Assistant Superintendent
Schools and Labor Relations
San Juan Unified School District

12-17-19

Nancy Jones — Date
Business Representative
Teamsters Local No. 150

12/17/19

Alan Daurie — Date
Business Agent
Teamsters Local No. 150

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6 (a)

MEETING DATE: 01/14/2020

SUBJECT: One-time, Off-schedule Payment for the San Juan Administrators Association and Cabinet Members

DEPARTMENT: Schools and Labor Relations

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

ACTION REQUESTED:
The governing board is asked to discuss the one-time, off-schedule payment for the San Juan Administrators Association and Cabinet as outlined in the language below for 2019-2020.

Action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time, off-schedule payment equal to 2.00% of each member's base salary for the full or partial period between 07/01/2019 to 06/30/2020. The one-time, off-schedule payment will be paid within 60 days of board ratification. This one-time, off-schedule payment will not increase base compensation for the 2019-2020 fiscal year.

ATTACHMENTS:
AB 1200 Public Disclosure of Collective Bargaining Agreement [see item I-5(a)]

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/18/2019

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
A cost analysis, pursuant to AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449 has been prepared by Fiscal Services and submitted to the Sacramento County Office of Education *[reference agenda item I-5(a), attachment B: AB 1200 Public Disclosure of Collective Bargaining Agreement]*. Costs to the general fund for the San Juan Administrators Association and Cabinet members' salary schedule adjustments are: an increase of $203,731 for 2019-2020 and a decrease of ($203,731) for 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent of Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

AGENDA ITEM: I-6 (b)

MEETING DATE: 01/14/2020

SUBJECT: One-time, Off-schedule Payment for the Confidential Group and Unrepresented Specialists

DEPARTMENT: Schools and Labor Relations

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

ACTION REQUESTED:
The governing board is asked to discuss the one-time, off-schedule payment for the Confidential Group and Unrepresented Specialists as outlined in the language below for 2019-2020.

Action anticipated: January 28, 2020

RATIONALE/BACKGROUND:
The district shall provide a one-time off schedule payment equal to 2.00% of each member's base salary for the full or partial period between 07/01/2019 to 06/30/2020. The one-time off schedule payment will be paid within 60 days of board ratification. This one-time off schedule payment will not increase base compensation for the 2019-2020 fiscal year.

ATTACHMENT(S):
AB 1200 Public Disclosure of Collective Bargaining Agreement [see item I-5(a)]

PREVIOUS STAFF/BOARD ACTION:
Superintendent's Cabinet: 11/18/2019

FISCAL IMPACT:
Current Budget: See attached AB 1200 document
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

FINANCIAL DATA:
A cost analysis, pursuant to AB 1200 (Chapter 1213/1991); GC 3547.5; and CCR, Title V, Section 15449, has been prepared by Fiscal Services and submitted to the Sacramento County Office of Education *[reference agenda item I-5(a), attachment B: AB 1200 Public Disclosure of Collective Bargaining Agreement]*. Costs to the general fund for the Confidential Group and Unrepresented Specialists' salary schedule adjustments are: an increase of $99,815 for 2019-2020 and a decrease of ($99,815) for 2020-2021.

PREPARED BY: Jim Shoemake, Assistant Superintendent of Schools and Labor Relations

APPROVED BY: Kent Kern, Superintendent of Schools

SAN JUAN UNIFIED SCHOOL DISTRICT
TENTATIVE BOARD AGENDA ITEMS
2019-2020

JANUARY 28

Recognition: 2020 Classified Employees of the Year – A	Oropallo
Recognition: National School Counseling Week (Feb. 3-7) – A	Messer
Continuous Improvement Series: Social Emotional Learning – R	Calvin
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	
Tentative Agreements: SJTA, SJPEC, SJSA, Teamsters – A	Shoemake
One-time, off-schedule payment: SJAA, Cabinet, Confidential Group, Unrepresented – A	Shoemake
*School Accountability Report Cards (SARCs) – A	Schnepp
*LCAP PAC Membership – A	Schnepp
*Lease amendment for storage space for district surplus furniture – A	Camarda

FEBRUARY 11

Continuous Improvement Series: English Language Learners – R	Calvin
*Annual Policy Review [Discussed 01/28/20] – 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	

FEBRUARY 25

Recognition: Arts Education Month (March) – A	Townsend
Family and Community Engagement program and services update – R	Allen
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
2020 CSBA Delegate Assembly Election – A	Board
*Consolidated Application, Winter Report 2019-20 – A	Calvin

MARCH 10

Second Interim Budget Report – R	Stephens
Resolutions: Reductions in PKS & Criteria for Tie Break (Certificated TK-12) [Discussed 02/25/20] – A	Oropallo
Resolution: Reducing/Eliminating CCS & Criteria for Tie Break (Certificated ECE) [Discussed 02/25/20] – A	Oropallo
Resolution: Notice of Intent to Reduce Classified Positions [Discussed 02/25/20] – A	Oropallo
*Resolution: School Board Election Order – A	Kern

MARCH 24

Recognition: Week of the Young Child (Apr. 13-17) – A	Townsend
Continuous Improvement Series: Early Learning – R	Townsend
LCAP Design Update – R	Schnepp
*Audit Report for Measures J, N, P and S – A	Stephens
*Head Start and Early Head Start Grant Application 2020-2021 – A	Townsend

APRIL 14

Recognition: School Bus Driver's Appreciation Day (Apr. 28) – A	Oropallo
New Course Adoptions – D	Schnepp
Instructional Materials Adoptions – D	Schnepp
Williams Complaint – R	Simlick
Proposed Board Meeting Dates for 2020-2021 – A	Kern

APRIL 28

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
Technology Update – R	Skibitzki
New Course Adoptions [Discussed 04/14/20] – A	Schnepp
Instructional Materials Adoptions [Discussed 04/14/20] – A	Schnepp
School Climate: Parent-Staff-Student Voice – R	Schnepp

MAY 12

Recognition: Classified School Employee Week (May 17-23) – A	Oropallo
Hearing Officer's Recommendation-2020 RIF (if applicable) – A	Simlick
*Approval of CTE 2020 Advisory Committee Roster – A	Messer

MAY 26

Recognition: National Science Bowl (if applicable) – A	Messer/Shoemake
Recognition: Science Olympiad (if applicable) – A	Messer/Shoemake
Recognition: Academic Decathlon (if applicable) – A	Messer
Continuous Improvement Series: Special Education – R	Calvin
Standards Implementation Update – R	Schnepp
*Head Start/Early Head Start Contract Resolution FY 2020-2021 – A	Townsend

JUNE 9

Public Hearing: LCAP – D	Schnepp
LCAP ESSA Federal Addendum – D	Calvin
Public Hearing: LCAP/Choices Charter School – D	Flagler
Public Hearing: Presentation of the 2020-2021 Budget – D	Stephens
*CIF Superintendent Designation of Representatives 2020-2021 – A	Messer
*Charter School 2018-2019 Audit Reports (Aspire, Atkinson, CMP, GIS, GV, OFY) – A	Stephens

JUNE 23

LCAP [Public Hearing 06/09/20] – A	Schnepp
LCAP ESSA Federal Addendum [Discussed 06/09/20] – A	Calvin
LCAP/Choices Charter School [Public Hearing 06/09/20] – A	Flagler
Adoption of the 2020-2021 Budget [Public Hearing 06/09/20] – A	Stephens
Temporary Interfund Borrowing of Cash – A	Stephens
*Consolidated Application, Spring Report 2019-2020 – A	Calvin
*2019-2020 Actuarial Report (OPEB) – A	Oropallo

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